

ART AS A FORM OF INVESTMENT

IE University

Professor: **SOFIA URBINA PUERTAS**

E-mail: surbina@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2º

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

There are no special requirements for this class.

SUBJECT DESCRIPTION

In a world where the contemporary art market is reaching record prices and the fear of the bubble to pop is a constant talk among colleagues in the art world, the study of contemporary art and its market has become important and relevant. The subject is useful 1st to business professionals in the industry but also it gives 1st inside of a potential additional source of income.

OBJECTIVES AND SKILLS

- This course aims to explore and fully understand what contemporary art is and how its market works.
- Students will learn about what are the trades that make the market change.
- Why some artists and some works go up in value.
- The Art world behind its prices.
- How art is sold.
- What are the finances needed for big transactions.
- The Nature of an art fund.
- Students will be exposed to artworks at all times (thought slides in the lectures and live at the classes outside the school) therefore by the end of the course, students will have developed a deep understanding on contemporary art and how its market works.

METHODOLOGY

This course is been taught on the Madrid campus in fifteen 1.5 hours sessions. The course will include eight lecture sessions, one midterm exam, one final exam, and the following double sessions: an artist studio visit, a collector's house visit, an Arco (the Spanish art fair) visit and a visit to art galleries. The dynamic of all lectures will be the discussion about the artistic and the economic value of particular works of art, therefore it is expected the students' commitment to be proactive in class participation since the art of learning takes place at class and there is no substitute for this dynamic. All lectures will be presented with slides. The emphasis on this course is more on learning in class . Lectures follow in order. Participation is taken into strong consideration in every lecture, therefore, it is very important to attend all lectures. There will be important guests that will participate in several lectures.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	20 hours
Discussions	6.67 %	5 hours
Exercises	26.67 %	20 hours
Group work	40.0 %	30 hours
Other individual studying	0.0 %	0 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

INTRODUCTION TO CONTEMPORARY ART.

The first session will be devoted to defining and understanding what contemporary art is. Its difference with Modern Art and some key examples of contemporary artworks of the past 60 years.

SESSION 2 (LIVE IN-PERSON)

HOW THE ART MARKET WORKS.

This session will explain contemporary art market operations and its main agents.

SESSION 3 (ASYNCHRONOUS)

AN ART VALUATION.

This session will be devoted to valuation of artworks, how to give an approximated price to an artwork and how to obtain a precise one with an expert.

SESSION 4 (LIVE IN-PERSON)

THE ART OF SELLING ART.

This session will include all actual examples of sales that have been done by an art consultant showing all the steps and possible unexpected situations to deal with at an art sale and how to make strategic deals. The head of Contemporary Art from one of the top auction houses (Christies or Sothebys) will participate in this session giving inside information about the function of public and private sales at auction.

SESSION 5 (ASYNCHRONOUS)

MIDTERM EXAM.

Students are required to revise all the sessions up to here. The midterm will consist of 10 questions.

SESSION 6 (LIVE IN-PERSON)

ART AND FINANCE.

This session is devoted to the finance side of the art business. How important galleries and auctions houses operate with big transactions. The use of art secured finance, profits and outside investments, sources of financing, lenders, leverage and debt in the art market. We will talk about the finances in creating an art business, in which I will define the main expenses as well as different ways to financing the acquisition of artworks. An important finance man will participate in this session explaining how his finance knowledge helps him to collect and invest in art.

SESSION 7 (ASYNCHRONOUS)

THE ART MARKET: ART FUNDS

This session explains the nature of an art fund. Two examples of real art funds will be discussed.

SESSION 8 (LIVE IN-PERSON)

VISIT TO AN ART COLLECTION

We will visit the private international collection of an art collector based in Madrid. This visit will take place on a Saturday morning.

SESSION 9 (LIVE IN-PERSON)

VISIT TO THE STUDIO OF AN ARTIST.

This visit is confirmed but the artist is yet to be defined. This visit will take place on a Saturday morning.

SESSION 10 (LIVE IN-PERSON)

VISIT TO A PUBLIC COLLECTION

This visit will be to the Solo art collection, exploring the different works as well as understanding the acquisition process of a public art collection and the function of an art institution. This visit will take place on a Saturday morning.

SESSION 11 (LIVE IN-PERSON)

VISIT TO AN ART FAIR

Students will visit the Spanish Art fair Arco. This visit will take place on a Saturday morning.

SESSION 12 (LIVE IN-PERSON)

ART AND LAW

This session defines the copyrights used in the art world. We will also review the important laws applied in the art market.

SESSION 13 (LIVE IN-PERSON)

VISIT TO A PUBLIC ART COLLECTION

This visit will be to the most important art galleries located in Madrid. We will visit a minimum of 3 different art shows. By this time of the course, students will be able to have a very good understanding of what aesthetically works in the art market. This visit will take place on a Saturday morning.

SESSION 14 (LIVE IN-PERSON)

DIGITAL ART AND NFTS

This session will explain the importance of digital art and the nature of NFTS and how they are commercialized. This Session will count with an expert on NFTS.

SESSION 15 (LIVE IN-PERSON)

FINAL EXAM

Students are required to revise the entire course before the 1.5 hours exam. It will consist of 20 questions.

BIBLIOGRAPHY

Recommended

- Adam Lindemann. (2010). *Collecting Contemporary Art*. Taschen. ISBN 9783836523080 (Printed)
- Sarah Thornton. *Seven days in the Artworld*. Granta Books. ISBN 9781847080844 (Printed)
- Don Thompson.. (2010). . *The 12 Millioon Stuffed Shark, The curious economics of contemporary art*. St. Martins ´Griffin. pbk ed.. Palgrave Macmillan. ISBN 0230620590 (Printed)
- Ethan WagnerThea Westreich Wagner. (2013). *Collecting art for love, money and more*. London ; New York : Phaidon. ISBN 9780714849775 (Printed)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Class Participation	40 %	
Intermediate Tests	20 %	
Final Exam	40 %	

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 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: **SOFIA URBINA PUERTAS**

E-mail: surbina@faculty.ie.edu

SOFIA URBINA PUERTAS

Sofia Urbina, the driving force behind Art Advisory Services (www.artadvisoryservices.org), has worked in the art world since 1998. Her experience is the result of working in New York and London where she has lived for 10 and 5 years respectively. Sofia has worked at Christie's, several galleries and at art publications at Brandt Publications and LTB Media. She has also curated photography shows in NY and Dubai and has collaborated with Arte y Parte magazine, the cultural section of ABC newspaper and ok diario. In addition, she has given talks at the young art fair Just Mad in Madrid and at Caixa Forum Barcelona. Currently she advises a group of international collectors on contemporary art purchases, buys art as an investment with her partner and curates exhibitions at an international level. Sofia currently resides in Madrid. Since 2018 she teaches the class "Contemporary Art and its market" at IE University.

OTHER INFORMATION

Contact details: surbina@faculty.ie.edu

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699.770.694

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.

CLIMATE CHANGE POLICY

IE University

Professor: **JULIO RIVERA ALEJO**

E-mail: jriveraa@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

This course is open to all students interested in climate change. While it is not a prerequisite, it is an advantage to be familiar with or have some basic knowledge of economics, political science, international law, and/or environmental policy.

SUBJECT DESCRIPTION

Climate change has become one of the defining issues of our time. But how can governments, and other relevant actors, respond to the complex challenges posed by the global problem of climate change?

This course aims to provide students with a thorough understanding of the scientific, economic, technical, and political challenges faced by policymakers in combating climate change. The course will examine the science behind the causes and impacts of climate change. Building upon this, students will learn about policy and technology options to mitigate the causes of climate change and to adapt to climate impacts and risks, including its costs and how to finance the transition to a low-carbon and resilient world. The current international climate regime (more specifically the Paris Agreement) will be explored, as well as national cases studies of the climate policy and politics of the major emitting countries. Additionally, students will become familiar with the climate change policy process, gaining a good understanding of the different types of climate policy instruments.

OBJECTIVES AND SKILLS

- Gain interdisciplinary knowledge about how to approach climate policy - the science, economics, technology, and politics that underpin the climate change problem.
- Become familiar with climate mitigation and adaptation technical and policy options.
- Learn about the process of climate policymaking and the factors that inform and influence climate policy.
- Understand the state of current international climate negotiations and objectives and key national climate policies.
- Learn how to model scenarios of potential actions that mitigate global warming to the internationally agreed target of less than 2°C, while considering economic, environmental, equity and other societal issues.

- Achieve fluency in the “professional language” of climate change and climate policy.

METHODOLOGY

The course will be taught through lectures, in-class and online discussions, and both written and oral exercises regarding the topics and issues covered in the readings and class sessions.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	20 hours
Discussions	6.67 %	5 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

SESSION 1 (LIVE IN-PERSON)

Understanding the science behind the causes and impacts of climate change

Required readings:

Technical note: 2021: Summary for Policymakers (Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change. Cambridge University Press) (IPCC)

Technical note: 2018: Summary for Policymakers (World Meteorological Organization) (IPCC)

Advanced readings (not required):

- World Bank. 2010. "Understanding the Links Between Climate Change and Development. Focus A: The science of climate change," in World Development Report 2010: Development and Climate Change. Washington, DC. © World Bank., pp. 71-81:
<https://openknowledge.worldbank.org/handle/10986/4387>
- Eckstein, David; Künzel, Vera; Schäfer, Laura. 2021. Global Climate Risk Index 2021. Who suffers Most from Extreme Weather Events? Weather-related Loss Events in 2019 and 2000 to 2019:
https://www.germanwatch.org/sites/default/files/Global%20Climate%20Risk%20Index%202021_2.pdf
- New, Mark, Liverman, Diana, Schroder, Heike, and Kevin Anderson 2010, “Four degrees and beyond: the potential for a global temperature increase of four degrees and its implications” Philosophical Transactions of the The Royal Society A, 369: 6–19:
<http://rsta.royalsocietypublishing.org/content/369/1934/6.short>
- Rahmstorf, Stefan. 2000. “The Thermohaline Ocean Circulation: A System with Dangerous Thresholds?” Climatic Change 46 (3): 247–56. <https://doi.org/10.1023/A:1005648404783>.
<https://ie.on.worldcat.org/v2/oclc/5374138626> (update update to Broecker WS. 1997. “Thermohaline Circulation, the Achilles Heel of Our Climate System: Will Man-Made CO2 Upset the Current Balance?” Science 278: 1582-1588)

- For further information, you can also find the full IPCC Working Group 1 reports here:
<https://www.ipcc.ch/report/ar6/wg1/> - not required
- For further information, you can also find the full special report here: <https://www.ipcc.ch/sr15/> - not required

SESSION 2 (LIVE IN-PERSON)

Climate science: projecting future scenarios, risk, and uncertainty

Required readings:

Technical note: Emissions Gap Report 2021: The Heat Is On – A World of Climate Promises Not Yet Delivered (2021. "Chapter 4. The emissions gap") (United Nations Environment Programme)

Article: Carbon budgets: Where are we now? (2020, Carbon Tracker Initiative)

Article: Scientific uncertainty: When doubt is a sure thing (2002. Nature -London- 6897 (6897): 476–78) (CED)

Article: Imprecise Probability Assessment of Tipping Points in the Climate System (2009.

Proceedings of the National Academy of Sciences of the United States of America 106 (13): 5041–46) (CED)

Advanced readings (not required):

- Friedlingstein, P., Jones, M. W., O'Sullivan, M., Andrew, R. M., et al. 2022 Global Carbon Budget 2021, *Earth Syst. Sci. Data*, 14, 1917–2005, <https://doi.org/10.5194/essd-14-1917-2022>. <https://essd.copernicus.org/articles/14/1917/2022/essd-14-1917-2022.pdf>
- Damon Matthews, H., Tokarska, K.B., Rogelj, J. et al. 2021. An integrated approach to quantifying uncertainties in the remaining carbon budget. *Commun Earth Environ* 2, 7. <https://doi.org/10.1038/s43247-020-00064-9>
- WMO Greenhouse Gas Bulletin (GHG Bulletin) No.17: The State of Greenhouse Gases in the Atmosphere Based on Global Observations through 2020. https://library.wmo.int/doc_num.php?explnum_id=10904
- Hausfather, Z. and Glen Peters 2020, "Emissions: the 'business as usual' story is misleading", *Nature*, January 29. <https://www.nature.com/articles/d41586-020-00177-3> / <https://ie.on.worldcat.org/oclc/8520381285>
- United Nations Environment Programme. 2021 (recommended to also read the Executive Summary: https://wedocs.unep.org/bitstream/handle/20.500.11822/36991/EGR21_ESEN.pdf)

SESSION 3 (LIVE IN-PERSON)

The economics of climate change

Required readings:

Technical note: Executive Summary (Full) (2006. The economics of climate change: the Stern review. Cambridge, UK, Cambridge University Press) (The National Archives)

Article: Commentary the Stern Review's Economics of Climate Change (National Institute Economic Review, no. 199 (2007): 4–7) (CED)

Article: Revisiting the Social Cost of Carbon (2017. Proceedings of the National Academy of Sciences 114, no. 7: 1518–23) (PNAS)

Advanced readings (not required):

- Gillingham, Kenneth, and James H. Stock. 2018. "The Cost of Reducing Greenhouse Gas

- Emissions." *Journal of Economic Perspectives*, 32 (4): 53-72. DOI: 10.1257/jep.32.4.53.
<https://ie.on.worldcat.org/v2/oclc/7973724896>
- Kahn, Brian, 2016. "10 Years on, Climate Economists Reflect on Stern Review". Climate Central. <https://www.climatecentral.org/news/climate-economists-stern-review-20827>
 - Arrow, Kenneth 2007, "Global Climate Change: A Challenge to Policy," *Economists Voice*, Berkeley Electronic Press, June.
[https://web.econ.ku.dk/okocg/VV/VVEconomic%20Growth/articles/articles-2010%20or%20later/GlobalArrow-2007_Climate_Change_A_Challenge_to_Policy\[1\].pdf](https://web.econ.ku.dk/okocg/VV/VVEconomic%20Growth/articles/articles-2010%20or%20later/GlobalArrow-2007_Climate_Change_A_Challenge_to_Policy[1].pdf)
 - Weitzman M.L. 2011. "Fat-Tailed Uncertainty in the Economics of Catastrophic Climate Change." *Review of Environmental Economics and Policy* 5 (2): 275–92.
<https://doi.org/10.1093/reep/rer006>. <https://ie.on.worldcat.org/oclc/749944641>
 - Rennert, Kevin, Brian C. Prest, William A. Pizer, Richard G. Newell, David Anthoff, Cora Kingdon, Lisa Rennels, Roger Cook, Adrian E. Raftery, Hana Ševčíková, and Frank Errickson. 2021. "The Social Cost of Carbon: Advances in Long-term Probabilistic Projections of Population, GDP, Emissions, and Discount Rates." *Brookings Papers on Economic Activity*, Fall. 223-275. https://www.brookings.edu/wp-content/uploads/2021/09/15985-BPEA-BPEA-FA21_WEB_Rennert-et-al.pdf
 - Geoffrey Giller, The Social Cost of Carbon Is Still the Best Way to Evaluate Climate Policy, Yale School of the Environment (Aug. 23, 2021).
<https://environment.yale.edu/news/article/social-cost-of-carbon-still-best-way-to-evaluate-climate-policy>
 - For further information, you can find the cc full report here:
https://webarchive.nationalarchives.gov.uk/ukgwa/20100407172811/https://www.hmtreasury.gov.uk/stern_review_report.htm

SESSION 4 (LIVE IN-PERSON)

Climate Mitigation: addressing the causes of climate change

Required readings:

Technical note: Mitigation Pathways Compatible with 1.5°C in the Context of Sustainable Development (read only section "2.4. Disentangling the Whole-System", pp. 129-148) (IPCC)

Technical note: Summary for Policy Makers (Net Zero by 2050, Paris. 2021) (IEA)

Article: A Roadmap for Rapid Decarbonization (Science 355 (6331): 1269–71, 2017) (CED)

Article: Stabilization Wedges: Solving the Climate Problem for the Next 50 Years with Current Technologies (Science (New York, N.Y.). 305. 968-72, 2004) (CED)

Advanced readings (not required):

- IEA. 2021. "Chapter 2 A global pathway to net-zero CO₂ emissions in 2050" and "Chapter 3: Sectoral pathways to net-zero emissions by 2050", pp. 47-150, in *Net Zero by 2050*, IEA, Paris.
https://iea.blob.core.windows.net/assets/deebef5d-0c34-4539-9d0c-10b13d840027/NetZeroBy2050-ARoadmapfortheGlobalEnergySector_CORR.pdf
- UNEP. 2017. "Chapter 4 - Bridging the Gap: Sectoral Greenhouse Gas Emission Reduction Potentials in 2030" in *The Emissions Gap Report 2017*. United Nations Environment Programme (UNEP), Nairobi.
- Griscom, B. et al 2017, "Natural Climate Solutions" in *Proceedings of the National Academy of*

- Sciences, <https://doi.org/10.1073/pnas.1710465114>
- Unruh, Gregory C. 2000, "Understanding carbon lock-in," *Energy Policy*, Vol. 28(12): 817-830. <https://ie.on.worldcat.org/oclc/5208775103>
 - UNEP. 2020. "Chapter 5. Bridging the gap – the role of international shipping and aviation" and "Chapter 6. Bridging the gap – the role of equitable low-carbon lifestyles" in *Emissions Gap Report 2020*. United Nations Environment Programme. Nairobi. <https://www.unep.org/emissions-gap-report-2020>
 - J. Falk, O. Gaffney, A. K. Bhowmik, P. Bergmark, V. Galaz, N. Gaskell, S. Henningsson, M. Höjer, L. Jacobson, K. Jónás, T. Käberger, D. Klingensfeld, J. Lenhart, B. Loken, D. Lundén, J. Malmmodin, T. Malmqvist, V. Olausson, I. Otto, A. Pearce, E. Pihl, T. Shalit. 2020. *Exponential Roadmap 1.5.1. Future Earth*. Sweden. https://exponentialroadmap.org/wpcontent/uploads/2020/03/ExponentialRoadmap_1.5.1_216x279_08_AW_Download_Singles_Small.pdf
 - The Energy Transitions Commission. 2018. *Summary Report. Mission Possible: Reaching net zero carbon emissions from harder-to-abate sectors by mid-century*. <https://www.energytransitions.org/publications/mission-possible/#download-form>
 - Royal Society (Great Britain). 2009. *Geoengineering the Climate: Science, Governance and Uncertainty* [September 2009]. Royal Society Document, 10/09. London: Royal Society. https://royalsociety.org/-/media/Royal_Society_Content/policy/publications/2009/8693.pdf
 - National Academies of Sciences, Engineering, and Medicine (U.S.). *Committee on Developing a Research Agenda for Carbon Dioxide Removal and Reliable Sequestration*. 2019. *Negative Emissions Technologies and Reliable Sequestration : A Research Agenda. A Consensus Study Report of the National Academies of Sciences, Engineering, Medicine*. Washington, DC: National Academies Press. <https://ie.on.worldcat.org/oclc/1090146918>
 - Lenzi, Dominic, William F Lamb, Jérôme Hilaire, Martin Kowarsch, and Jan C Minx. 2018. "Don't Deploy Negative Emissions Technologies Without Ethical Analysis." *Nature* 561 (7723): 303–5. <https://doi.org/10.1038/d41586-018-06695-5>. <https://www.nature.com/articles/d41586-018-06695-5> / <https://ie.on.worldcat.org/oclc/7851297833>

SESSION 5 (LIVE IN-PERSON)

Adaptation and Resilience: addressing the impacts of climate change

Required readings:

Article: Adaptation and Resilience: Responding to a Changing Climate (Wires Climate Change 2 (1): 113–20, 2011) (CED)

Technical note: 2022: Summary for Policymakers (Climate Change 2022: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change. Cambridge University Press, Cambridge, UK and New York, NY, USA, pp. 3–33) (IPCC)

Advanced readings (not required):

- IPCC. 2022. Executive Summary of "Chapter 17. Decision-Making Options for Managing Risk". In: *Climate Change 2022: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change* [H.-O. Pörtner, D.C. Roberts, M. Tignor, E.S. Poloczanska, K. Mintenbeck, A. Alegría, M. Craig, S.

- Langsdorf, S. Löschke, V. Möller, A. Okem, B. Rama (eds.]). Cambridge University Press, Cambridge, UK and New York, NY, USA, pp. 2655–2807, doi:10.1017/9781009325844.027.
https://www.ipcc.ch/report/ar6/wg2/downloads/report/IPCC_AR6_WGII_Chapter17.pdf
- IPCC. 2022. Executive Summary of “Chapter 18. Climate Resilient Development Pathways”. In: Climate Change 2022: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [H.-O. Pörtner, D.C. Roberts, M. Tignor, E.S. Poloczanska, K. Mintenbeck, A. Alegría, M. Craig, S. Langsdorf, S. Löschke, V. Möller, A. Okem, B. Rama (eds.]). Cambridge University Press, Cambridge, UK and New York, NY, USA, pp. 2655–2807, doi:10.1017/9781009325844.027.
https://www.ipcc.ch/report/ar6/wg2/downloads/report/IPCC_AR6_WGII_Chapter18.pdf
 - UNEP. 2018. “Chapter 2. Status and trends: Enabling adaptation”, in The Adaptation Gap Report 2018. United Nations Environment Programme (UNEP). Nairobi, Kenya.
<https://www.unep.org/resources/adaptation-gap-report-2018>
 - UNEP. 2021. “Chapter 6. Nature-based solutions for adaptation”, in Adaptation Gap Report 2020. United Nations Environment Programme (UNEP). Nairobi, Kenya.
<https://wedocs.unep.org/bitstream/handle/20.500.11822/34754/AGR20Ch6.pdf?sequence=3&isAllowed=y>
 - Ayers, J. M. and Huq, S. 2009. “The Value of Linking Mitigation and Adaptation: A Case Study of Bangladesh,” Environmental Management, Vol. 43, 753–764.
<https://ie.on.worldcat.org/oclc/5659097094>

SESSION 6 (LIVE IN-PERSON)

The costs of tackling the climate challenge: financing the global transition to a low carbon and resilient economy

Required readings:

Technical note: World Energy Transitions Outlook: 1.5°C Pathway ("Chapter 3. Investment Needs and financing for the Energy Transition". 2021, International Renewable Energy Agency, Abu Dhabi) (IRENA)

Technical note: Adaptation Gap Report 2021 (Chapter 4. Global progress on adaptation finance. The gathering storm – Adapting to climate change in a post-pandemic world. United Nations Environment Programme. Nairobi, Kenya) (UNEP)

Technical note: Global Landscape of Climate Finance 2021 (Climate Policy Initiative)

Technical note: The Global Climate Finance Architecture (Heinrich Böll Stiftung, February 2021) (Climate Funds Update)

Advanced readings (not required):

- IRENA. 2021. Executive Summary. Renewable Power Generation Costs in 2020, International Renewable Energy Agency, Abu Dhabi, pp. 12-19
<https://www.irena.org/publications/2021/Jun/Renewable-Power-Costs-in-2020>
- Taylor, Michael. 2020. Energy subsidies: Evolution in the global energy transformation to 2050. International Renewable Energy Agency, Abu Dhabi.
<https://www.irena.org/publications/2020/Apr/Energy-Subsidies-2020>
- IRENA. 2018. Renewable power: Climate-safe energy competes on cost alone, International Renewable Energy Agency, Abu Dhabi.

<https://www.irena.org/publications/2018/Dec/Renewable-power-climate-safe-energycompetes-on-cost-alone>

- UNEP. 2021. Executive Summary. State of Finance for Nature 2021. United Nations Environment Programme, Nairobi. <https://www.unep.org/resources/state-finance-nature>
- Bhandary, Rishikesh, Gallagher, Kelly S., and Fang Zhang. 2021, "Climate Finance Policy In Practice: A Review Of The Evidence," Climate Policy, Vol. 21, Issue 4, <https://doi.org/10.1080/14693062.2020.1871313>
- Pauw, W. P. (2015). Not A Panacea: Private-Sector Engagement In Adaptation And Adaptation Finance In Developing Countries. Climate Policy, 15(5), 583-603. <https://ie.on.worldcat.org/oclc/1268533587>

SESSION 7 (LIVE IN-PERSON)

Workshop: En-ROADS Climate Solutions Simulator

This session is intended to prepare the students for the course written assignment (see the "Evaluation Method" section below for more information on the paper). This session will consist of a workshop and interactive group learning experience on the use of the En-ROADS computer simulation model to explore and rapidly assess the impacts of different solutions to climate change – like energy efficiency, carbon pricing, fossil fuel taxes, reducing deforestation, or carbon dioxide removal.

Required readings:

Video: En-ROADS Climate Solutions Simulator (Overview and Introduction) (Youtube)

SESSION 8 (LIVE IN-PERSON)

The politics of climate change

Required readings:

Article: The Comparative Politics of Climate Change (Global Environmental Politics 7 (4): 1–18, 2007) (CED)

Article: Perceptions of Climate Change Worldwide (Wires Climate Change 2 (6): 871–85. 2011) (CED)

Advanced readings (not required):

- Conference: Anthony Leiserowitz on the public's perception of climate change - MIT Climate CoLab conference. From the MIT Climate CoLab conference 2014, Crowds & Climate: From Ideas to Action, held November 6-7, 2014, at the MIT campus. <https://www.youtube.com/watch?v=KJUNyb4RoA8>
- Gong, Xiaochen, Yunxia Liu, and Tao Sun. 2020. "Evaluating Climate Change Governance Using the "Polity–Policy–Politics" Framework: A Comparative Study of China and the United States" Sustainability 12, no. 16: 6403. <https://doi.org/10.3390/su12166403>
- Dubash, Navroz K. 2013. "The Politics of Climate Change in India: Narratives of Equity and Cobenefits." Wires Climate Change 4 (3): 191–201. <https://doi.org/10.1002/wcc.210>. <https://ie.on.worldcat.org/v2/oclc/4959912068>
- Crowley, Kate. 2013. "Pricing carbon: the politics of climate policy in Australia" Wiley Interdisciplinary Reviews Climate Change, 4(6): 603–613. DOI 10.1002/wcc.239. <https://ie.on.worldcat.org/oclc/5168742037>
- Qi, Ye and Wu, Tong. 2013. "The politics of climate change in China" Wiley Interdisciplinary

- Reviews Climate Change 4(4):301-313. <https://dx-doi-org.ie.idm.oclc.org/10.1002/wcc.221>
- Selin, Henrik and VanDeveer, Stacy D. 2011. "US climate change politics and policymaking," Wiley Interdisciplinary Reviews Climate Change, Vol. 2, Issue 1, pages: 121–127. <https://doiorg.ie.idm.oclc.org/10.1002/wcc.94>
 - Stokes, Leah and Hannah Breetz 2018, "Politics in the US energy transition: Case studies of solar, wind, biofuels and electric vehicles policy," Energy Policy, Vol. 113, 76-86 <https://ie.on.worldcat.org/oclc/7395880943>
 - Neil Carter 2014, "The politics of climate change in the UK" Wiley Interdisciplinary Reviews Climate Change, Vol. 5, Issue 3, May/June. <https://doi-org.ie.idm.oclc.org/10.1002/wcc.274>
 - Eduardo Viola and Matias Franchini 2014, "Brazilian Climate Politics 2005-2012: Ambivalence and Paradox," Wiley Interdisciplinary Reviews Climate Change, Vol. 5, Issue 5, September/October. <https://doi-org.ie.idm.oclc.org/10.1002/wcc.289>

SESSION 9 (LIVE IN-PERSON)

Designing climate policies

Required readings:

Technical note: World Bank Reference Guide to Climate Change Framework Legislation (EFI Insight-Governance. 2020, Washington, DC) (World Bank)

Technical note: Climate Change 2007: Working Group III: Mitigation of Climate Change (Read only Executive Summary and sections 13.1 and 13.2, pp. 747-465. Chapter 13: Policies, instruments, and co-operative arrangements) (IPCC)

Advanced readings (not required):

- Gallagher, Kelly Sims, Xuan, Xiaowei, and Gallagher, Kelly Sims. 2019. "Chapter 3. Comparing Policymaking Structures, Actors, Processes, and Approaches," in *Titans of the Climate : Explaining Policy Process in the United States and China*. MIT Press. <https://ie.on.worldcat.org/oclc/1268656062>
- Iacobuta, Gabriela; Dubash, Navroz; Upadhyaya, Prabhat; Deribe, Mekdelawit & Höhne, Niklas. 2018. "National climate change mitigation legislation, strategy and targets: a global update," *Climate Policy*, 18:9, 1114-1132, DOI: 10.1080/14693062.2018.1489772. <https://www.tandfonline.com/doi/full/10.1080/14693062.2018.1489772>
- Aldy, Joseph E, and William A Pizer. 2016. "Alternative Metrics for Comparing Domestic Climate Change Mitigation Efforts and the Emerging International Climate Policy Architecture." *Review of Environmental Economics and Policy* 10 (1): 3–24. <https://doi.org/10.1093/reep/rev013>. <https://ie.on.worldcat.org/oclc/5927488755>
- IRENA. 2021. "Chapter 4. Comprehensive Policy Framework for the Energy Transition" in *World Energy Transitions Outlook: 1.5°C Pathway*. International Renewable Energy Agency, Abu Dhabi. <https://www.irena.org/publications/2021/Jun/World-Energy-Transitions-Outlook>

SESSION 10 (LIVE IN-PERSON)

Climate Policy: market-based instruments

Required readings:

Working Paper: Instrument choice is instrument design (John M. Olin Program in Law and

Economics Working Paper No. 490, 2009) (uchicago.edu)

Article: Carbon taxes and greenhouse gas emissions trading systems: what have we learned? (Climate Policy, 18:8, 955-966. 2018) (CED)

Advanced readings (not required):

- World Bank. 2022. State and Trends of Carbon Pricing 2022. Washington, DC: World Bank. © World Bank. <https://openknowledge.worldbank.org/handle/10986/37455> License: CC BY 3.0 IGO
- Narassimhan, Easwaran; Gallagher, Kelly Sims; Koester, Stefan; and Rivera Alejo, Julio. 2018. "Carbon pricing in practice: A review of emissions trading systems." *Climate Policy Journal*, 18:8, 967-991, DOI: 10.1080/14693062.2018.1467827
<https://www.tandfonline.com/doi/full/10.1080/14693062.2018.1467827>
- Metcalf, Gilbert E, and Weisbach, David. 2009. "The Design of a Carbon Tax," *Harvard Environmental Law Review*, 33 (2): 499-556. <https://ie.on.worldcat.org/v2/oclc/7313716850>
- Perino, Grischa, Robert A Ritz, Arthur van Benthem, and National Bureau of Economic Research. 2019. *Overlapping Climate Policies*. Nber Working Paper Series, No. W25643. Cambridge, Mass: National Bureau of Economic Research. https://www-jstororg.ie.idm.oclc.org/stable/resrep30476?seq=1#metadata_info_tab_contents

SESSION 11 (LIVE IN-PERSON)

International climate action regime (I) – the Paris Agreement: principles, goals, targets, transparency, accountability, and legal character

Required readings:

Technical note: United Nations Framework Convention on Climate Change (Please, read: Article 2, Article 3, Article 4.2 (a) and (b) 1992) (UNFCCC)

Technical note: Paris Agreement (Please, read: Preamble, Article 2, Article 4, Article 7.1, Article 13, Article 14, Article 15, 2015) (UN)

Technical note: Remarks on the International Legal Character of the Paris Agreement (Vol. 35:10, 343-363. 2019) (Maryland Journal of International Law)

Article: Facilitating Implementation and Promoting Compliance with the Paris Agreement Under Article 15: Conceptual Challenges and Pragmatic Choices (Climate Law 9 (1/2): 65–100. 2019) (CED)

Advanced readings (not required):

- Falkner, Robert. 2016. "The Paris Agreement and the New Logic of International Climate Politics." *International Affairs* 92 (5): 1107–25. <https://doi.org/10.1111/1468-2346.12708>.
<https://ie.on.worldcat.org/v2/oclc/6919132067>
- Rajamani, Lavanya, and Jacob Werksman. 2018. "The Legal Character and Operational Relevance of the Paris Agreement's Temperature Goal." *Philosophical Transactions. Series a, Mathematical, Physical, and Engineering Sciences* 376 (2119).
<https://doi.org/10.1098/rsta.2016.0458>. <http://dx.doi.org/10.1098/rsta.2016.0458>
- Bodansky, Dan. 2015. "Reflections on the Paris Conference." *OpinioJuris*.
<http://opiniojuris.org/2015/12/15/reflections-on-the-paris-conference/>

SESSION 12 (LIVE IN-PERSON)

International climate action regime (II) – the Paris Agreement: international carbon markets, finance, adaptation, loss and damage, non-state actors and the way forward

Required readings:

Technical note: Paris Agreement (Please read: Article 6, Article 7, Article 8, Article 9) (UN)

Article: Outcomes of the UN Climate Talks in Glasgow (2021, World Resources Institute)

Video: FAQ: Deciphering Article 6 of the Paris Agreement (2021, Carbon Market Watch)

Technical note: Emissions Gap Report 2021: The Heat Is On (2020. "Chapter 2. Trends in global emissions, new pledges for 2030 and G20 status and outlook", A World of Climate Promises Not Yet Delivered. Nairobi) (United Nations Environment Programme)

Advanced readings (not required):

- Rogelj, Joeri et al. 2016, "Paris Agreement climate proposals need a boost to keep warming well below 2°C," *Nature*, 534, 631–639. <https://ie.on.worldcat.org/oclc/6370840180>
- United Nations Environment Programme. 2020. "Chapter 3. Net-zero emissions targets", in *Emissions Gap Report 2021: The Heat Is On – A World of Climate Promises Not Yet Delivered*. Nairobi. https://wedocs.unep.org/bitstream/handle/20.500.11822/36994/EGR21_CH3.pdf
- Karin Bäckstrand, Jonathan W. Kuiper, Björn-Ola Linnér & Eva Lövbrand. 2017. "Non-state actors in global climate governance: from Copenhagen to Paris and beyond", *Environmental Politics*, 26:4, 561-579, DOI: 10.1080/09644016.2017.1327485. <https://www.tandfonline.com/doi/pdf/10.1080/09644016.2017.1327485?needAccess=true>
- Newell, Peter 2008, "Civil Society, Corporate Accountability and the Politics of Climate Change," *Global Environmental Politics*, Vol. 8, No. 3: 122-153. <https://ie.on.worldcat.org/oclc/360446655>
- Di Leva, Charles E. and Vaughan, Scott. 2021. "The Paris Agreement's New Article 6 Rules. The promise and challenge of carbon market and non-market approaches", *International Institute for Sustainable Development (IISD)*, December 13, 2021. <https://www.iisd.org/articles/paris-agreement-article-6-rules>

SESSION 13 (LIVE IN-PERSON)

National Case Studies: The United States and the European Union (Students Presentations)

Required readings:

Instructions on the presentation contents and recommended bibliography will be provided ahead of the session. Depending on the class size, timing, and student preferences, then number or other case studies might be considered.

SESSION 14 (LIVE IN-PERSON)

National Case Studies: China, India and Brazil (Students Presentations)

Required readings:

Instructions on the presentation contents and recommended bibliography will be provided ahead of the session. Depending on the class size, timing, and student preferences, the number or other case studies might be considered.

SESSION 15 (LIVE IN-PERSON)

Climate justice and the need for a just transition

Required readings:

Technical note: Social, Economic, and Ethical Concepts and Methods (Read only Executive Summary and sections 3.1, 3.2, and 3.3, pp. 211-220. Climate Change 2014: Mitigation of Climate Change. Contribution of Working Group III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change) (IPCC)

Technical note: Confronting the Carbon inequality. Putting climate justice at the heart of the COVID-19 recovery (2020, Oxfam Media Briefing)

Article: Social impacts of climate change mitigation policies and their implications for inequality (Climate Policy, 19(7), 827–844, 2019) (CED)

Article: Just transition: Integrating climate, energy and environmental justice (Energy Policy, 119, 1–7. 2018) (CED)

Advanced readings (not required):

- Heffron, Raphael J, and Darren McCauley. 2018. "What Is the 'Just Transition'?" *Geoforum* 88: 74–77. <https://doi.org/10.1016/j.geoforum.2017.11.016>.
<https://ie.on.worldcat.org/oclc/7247750971>
- Ruppert Bulmer, Elizabeth; Pela, Kevwe; Eberhard-Ruiz, Andreas; Montoya, Jimena. 2021. *Global Perspective on Coal Jobs and Managing Labor Transition out of Coal : Key Issues and Policy Responses*. Washington, DC: World Bank. © World Bank.
<https://openknowledge.worldbank.org/handle/10986/37118>
- Cameron, A., G. Claeys, C. Midoes and S. Tagliapietra. 2020. *A Just Transition Fund – How the EU Budget Can Best Assist in the Necessary Transition from Fossil Fuels to Sustainable Energy*. Brussels: Policy Department for Budgetary Affairs, Directorate General for Internal Policies of the Union. <https://www.bruegel.org/sites/default/files/wp-content/uploads/2020/05/Bruegel-JTF-report-for-EP-BUDG2.pdf>
- CARE. 2020. *Evicted by Climate Change. Confronting the gendered impacts of climate-induced displacement*. CARE Climate Change and Resilience Platform (CCRP).
<https://careclimatechange.org/wp-content/uploads/2020/07/CARE-Climate-Migration-Report-v0.4.pdf>

EVALUATION CRITERIA

Criteria	Percentage	Comments
Class Participation	10 %	
Policy Memo	40 %	
Class Presentation	50 %	

Class participation: each student will be expected to actively participate in class and online discussions and demonstrate that they have read the required readings.

Policy Memo: students will use a climate simulation model tool to develop a realistic scenario of global policy recommendations that successfully limit global warming while preserving a healthy economy, promoting equity and a just transition, and protecting the environment. Based on the developed scenario, students shall write a memo (1000-3000 words) describing their proposals, how they address the established goals, and reflecting on a set of given questions.

Group Class Presentations: students will be divided into groups to prepare and deliver a class presentation covering a country/region case study where domestic and foreign climate policies shall be analyzed and evaluated.

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 7 (Affordable and Clean Energy) and 13 (Climate Action). 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: **JULIO RIVERA ALEJO**

E-mail: jriveraa@faculty.ie.edu

Julio is an expert in climate change policy. He currently works for the World Bank to mainstream climate change considerations into the Bank's projects across sectors and countries. He has previously worked as an expert consultant on climate policy for several organizations, such as the Spanish Cooperation or the Inter-American Development Bank. He also served as an advisor on just transition issues at the Cabinet of the Minister for the Ecological Transition and the Demographic Challenge of Spain. His professional experience also includes working with national and local governments in Latin American countries to support the development of climate policies and advance the implementation of climate mitigation projects. Julio holds a master's in international environmental and resource policy and global political economy from The Fletcher School (Tufts University), a master's in environmental studies from Instituto Universitario de Ciencias Ambientales (Universidad Complutense de Madrid), and a bachelor's in international relations from Universidad Complutense de Madrid.

OTHER INFORMATION

Office hours available by appointment at jriveraa@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.

COMBATING ONLINE MISINFORMATION

IE University

Professor: **ELENA HERRERO-BEAUMONT**

E-mail: eherrero-beaumont@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

There are no mandatory prerequisites for this class, but it is helpful to have basic knowledge of concepts related to liberal or representative democracy, such as public opinion, the role of the media in shaping public opinion and the fundamental right to information. Students should be eager to engage in critical thinking in class and to spend some time each day reading and analyzing the news.

SUBJECT DESCRIPTION

Disinformation is a problem that exists across all media markets with greater or lesser intensity. The current digital context is contributing to exacerbate this problem, which, together with media capture, represent serious threats to the public's fundamental right to be informed, public opinion, elections and liberal democracy.

In this course, students will come to understand what online disinformation is, how it works, what impact it has on the public's right to information, elections, public opinion formation and ultimately democracy.

We will learn how traditional media companies have been displaced by technology platforms as guardians of truthful information in what some scholars have called post-media democracy, where the so-called post-truth is seriously affecting democratic institutions.

Students will also understand the different policy approaches to the problem, mostly in the US and the EU. More specifically, transparency and governance mechanisms as the most extended approach to platform regulation, as well as the need of strengthening traditional media companies as purveyors of high-quality information, journalism and news.

OBJECTIVES AND SKILLS

1. Students will learn about the essential characteristics of the Internet as the new information infrastructure that conditions how democracy works, focusing on how technology platforms are contributing to the spread of disinformation and polarization in the so-called post-truth ethos.
2. Students will learn about some basic concepts associated with media law, mainly the digital right to truthful information.

3. Students will be exposed to the different approaches to platform regulation that are being explored in upcoming regulation, both in the US/EU.
4. Students will understand the essential role and dynamics of media companies and journalism in the current infosphere.
5. Students will develop critical thinking skills to understand how to consume information in the current digital context.

METHODOLOGY

The integrated methodology of the course incorporates three elements: class discussions based on readings and audiovisual materials; working in groups on a specific project and its public presentation in class; and a final exam.

Class discussions

The students are required to read the assigned literature and materials before each session. The readings in this course include book chapters, journal and news media articles, as well as movies and podcasts. We will also use case studies. After a general introduction of the topic by me, we will discuss the theoretical concepts around specific questions. Try to come with your personal views of the readings and with questions, as well, that others may respond to. These questions that arise from our individual interpretations can help sharpen and broaden the thinking and perspectives of us all.

In some sessions we will engage in small group dialogue in breakout rooms. We will then reconvene with the whole group for a presentation on the readings, and a discussion.

Mid-term exam

In session 8, students will have the mid-term exam, which will consist of 10 questions to develop some of the themes (mostly, fill in the blank questions). The idea of this mid-term exam is to assess whether students are understanding the main theoretical concepts of the course.

Main paper and group presentation

Students should co-write a 10-page paper (1,800 characters with spaces per page) in groups of 3. The paper should include bibliography and notes. The paper should elaborate one of the following ideas:

1. An original description of a recent (of the past 6 years) disinformation scandal, including: the issuers of disinformation, their intention or goal, the recipients, the ways and means and the final impact on the right to information, public opinion formation, elections and democracy.
2. A description of the latest (of the past 2 years) measures taken by technology platforms to take down disinformation networks.
3. A description of how traditional news organizations are exposing the role of technology platforms as purveyors of disinformation.
4. An analysis of measures proposed by a given government/region (i.e., the EU) to combat online disinformation.
5. An analysis of other solutions to combat online disinformation: media literacy, fact-checking, strengthening traditional news organizations, targeting commercial advertising, and labeling news sources by third parties through transparency and governance mechanisms.

In sessions 14 and 15, each group will publicly present its paper to the rest of the class and will be exposed to other students' critical questions.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	42.67 %	32 hours

Discussions	21.33 %	16 hours
Exercises	10.67 %	8 hours
Group work	25.33 %	19 hours
Other individual studying	0.0 %	0 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction to the course

In this session we will spend some time getting to know each other, the expectations of the course, students' main motivation to take the course and why disinformation is important for their careers as students of international relations. We will also delve into the course's rules of engagement and how students are going to be assessed.

Additionally, we will spend some time discussing how we consume news. We will share with others what traditional media outlets we typically visit on a daily basis, how we consume news on social media and on private messaging groups (for example, WhatsApp groups). We will also share with others anecdotes of how we were victims of a disinformation campaign during the Covid pandemic or during recent elections in our respective countries.

SESSION 2 (LIVE IN-PERSON)

Some preliminary basics

In this session we will explore the role of the media in a liberal democracy. We will come to understand the importance of the public communication process in a democracy, and the main categories of media markets in the Western world.

Students will receive the theoretical concepts in advance and are expected to engage in a dialogue. They should come prepared with their personal views and with further questions that others may have to think through the class. In addition to the theoretical concepts that I will send, I highly recommend the books added in the materials section. Listening to the podcast before class is a must.

Book Chapters: The Paradox of Democracy (See Bibliography) (Optional)

Podcast: The Mid-Century Media Theorists Who Saw What Was Coming (Ezra Klein Show) (Apple Podcasts)

Book Chapters: Comparing Media Systems (See Bibliography) (Optional)

Book Chapters: Structural Transformation of the Public Sphere: Inquiry into a Category of Bourgeois Society (See Bibliography) (Optional)

Book Chapters: Public Opinion (See Bibliography) (Optional)

SESSION 3 (LIVE IN-PERSON)

How the Internet has changed the public communication process

In this session we will see how the Internet and technology platforms have altered the public communication process, coming closer to the problem of online disinformation.

Students will receive the theoretical concepts in advance and are expected to engage in a dialogue. They should come prepared with their personal views and with further questions that others may have to think through the class. I highly recommend the book added in the materials section. Reading the article is a must.

Book Chapters: The Internet Trap (See Bibliography) (Optional)

Article: Digital Democracy Needs an Enlightened Ethosphere (IE Insights)

SESSION 4 (LIVE IN-PERSON)

The problem of online disinformation

In this session we will explore the problem of online disinformation, by defining the concept and exposing its ways and means.

Students will receive the theoretical concepts in advance and are expected to engage in a dialogue. They should come prepared with their personal views and with further questions that others may have to think through the class. Reading the reports/papers and watching the documentary is a must.

Video: The Social Dilemma (thesocialdilemma.com)

Working Paper: Information Disorder: Toward an interdisciplinary framework for research and policy making (COE)

Working Paper: Reuters Institute Digital News Report (Reuters Institute for the Study of Journalism)

Working Paper: Final report of the High Level Expert Group on Fake News and Online

Disinformation (European Commission)

SESSION 5 (LIVE IN-PERSON)

Disinformation main players and channels

In this session we will identify the main issuers of online disinformation and the main channels they use.

Students will engage in small group dialogue in breakout rooms. We will then reconvene with the whole group for a presentation on the readings, and a discussion.

Students are required to watch the documentary and to read all the papers ahead of class. The books are highly recommended.

Video: After Truth: Disinformation and the Cost of Fake News (IE Library)

Working Paper: Adversarial Narratives: A New Model for Disinformation (Global Disinformation Index)

Working Paper: Bankrolling Bigotry: An Overview of the Online Funding Strategies of American Hate Groups (Global Disinformation Index)

Working Paper: Research Brief: Ad Tech Fuels Disinformation Sites in Europe – The Numbers and Players (Global Disinformation Index)

Working Paper: GDI Primer: The US (Dis)information Ecosystem (Global Disinformation Index)

Book Chapters: Antisocial Online Extremists, Techno-Utopians, and the Hijacking of the American Conversation (See Bibliography) (Optional)

Book Chapters: An Ugly Truth: Inside Facebook's Battle for Domination (See Bibliography) (Optional)

SESSION 6 (LIVE IN-PERSON)

Online disinformation cases

In this session we will learn about the most disruptive online disinformation cases through two case studies: the role of disinformation on Brexit and the impact of disinformation on the US Capitol attack.

Students will engage in small group dialogue in breakout rooms. We will then reconvene with the whole group for a presentation on the readings and a discussion.

Article: Capitol attack's full story: Jan. 6 panel probes US risks (AP News)

Multimedia Documentation: US Capitol attack (The Guardian)

Multimedia Documentation: US Capitol Attack (The Financial Times)

Video: Facebook's role in Brexit - and the threat to democracy (TED Talk)

SESSION 7 (LIVE IN-PERSON)

The impact of disinformation

In this session we will explore the impact of disinformation on the following key elements: the fundamental right to information, public opinion formation, elections and liberal democracy.

Students will engage in small group dialogue in breakout rooms. We will then reconvene with the whole group for a presentation of the readings and a discussion.

Students are required to read the Book Chapters assigned by the professor, and are required to listen to the podcast.

Book Chapters: The Paradox of Democracy (See Bibliography)

Book Chapters: The Twilight of Democracy (See Bibliography)

Book Chapters: Why we are polarized (See Bibliography)

Podcast: Anne Applebaum on What Liberals Misunderstand About Authoritarianism (Ezra Klein Show) (Apple Podcasts)

Book Chapters: Cheap Speech: How Disinformation Poisons Our Politics - and How to Cure It (See Bibliography)

SESSION 8 (LIVE IN-PERSON)

Mid-term exam

In this session, students will have the mid-term exam, which will consist of 10 questions to develop some of the themes (mostly, fill in the blank questions). The idea of this mid-term exam is to assess whether students are understanding the main theoretical concepts of the course.

SESSION 9 (LIVE IN-PERSON)

Combatting online disinformation: the role of journalism organizations

In this session we will learn how traditional media companies can combat disinformation as purveyors of truthful information, as well as the challenges they need to overcome: the crisis in trust and the weakness of their business model.

Students will receive the theoretical concepts in advance and are expected to engage in a dialogue. They should come prepared with their personal views and with further questions that others may have to think through the class. Reading the reports/papers and watching the documentary is a must.

Book Chapters: Breaking News: The Remaking of Journalism and Why It Matters Now (See Bibliography)

Book Chapters: Merchants of Truth: The Business of News and the Fight for Facts (See Bibliography)

Working Paper: World Trends in Freedom of Expression and Media Development 2018 (United

Nations Educational)

Book Chapters: Media Capture: How Money, Digital Platforms, and Governments Control the News (See Bibliography)

Working Paper: Reporting Facts: Free from Fear or Favour (UNESCO)

Video: This Is Not a Movie: Robert Fisk and the Politics of Truth (IE Library)

SESSION 10 (LIVE IN-PERSON)

Combatting online disinformation: Emerging Transparency Systems in the Digital Infosphere

In this session we will review a number of voluntary transparency systems of news media organizations that are emerging in the European Union and the United States to strengthen media independence and editorial credibility.

Students will receive the theoretical concepts in advance and are expected to engage in a dialogue. They should come prepared with their personal views and with further questions that others may have to think through the class. Reading the materials ahead of class is a must.

Other / Complementary Documentation: GRI Media Sector Disclosure (Global Reporting Initiative)

Other / Complementary Documentation: Journalism Trust Initiative (Reporters Sans Frontiers)

Other / Complementary Documentation: Global Disinformation Index (GDI)

Other / Complementary Documentation: The Trust Project (thetrustproject.org)

Other / Complementary Documentation: NewsGuard (newsguardtech.com)

Other / Complementary Documentation: Transparency and Good Governance of Media Companies (Fundación HAZ)

Article: Time to Act Against Fake News (euractiv.com)

Article: Beyond Brussels policies: leadership for Europe's news media sector (euractiv.com)

SESSION 11 (LIVE IN-PERSON)

Combatting online disinformation: the role of fact-checkers

In this session we explore what fact-checking is, its history, the rise of the external fact-checker, the International Fact-Checking Network, information and media literacy and the real impact of fact-checkers.

Students will receive the theoretical concepts in advance and are expected to engage in a dialogue. They should come prepared with their personal views and with further questions that others may have to think through the class. Reading the papers and articles is a must.

Article: Inside the World's Largest Fact Checking Operation (Columbia Journalism Review)

Article: The New Great American Pastime: it's fact-checking (Columbia Journalism Review)

Other / Complementary Documentation: International Fact-Checking Network (Poynter)

Article: Is Fact-Checking Working? (MediaPowerMonitor)

Working Paper: The global effectiveness of fact-checking: Evidence from simultaneous experiments in Argentina, Nigeria, South Africa, and the United Kingdom (PNAS)

SESSION 12 (LIVE IN-PERSON)

Combatting online disinformation: platforms responsibilities

In this session we will explore the responsibilities of technology platforms, including the need for more transparency in algorithms, their content moderation activities, their rising role as intermediaries of the public conversation thanks to their power to cancel accounts and the workings of Facebook's Supreme Court.

Students will engage in small group dialogue in breakout rooms. We will then reconvene with the whole group for a presentation on the readings, and a discussion.

Materials will be provided later on.

SESSION 13 (LIVE IN-PERSON)

Combatting online disinformation: policy and regulatory responses

In this session we will analyze the different responses given by governments and institutions, including the European Commission's Digital Services Act and the Digital Markets Act, as well as the European Media Freedom Act, specific government responses to combat online disinformation (as well as their perils and risks), and government responses to strengthen media independence (Australia's and France's are good examples). US Section 230 will be also discussed.

Students will engage in small group dialogue in breakout rooms. We will then reconvene with the whole group for a presentation on the readings, and a discussion.

Materials will be provided later on.

SESSION 14 (LIVE IN-PERSON)

Paper presentations

Each group will publicly present its paper to the rest of the class and will be exposed to other students' critical questions.

SESSION 15 (LIVE IN-PERSON)

Paper presentations

Each group will publicly present its paper to the rest of the class and will be exposed to other students' critical questions.

BIBLIOGRAPHY

Recommended

- Sean Illing and Zac Gershberg. (2022). *The paradox of democracy: free speech, open media, and perilous persuasion*. Chicago Press. ISBN 022668170X (Digital)
- Daniel C Hallin and Paolo Mancini. (2004). *Comparing media systems: three models of media and politics*. Cambridge University Press. ISBN 0521835356 (Digital)
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- Andrew Marantz. (2019). *Antisocial: Online Extremists, Techno-Utopians, and the Hijacking of the American Conversation*. Penguin Books. ISBN 9780525522287 (Digital)

- Sheera Frenkel and Cecilia Kang. (2021). *An Ugly Truth: Inside Facebook's Battle for Domination*. Harper. ISBN 0062960679 (Digital)
- Anne Applebaum. (2020). *The Twilight of Democracy*. Anchor. ISBN 0385545800 (Digital)
- Ezra Klein. (2020). *Why we are polarized*. Avid Reader Press / Simon & Schuster. ISBN 147670032X (Digital)
- Richard L. Hasen. (2022). *Cheap Speech: How Disinformation Poisons Our Politics - and How to Cure It*. Yale University Press. ISBN 0300259379 (Digital)
- Alan Rusbridger. (2018). *Breaking News: The Remaking of Journalism and Why It Matters Now*. Farrar, Straus and Giroux. ISBN B07KKK1ZZX (Digital)
- Jill Abramson. (2020). *Merchants of Truth: The Business of News and the Fight for Facts*. Simon & Schuster. ISBN 1501123211 (Digital)
- Anya Schiffrin. (2021). *Media Capture: How Money, Digital Platforms, and Governments Control the News*. Columbia University Press. ISBN 0231188838 (Digital)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Intermediate Tests	40 %	
Workgroups	30 %	
Group Presentation	10 %	
Class Participation	20 %	

PROFESSOR BIO

Professor: **ELENA HERRERO-BEAUMONT**

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Elena Herrero-Beaumont is a lawyer and a journalist specialized in ethics, transparency and governance. She is currently the co-founder of Ethosfera, a civic start-up focused on ethics and critical innovation. She is an adjunct professor at the IE Law School. She sits at the boards of various civic organizations, including Transparency International, Fundación HAZ and Ethic magazine. She is also a member of Instituto Gobernanza y Sociedad. She is an Independent Non-Executive Director (INED) at Inbonis Rating, where she supervises the transparency and governance systems before the public regulator and member of the advisory board at CodeOp, a coding school for women. In 2019 Elena was ranked number 9 of the 100 economic leaders in Spain by the Choiseul Institute.

PROFESSIONAL EXPERIENCE

- Co-founder and Director, Ethosfera, Spain, 2020-present
- Independent Non-Executive Director (INED), Inbonis Rating, Spain and France, 2020-present
- Director, Vinces Institute for Public Affairs, Spain, 2018-2020
- Co-founding Partner, Vinces Consulting Spain, 2011-2020

- Director of international media relations, Garrigues, Spain, 2008-2011
- Reporter, El Confidencial, US-Spain, 2007-2008
- Investigative journalist, Columbia University-Knight/Carnegie News 21 Project, USA, 2006

ACADEMIC EXPERIENCE

- Researcher, UCM Law School, 2020-Present
- Adjunct Professor, IE Law School, 2020-Present
- Co-Director of the Government and Corporate Affairs Program, IE Business School, Spain, 2013-15
- Program coordinator, The Initiative for Policy Dialogue (Nobel Laureate Joseph Stiglitz's think tank), USA, 2006-08
- Visiting scholar, Kellogg School of Management; Political Science Department. Northwestern University. USA, 2003-05

ACADEMIC BACKGROUND

- International PhD in Constitutional Law, Universidad Complutense, Spain, 2016-2021
- MSc in Journalism, Columbia University in the City of New York, USA, 2005-06
- Master in Financial Markets, Instituto de Estudios Bursátiles, Spain, 1998-03
- Law degree (honors), Universidad Complutense, Spain, 1998-03
- Fulbright Scholar, USA, 2005-07
- Fellow of the Rafael del Pino Foundation in the Workshop on Global Leadership, Harvard University. USA, 2014

PUBLICATIONS

- Herrero-Beaumont, E. El compromiso de las élites con la verdad en democracia, Revista de Occidente, ISSN 0034-8635, Nº 492, 2022 (Ejemplar dedicado a: La responsabilidad de las nuevas élites), págs. 37-48
- Herrero-Beaumont, E. La necesaria integridad estadística en la era de los grandes datos, Índice: Revista de Estadística y Sociedad, ISSN-e 1696-9359, Nº. 83, 2021 (Ejemplar dedicado a: Estadísticas en la sociedad digital), págs. 2-3
- Herrero-Beaumont, E. Hacia una Nueva Gobernanza Empresarial Actuarios, ISSN 2530-5425, Nº. 47, 2020, págs. 56-58
- Herrero-Beaumont, E. Hacia una transparencia en los medios de comunicación Encuentros multidisciplinares, ISSN-e 1139-9325, Vol. 22, Nº 65 (Artículos publicados previamente en Revista internacional de transparencia e integridad, 2016-2019), 2020 (Ejemplar dedicado a estrategias frente a la corrupción)
- Herrero-Beaumont, E. Los lobbies demócratas en la Era de Donald Trump Revista Tribuna Norteamericana, ISSN-e 1889-6871, Nº. 27, 2018 (Ejemplar dedicado a: Lobbies en Estados Unidos), págs. 28-33
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- Herrero-Beaumont, E. "Lo que puede ocurrir en la próxima junta de accionistas de Prisa" Compromiso Empresarial (2020)
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- Delle Cese, F.; Herrero-Beaumont, E.; Kropshofer, K.; Martin Cavanna, J.; Menapace, A.; Ringler, V.; Sacristán C. "Media Integrity Report. Editorial Transparency & Governance in News Media Companies." Fundación Compromiso y Transparencia. (2020)
- Herrero-Beaumont, E. and Martin Cavanna, J. "Primera plana. Informe de transparencia y buen gobierno sobre independencia y credibilidad editorial de los grupos de comunicación." Fundación Compromiso y Transparencia. (2017, 2019) Madrid.
- Arribas, E.; Fernández-Rúa, J.; Hernández, I.; Herrero-Beaumont, E.; Jiménez, F.; Mateo, C.; Rubio, R.; Villoria, M. "Una evaluación del lobby en España: análisis y propuestas" Transparencia Internacional (2014)
- Herrero-Beaumont, E. "El Lobby en el sistema financiero español" Transparencia Internacional (2014)
- Herrero-Beaumont, E. "Medios y Mercados como Grupos de Presión". Universidad Complutense de Madrid. (2012)
- Herrero-Beaumont, E. and Mohanan, R. "DHS's Seven Revolving Doors" Forbes (2006)
- Feddersen, T. and Herrero-Beaumont, E. "Disaster hits DESI" Kellogg School of Management (2004)

CONFERENCES

- La veracidad informativa en la era digital (2021) Universidad de Navarra
- Los medios creíbles como socios de las plataformas tecnológicas ante el reto de la desinformación (2020) II Congreso Académico Internacional en Ciberseguridad y Justicia Electoral
- Informe Primera Plana: Transparencia y Buen Gobierno de los Medios de Comunicación en España (2019) Fundación Rafael del Pino
- Primer Informe sobre la Gestión Estratégica de los Asuntos Públicos en Cotizadas españolas y extranjeras en España (2019). (CEOE)
- La ética y la transparencia empresarial ante las nuevas formas de poder social (2016) Escuela Gallega de Administración Pública (EGAP)
- The Power of the International Media (2014, 2015) Universidad Carlos III de Madrid
- The Power of the International Media (2013) Universidad Complutense de Madrid.
- The Power of the International Media (2013) IE Business School.
- The Power of the International Media (2013) Universidad de Navarra

OTHER INFORMATION

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DEMOCRACY AND INEQUALITY

IE University

Professor: **MICHAEL BECHER**

E-mail: mbecher@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

Economic and political inequalities pose an important challenge to democracies around the world. The ideal of democracy requires that people should have an equal opportunity to shape collective decision making, regardless of their income and wealth. However, in practice the rise of economic inequality may undermine the principle of political equality, and fuel challenges to democratic governance. In this course, we analyze the interplay between economic and political and inequality faced by contemporary democracies around the world. For this purpose, we integrate recent scholarship on unequal democracies in political science with related literatures in political economy and political theory. The course consists of six parts:

1. Theoretical and empirical foundations
2. Unequal democracy in America
3. Taking a comparative perspective
4. Rounding up the suspects
5. The populist backlash
6. What can be done?

We start by covering theoretical and empirical underpinnings. This includes a discussion of democratic ideals, early democracies, trends in economic inequality, and how redistributive conflict shapes democratic politics. Then we turn to recent scholarship trying to measure the degree of substantive political equality in the policymaking process in the United States, Europe, Latin America, and around the globe. Next, we consider possible explanations for the substantive amount of political inequality uncovered by scholars (e.g., inequalities in knowledge or turnout, money in politics, institutions, descriptive underrepresentation of the poor). Then we discuss the relationship between inequalities and the rise of populist challengers. We conclude with a discussion of remedies.

OBJECTIVES AND SKILLS

Students will learn to understand and evaluate arguments about inequality as a key challenge for democracy in the twenty-first century, and to apply them to specific cases. They will also enhance their writing competence and the ability to present and make sense of relevant data.

METHODOLOGY

The main activities of the course include: readings, lectures, in-class discussion, student presentations, and essay writing. Completing the assigned readings and being ready to discuss them prior to attending class is required. These readings will be made available on the course website. Students will also apply the concepts to a particular country case. Specifically, in the middle part of the course students will develop and present a political equality report card.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	40 hours
Discussions	20.0 %	30 hours
Exercises	0.0 %	0 hours
Group work	26.67 %	40 hours
Other individual studying	26.67 %	40 hours
TOTAL	100.0 %	150 hours

PROGRAM

I. THEORETICAL AND EMPIRICAL FOUNDATIONS

SESSION 1 (LIVE IN-PERSON)

Democratic ideals

- Why democracy? Equality of what?

Required reading:

Book Chapters: Democracy Rules (Ch. 2: Real Democracy: Liberty, Equality, Uncertainty; pp. 42-89) (CED)

SESSION 2 (LIVE IN-PERSON)

Early democracy in classical Athens and beyond

Required readings:

Book Chapters: The Politics (Book IV (Parts TBA) and Book VI (Parts TBA) (The Internet Classics Archive)

Book Chapters: The Decline and Rise of Democracy (Ch. 1 ("Origins of Democratic Rule") and Ch. 2 ("Early Democracy Was Widespread") (CED)

SESSION 3 (LIVE IN-PERSON)

Economic inequalities

Required reading:

Book Chapters: Capital and Ideology (Ch. 13: "Hypercapitalism: Between Modernity and Archaism") (CED)

SESSION 4 (LIVE IN-PERSON)

Democracy and redistribution

- Required readings: Boix, *The Roots of Democracy*
- Further recommended reading: Rueda and Stegmueller (2019)

Article: The Roots of Democracy (Policy Review, February - March 2006) (CED)

Book Chapters: Who Wants What? Redistribution Preferences in Comparative Perspective (Ch. 1 and 3 (only pp. 58-68) (CED) (Optional)

II. UNEQUAL DEMOCRACY IN AMERICA

SESSION 5 (LIVE IN-PERSON)

Unequal responsiveness in the U.S. Congress

Required Reading:

Book Chapters: Unequal Democracy: The Political Economy of the Gilded Age (Ch. 8) (See Bibliography)

SESSION 6 (LIVE IN-PERSON)

An Oligarchy? Public opinion, interests, and policymaking in the U.S.

Required readings:

Article: Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens (Perspectives on Politics, September 2014, Vol. 12, No. 3 (September 2014), pp. 564-581) (CED)

Book Chapters: Affluence and Influence: Economic Inequality and Political Power in America (Ch. 2 "Data and Methods" (skim) and Ch. 3 "The Preference/Policy Link" (only pp. 70-85) (CED)

SESSION 7 (LIVE IN-PERSON)

THDemocratic capitalism in unequal times

Required readings:

Book Chapters: Winner-Take-All Politics: How Washington Made the Rich Richer-and Turned Its Back on the Middle Class (Ch. 1-3) (See Bibliography)

Book Chapters: The Triumph of Injustice (Introduction and Ch. 1 "Income and Taxes in America") (CED)

III. TAKING A COMPARATIVE PERSPECTIVE

SESSION 8 (LIVE IN-PERSON)

Unequal responsiveness in egalitarian societies?

- Students/groups will be assigned to read and present/discuss one article about specific cases (e.g., Germany, Netherlands, Norway, Sweden, Spain)

Common required reading:

Article: Economic Inequality and Political Responsiveness: A Systematic Review (Perspectives on

Politics, 1-20. Cambridge University Press: 11 October 2021) (CED)

SESSION 9 (LIVE IN-PERSON)

The representation of the poor in unequal societies

- Common required reading: Carnes and Lupu (2016)
- Students/groups will be assigned to read and present/discuss one article about specific cases
- Further recommended reading: Carnes and Warner (2021)

Article: Rethinking the Comparative Perspective on Class and Representation: Evidence from Latin America (American Journal of Political Science, 59: 1-18) (CED)

Article: Affluence and Congruence: Unequal Representation Around the World (Journal of Politics, 2021) (CED) (Optional)

SESSION 10 (LIVE IN-PERSON)

The representation of the poor in unequal societies, continued

Students/groups will be assigned to read and present/discuss one article about specific cases

SESSION 11 (LIVE IN-PERSON)

Where is the political inequality? Critical assessments of the literature

Required reading:

Article: The Political Representation of Economic Interests: Subversion of Democracy or Middle-Class Supremacy? (World Politics 72(2), 2020: 254-290)

SESSION 12 (LIVE IN-PERSON)

Review session: Taking stock

Response paper 1 is due

IV. ROUNDING UP THE SUSPECTS

SESSION 13 (LIVE IN-PERSON)

Turnout and voter information

Required reading:

Book Chapters: Martin Gilens, 2012, Affluence and Influence: Economic Inequality and Political Power in America, Princeton University Press. Ch (TBA)

SESSION 14 (LIVE IN-PERSON)

Money in politics I

Required readings: Cage (2020, chapters 2-3 & 8)

Recommended reading: Ansolabehere et al. (2003)

Article: Why Is There so Little Money in U.S. Politics? (Journal of Economic Perspectives 17 (1): 105-30) (CED) (Optional)

Book Chapters: The Price of Democracy: How Money Shapes Politics and What to Do About It (Ch. 8) (See Bibliography)

SESSION 15 (LIVE IN-PERSON)

Money and Politics II

Required reading:

Article: Campaign Contributions Facilitate Access to Congressional Officials: A Randomized Field Experiment (American Journal of Political Science 60 (3): 545–58) (CED)

SESSION 16 (LIVE IN-PERSON)

Elite perceptions and beliefs

Required reading:

Article: Legislative Staff and Representation in Congress (American Political Science Review (2019) 113, 1, 1–18) (CED)

Article: Understanding and Reducing Biases in Elite Beliefs About the Electorate (American Political Science Review 115 n4 (202111): 1308-1324) (CED)

SESSION 17 (LIVE IN-PERSON)

Institutions and partisan politics

Required reading:

Article: Electoral Institutions and the Politics of Coalitions: Why Some Democracies Redistribute More than Others (American Political Science Review Vol. 100, No. 2 May 2006) (CED)

Book Chapters: Fighting Poverty in the US and Europe: A World of Difference (Ch. 4-5) (CED)

SESSION 18 (LIVE IN-PERSON)

(Un)Organized labor

Required readings:

Article: Reducing Unequal Representation: The Impact of Labor Unions on Legislative Responsiveness in the U.S. Congress (Perspectives on Politics 19: 92–109) (CED)

Article: American Employers as Political Machines (The Journal of Politics, 79 n1 (20170101): 105-117) (CED)

SESSION 19 (LIVE IN-PERSON)

Descriptive representation

Required readings:

Book Chapters: White Collar Government (Ch. 2 "Voting with Class") (See Bibliography)

Article: Do Voters Dislike Working-Class Candidates? Voter Biases and the Descriptive Underrepresentation of the Working Class (American Political Science Review, 110(4), 832-844) (CED)

SESSION 20 (LIVE IN-PERSON)

Technological change

Required reading:

Book Chapters: Democratic Capitalism at the Crossroads (Introduction and Ch. 6 “Robots vs. Democracy?”) (See Bibliography)

SESSION 21 (LIVE IN-PERSON)

Political inequality report: student country cases I

SESSION 22 (LIVE IN-PERSON)

Political inequality report: student country cases II

V. THE POPULIST BACKLASH

SESSION 23 (LIVE IN-PERSON)

What is populism?

Required reading:

Book Chapters: What is Populism? (Read Introduction and ch. 3) (CED)

SESSION 24 (LIVE IN-PERSON)

Economic cleavages and the populist vote

Required readings:

Article: The Trade Origins of Economic Nationalism: Import Competition and Voting Behavior in Western Europe (American Journal of Political Science, 62: 936-953) (CED)

Article: Brahmin Left vs Merchant Right: Changing Political Cleavages in 21 Western Democracies 1948-2020 (Quarterly Journal of Economics) (CED)

Article: Economic and Social Outsiders but Political Insiders: Sweden’s Populist Radical Right (August 2021) (CED) (Optional)

SESSION 25 (LIVE IN-PERSON)

Democratic backsliding

Required readings:

Article: On Democratic Backsliding (Journal of Democracy, Volume 27, Number 1 January 2016) (CED)

Article: Democracy in America? Partisanship, Polarization, and the Robustness of Support for Democracy in the United States (American Political Science Review, 114(2), 392-409) (CED)

VI. WHAT CAN BE DONE?

SESSION 26 (LIVE IN-PERSON)

Promise and perils of direct democracy

Required reading:

Article: The Democratic Effect of Direct Democracy (American Political Science Review 110(4): 750-762) (CED)

Book Chapters: Open Democracy (Ch. 3) (See Bibliography)

SESSION 27 (LIVE IN-PERSON)

Citizen assemblies

Required reading:

Book Chapters: Open Democracy (Ch. 6-7) (See Bibliography)

SESSION 28 (LIVE IN-PERSON)

Recruiting workers into politics

Article: Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes.' (The Journal of Politics, Aug., 1999, Vol. 61, No. 3 (Aug., 1999), pp. 628-657) (CED)

Book Chapters: The Cash Ceiling (Ch. 5: "What We Can Do About it?") (See Bibliography)

SESSION 29 (LIVE IN-PERSON)

Campaign finance reform

Required reading:

Book Chapters: The Price of Democracy: How Money Shapes Politics and What to Do About It (Ch. 9-10) (See Bibliography)

SESSION 30 (LIVE IN-PERSON)

Final discussion (session 30)

Response paper 2 is due.

BIBLIOGRAPHY

Recommended

- Larry M Bartels. (2016). *Unequal democracy : the political economy of the new Gilded Age*. Russell Sage Foundation. ISBN 9781400883363 (Digital)
- Julia Cage. (2020). *The price of democracy : how money shapes politics and what to do about it*. Harvard University Press. ISBN 9780674246133 (Digital)
- NICHOLAS CARNES. (2018). *The Cash Ceiling*. Oxford Princeton University Press. ISBN 9780691184203 (Digital)
- Helene Landemore. (2020). *Open Democracy Reinventing Popular Rule for the Twenty-First Century*. Princeton University Press. ISBN 9780691181998 (Digital)
- Carles Boix. (2019). *Democratic Capitalism at the Crossroads Technological Change and the Future of Politics*. Princeton University Press. ISBN 9780691190983 (Digital)
- Nicholas Carnes. (2013). *White-collar government : the hidden role of class in economic policy making*. The University of Chicago Press. ISBN 9780226087009

(Digital)

- Jacob S Hacker Paul Pierson. (2010). *Winner-take-all politics : how Washington made the rich richer-and turned its back on the middle cla.* Simon & Schuster. ISBN 9781416593843 (Digital)

EVALUATION CRITERIA

Each student is expected to submit two individual response papers via Blackboard. Paper 1 is 4 pages long (12 point font, double spaced) and due in the middle of the course (30% of the grade). Paper 2 is 6 pages long and due in the last meeting (40%). Topics/questions will be assigned in class. In addition, students work in small groups to develop and present an equality report card for selected country cases (20%). Participation counts for 10% of the grade; it may include short presentations and in-class quizzes on the readings. There are no extra credit assignments.

Criteria	Percentage	Comments
Political Equality Report Card	20 %	
Class Participation	10 %	
Response Paper 1	30 %	
Response Paper 2	40 %	

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.

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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 especially builds upon the Sustainable Development Goals 10 (Reduced Inequalities) and 16 (Peace, Justice, and Strong Institutions), with implications for other goals concerning poverty and well-being. 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/>

THIRD CALL RETAKE POLICY

Any student in their third call of a course, also known as a "Retaker", is obliged to observe the following rules:

- Third call students must contact their professors before or during the first session to ask which work and or *sessions will be required to obtain a passing grade. The professor will determine which work will be required in their course. *(e.g. when presenting group work, sitting for examinations or other work done in class)
- Retakers are exempt from failing the call due to absences; however, they are not exempt from work the professor designates as necessary to obtain a passing grade. This means some sessions may be mandatory to attend in order to complete the work within.
- Students in their third call are responsible for managing the conflicts in their schedule, should students need advice on how to manage their conflicts they should visit the program office.

EXTRAORDINARY EXAMINATION 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: **MICHAEL BECHER**

E-mail: mbecher@faculty.ie.edu

Michael Becher obtained his PhD in Politics from Princeton University. Before joining IE University, he taught at the Toulouse School of Economics and the University of Konstanz. He also was External Senior Fellow at the Konstanz Cluster "The Politics of Inequality". His research in political science and political economy focuses on the functioning of democracy and on how to make democracy work better. His work has been published in leading academic journals, such as American Journal of Political Science, American Political Science Review, or Journal of Politics.

OTHER INFORMATION

Office hours will be announced in the first meeting. Contact email: mbecher@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).
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.



DIGITAL LAW: BLOCKCHAIN, DATA PROTECTION, AND AI

IE University

Professor: **ELENA GIL GONZÁLEZ**

E-mail: egilg@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2º

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

This course will introduce some of the most pressing technologies and their main legal implications. Nowadays, markets operate based on the analysis of massive amounts of data, gathered through different technologies. These data are analysed to discover outcomes which would have been overlooked otherwise. This creates great innovative benefits, but they also pose challenges, such as potential harm on privacy and data protection rights.

We will examine latest cases to get understanding of the present and future of digital law.

OBJECTIVES AND SKILLS

- To provide students with a basic understanding of the legal challenges around the use of new technologies.
- To understand some differences between how can technologies be used by private companies and public administrations.
- To acquire a basic knowledge of technologies such as big data, machine learning, artificial intelligence and blockchain.
- To critically discuss how these technologies shape our day to day lives.
- To analyse some pitfalls in current legislation.
- To introduce future proposed legislation.

METHODOLOGY

The methodology consists of a mixture of interactive lectures, delivered by the professor, and practical exercises carried out under the professor's supervision. A part of each lecture class will be dedicated to the instructor's presentations explaining the main concepts and theories of international law. The rest of the class will be used to analyse and discuss some key cases that illustrate the application of digital law in practice.

The practical exercises will consist of case analyses, group works, individual exercises and other activities that the students do in their own time.

Students are expected to actively participate in class discussions. This will be an essential part of their evaluation. They are also expected to read the assigned readings and complete their individual work. Throughout the course, students will also prepare group assignments in writing and they must be prepared to discuss or present them in class.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	13.33 %	10 hours
Discussions	13.33 %	10 hours
Exercises	13.33 %	10 hours
Group work	0.0 %	0 hours
Other individual studying	60.0 %	45 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Presentation and course introduction.

SESSION 2 (LIVE IN-PERSON)

Introduction to Data Protection and Privacy legislation.

Materials will be provided.

SESSION 3 (LIVE IN-PERSON)

Big data and data Protection I: What is and what is not personal data in light of new technologies.

Materials will be provided.

SESSION 4 (LIVE IN-PERSON)

Big data and data Protection II: Main legal issues.

Reading: Solon Barocas and Helen Nissenbaum. *Big Data's End Run around Anonymity and Consent*. Cambridge University Press, 2014.

Book Chapters: Privacy, big data, and the public good : frameworks for engagement (Big Data's End Run around Anonymity and Consent) (See Bibliography)

SESSION 5 (LIVE IN-PERSON)

The problems around consent.

Materials will be provided.

SESSION 6 (LIVE IN-PERSON)

Automated decision-making.

Reading:

Article: Why a Right to Explanation of Automated Decision-Making Does Not Exist in the General Data Protection Regulation (International Data Privacy Law, 2017, Vol. 7, No. 2) (CED)

SESSION 7 (LIVE IN-PERSON)

Case practice.

SESSION 8 (LIVE IN-PERSON)

Metadata, geolocation and privacy.

Reading:

Article: The Proposed ePrivacy Regulation: The Commission's and the Parliament's Drafts at a Crossroads? (Brussels Privacy Hub, Working Paper Vol. 6, N° 20. March 2020) (CED)

SESSION 9 (LIVE IN-PERSON)

Use of new technologies by States. Where are the limits?

Reading:

Article: The complicated truth about China's social credit system (WIRED) (CED)

Additional materials will be provided.

SESSION 10 (LIVE IN-PERSON)

Demonstration with real technology for digital identification through facial recognition and other technologies.

SESSION 11 (LIVE IN-PERSON)

Present and pressing cases.

Group presentations.

SESSION 12 (LIVE IN-PERSON)

Blockchain I: Introduction and main Legal issues.

Reading:

Working Paper: Can distributed ledgers be squared with European data protection law? (Blockchain and the General Data Protection Regulation) (European Parliament)

SESSION 13 (LIVE IN-PERSON)

Blockchain II: Non-Fungible Tokens (NFTs) ¿bubble or future proof? Materials will be provided.

Reading:

Article: Beginner's Guide to NFTs: What Are Non-Fungible Tokens? (Decrypt)

Article: The Rise of Non-Fungible Tokens (NFTs) and the Role of Copyright Law – Part II (April 2021, Kluwer Copyright Blog)

SESSION 14 (LIVE IN-PERSON)

Review session

SESSION 15 (LIVE IN-PERSON)

Final exam

BIBLIOGRAPHY

Recommended

- Julia Lane, Victoria Stodden, Stefan Bender and Helen Nissenbaum. (2014). *Privacy, big data, and the public good : frameworks for engagement*. Cambridge University Press. ISBN 9781107590205 (Digital)

EVALUATION CRITERIA

CLASS PARTICIPATION (15%)

During the sessions, the students are expected to proactively participate. Attendance alone does not contribute to the class participation grade but active participation is required. The evaluation of class participation will depend on the depth and quality of the contribution, its clarity and the frequency of contributions.

QUIZ TESTS, DEBATES AND OTHER CLASS QUESTIONS (15%)

Students are expected to prepare in advance for all class sessions. This includes reading all the designated materials, taking notes on them and preparing any assigned tasks.

The contributions should demonstrate understanding and knowledge of the topic, capacity of independent analysis and reflection and ability to see the relationship between theory and practice. They must participate in class discussions throughout the course.

Quiz tests will be held during the semester to provide further input for this part of the evaluation.

ASSIGNMENTS, PRESENTATIONS, PRACTICAL EXERCISES AND INDIVIDUAL WORK (25%)

Throughout the course, students will be requested to prepare groups and/ or individual assignments. The assignments will consist of analyses of cases that will be discussed in class or brief group memorandums covering legal issues involved in various topical issues. Students are expected to engage in independent research activity in preparation of them.

The evaluation deliverables must be presented in a clear and well-structured manner and it must include the relevant footnotes when referring to statements given, opinions expressed or facts provided by other authors. Copy-pastes will not be accepted, but students must demonstrate that they can conduct an independent analysis and explaining facts using their own words.

In addition, students will need to engage in various practical exercise and presentations throughout the course. Such exercises and/or presentations will be carried out under the professor's supervision and will be considered in the evaluation.

EXAM (45%)

The exam will consist of essay, short questions and/or the resolution of cases or problem questions.

It is essential that students know and understand the key concepts and main rules and principles of the topics studied in the course. Similarly, they should be familiar with how those rules and principles are applied and enforced in practice.

The evaluation of the exams is based on similar factors as the evaluation of the written group assignments. With regard to cases or practical problems, the students must analyse a factual situation, apply the appropriate legal principles to the facts and reason their conclusion.

Criteria	Percentage	Comments
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Class Participation	15 %	
Quiz tests and class questions	15 %	
Assignments	25 %	
Final Exam	45 %	

GENERAL OBSERVATIONS:

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*(e.g. when presenting group work, sitting for examinations or other work done in class)

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EXTRAORDINARY EXAMINATION POLICY:

Any student whose weighted final grade is below 5 will be required to sit for the extraordinary 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 extraordinary call 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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PROFESSOR BIO

Professor: **ELENA GIL GONZÁLEZ**

E-mail: egilg@faculty.ie.edu

Summary

Head of Legal at Branddocs, tech company for secure digital transactions and Doctor in information technology Law, cum laude. My experience as attorney lies in the fields of IT, data protection and Antitrust Law in leading law firms with international clients.

Recognised with several awards: Technological Innovation 2021, for my doctoral thesis, published as a second monography; Spanish Data Protection Authority 2019 Award, for the co-authorship of a proposal for an appeal of unconstitutionality against a provision dealing with the use of technologies for microtargeting, Spanish Data Protection Authority Research Award 2015, for the authorship of my first monography on big data and privacy.

I have taught and been speaker both in Spain and abroad (Brussels, Amsterdam or Geneva).

Professional Experience

- Head of Legal at Branddocs, tech company for secure digital transactions.
- Lawyer and legal counsel in the fields of intellectual property, information technologies, antitrust law and data protection and leading law firms in Spain.

Academic Background

- Doctor in Law, Phd. Cum laude, CEU San Pablo University, Madrid, in Big data technologies and personal data.
- Diploma of International Studies, Sociedad de Estudios Internacionales.
- Diploma of Big data, Madrid Chamber of Commerce.
- Joint Bachelor's Degree in Law and Business Management.

Teaching and research experience

Lecturing experience in several master degrees and courses in Spain and abroad in topics relating national and international Law and information technologies. Among others: Summer University of European Law (in cooperation with the European Parliament), CEU San Pablo University, ICADE University, Nebrija University, Complutense University of Madrid Málaga Bar Association.

She has previously taught at IE on legal aspects of blockchain technologies and International Law.

She has completed a one -year research stay at the Institute for Information Technologies (IViR), Amsterdam.

Main Publications

Two books published, both of them awarded.

- Elena Gil, "El interés legítimo en el tratamiento de datos personales". Wolters Kluwer, 2022. ISBN: 9788419032263.
- Elena Gil, "Big data, Privacidad y Protección de Datos". Agencia Española de Protección de Datos, 2016. Research Award by the Spanish Data Protection Authority. ISBN: 9788434023093.

She has published other research papers and other articles both in Spain and abroad on topics related to her professional and research fields of expertise.

She has also made an appearance in "El enemigo anónimo", the first cybersecurity documentary series produced in Spain.

OTHER INFORMATION

Office hours available by appointment at egilg@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).
2. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students learn your names.
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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.
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ENERGY TRANSITION AND CLIMATE CHANGE

IE University

Professor: **NEMESIO FERNANDEZ-CUESTA LUCA DE TENA**

E-mail: nfernandez-cuesta@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

No previous knowledge is needed for the correct development of the learning process. To manage very basic microeconomic concepts could be useful, but the course could be followed without them.

SUBJECT DESCRIPTION

Energy not only keeps the World going, but is a key factor explaining the global economic and political landscape and competitiveness of any economy. Nowadays, transition towards clean energy sources due to Climate Change threat is the new driver that explains energy policies. A global agreement to reduce CO₂ emissions is forcing to transform the energy sector and energy supply and demand throughout the World . The basic goal is to provide students with a comprehensive understanding of energy, energy markets and their future evolution bearing in mind Climate change and Energy Transition. New technological developments, Investment decisions, economic policies, and even the pure fight for regional or global power are part of this enormous effort, key for our World future.

OBJECTIVES AND SKILLS

1. The student will get familiar with Global Warming, Climate Change and policies ought to be implemented to delete their negative impact.
2. The student will acquire a general knowledge about a key production factor for any type of industry or national economy.
3. The student will understand how energy influences international relationships and must be considered a subject of global governance.

METHODOLOGY

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	25.33 %	19 hours
Discussions	5.33 %	4 hours
Exercises	16.0 %	12 hours
Group work	40.0 %	30 hours

Other individual studying	13.33 %	10 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

World Energy Outlook. Basic concepts to understand the Energy Business.

SESSION 2 (LIVE IN-PERSON)

Climate Change. Paris Agreement and beyond. The IPCC (United Nations International Panel on Climate Change) reports.

SESSION 3 (LIVE IN-PERSON)

Some ideas about geology. Exploration and Production of Hydrocarbons. Fracking. Improving recovery factor. Supply or Demand Peak. World reserves of fossil fuels.

SESSION 4 (LIVE IN-PERSON)

Oil, coal and gas markets. European gas crisis and its impact on energy transition

SESSION 5 (LIVE IN-PERSON)

Electricity markets. Transmission system operator. Smart grid. Distributed generation. Electrification and its limits

SESSION 6 (LIVE IN-PERSON)

Non carbon electricity sources. Nuclear. Renewables. The storage of intermittent energy: batteries

SESSION 7 (LIVE IN-PERSON)

New sources of energy. Tides and waves. Hydrogen. Fuel cells. Nuclear fusion. New ways to storage electricity.

SESSION 8 (LIVE IN-PERSON)

Energy alternatives for transport

SESSION 9 (LIVE IN-PERSON)

Energy alternatives for Buildings and Industry. Energy efficiency

SESSION 10 (LIVE IN-PERSON)

Externalities. CO2 European Trading System. Energy Transition from a Government perspective.

SESSION 11 (LIVE IN-PERSON)

Road to the future. Geopolitics. Next decades at divergent glances

SESSION 12 (LIVE IN-PERSON)

Group work discussion. Energy transition for energy giants.

SESSION 13 (LIVE IN-PERSON)

Group work discussion. Energy transition for emergent economies.

SESSION 14 (LIVE IN-PERSON)

Group work discussion. Energy Transition for EU member countries.

SESSION 15 (LIVE IN-PERSON)

Class Discussion. Lessons learned from Energy Transition Proposals

BIBLIOGRAPHY

Recommended

- Daniel Yergin. *The Quest: Energy, Security and the Remaking of the Modern World*. Penguin. ISBN 0978014312194 (Digital)
- Peter W. Huber & Mark P. Mills. *The Bottomless Well*. Basic Books. ISBN 0978046503116 (Digital)
- VARIOUS. *World Energy outlook 2020*. International Energy Agency. IEA. ISBN 0000000000 (Digital)
<https://www.iea.org/reports/world-energy-outlook-2020>
- Daniel Yergin. *The New Map. Energy, Climate and the Clash of Nations*. Penguin Books. ISBN 978014311115 (Digital)
- Various. *World Energy Outlook 2021*. International Energy Agency. ISBN 0000000000 (Digital)
- Various. *International Energy Outlook*. Energy Information Administration. ISBN 0000000000 (Digital)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Attendance	20 %	
Class Participation	10 %	
Individual Work	20 %	Home Work
Group Presentation	30 %	
Final Exam	20 %	Final Essay

PROFESSOR BIO

Professor: **NEMESIO FERNANDEZ-CUESTA LUCA DE TENA**

E-mail: nfernandez-cuesta@faculty.ie.edu

NEMESIO FERNÁNDEZ-CUESTA

- NFC has a degree in Economics and Business Administration. Universidad Autónoma de Madrid. High level civil servant for Economy and International Trade.
- NFC developed his career for more than 30 years in the energy sector, both in REPSOL (Spanish leading oil firm) and in Government. He has been Secretary of State for Energy (1996-98). In REPSOL, among other positions, has been Marketing Executive Vicepresident (1990-1996), Upstream Executive Vicepresident (2005-2012) and Chief Operating Officer (2012-2014). He has been Everwood (Photovoltaic Investment Fund) senior advisor (2019) and Eolia Renovables Chairman (2020-2022). At the present time is Engie Spain Advisory Board Chairman and Alantra Partners (Spanish Investment Bank) Energy Value Creation Group Chairman.
- NFC is visiting professor at IE University and Carlos III University visiting professor on Energy Economics Master.

OTHER INFORMATION

- Contact details: nfernandez-cuesta@faculty.ie.edu
- Tlf: +34 649488820



ESSENTIALS OF CLASSICAL MUSIC

IE University

Professor: **PALOMA ALVAR NUÑO**

E-mail: palvar@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2º

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

In this overview of the history of Western classical music from the Middle Ages to present day, students will learn how to distinguish the basic features that characterise different musical eras. They will also discover how the evolution of music went hand in hand with other art forms, and was influenced by the society and culture of each period. We will travel through time guided by the most notable composers and their works. By the end of the course, students will be able to recognise the main characteristics of each music genre and place it in the correct historical context.

Active music listening will be the core part of the course, because there is no better way to learn music than listening to it.

OBJECTIVES AND SKILLS

At the end of this course students will be able to:

- Identify the main characteristics of each period in Western music history.
- Assign a music work to the right period by listening to it.
- Point out the similarities between classical music and other Art forms in each specific time.
- Compare different versions of the same piece of music.

They will achieve these objectives by:

- Listening to music in an active way.
- Reading, watching and analysing the materials provided for each class.
- Doing research on the different topics.
- Participating in class discussions.

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.

Our **teaching-learning contract** is set as follows:

As professor in this course, I am expected to:

- Act as a facilitator for discussion and participation, so that classes are as student-centered as possible.
- Provide off-class support via office hours (either online or live meetings) to guide individual students or working groups in performing course activities.
- Facilitate students access to extra materials upon request.

For its part, you students are expected to:

- Work through the materials assigned for each session in advance, and get ready to actively participate on the base of such materials.
- Perform the assignments and submit them to the professor in form and time.
- Comply with the Code of Ethics and the stated rules of attendance and behaviour in class.

General course dynamics:

The course is divided into activities listed in the table below. These will require that you complete the readings and audiovisual materials provided, for the most part, in this syllabus.

Office hours:

Office hours can be arranged by contacting me via mail: palvar@faculty.ie.edu. We can either meet in person or via Zoom.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	20 hours
Discussions	13.33 %	10 hours
Exercises	26.67 %	20 hours
Group work	16.0 %	12 hours
Other individual studying	17.33 %	13 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction. Presentation of the syllabus and materials of the course. Previous experience in classical music. Why do we listen music for? The meaning of music: Can music change the way we feel?

Video: Benjamin Zander: The Transformative Power of Classical Music (TED) (Youtube)

Video: Michael Tilson Thomas: Music and Emotion through Time (TED) (Youtube) (Optional)

Book Chapters: The Frontiers of Meaning: Three Informal Lectures on Music (See Bibliography)

SESSION 3 (LIVE IN-PERSON)

Music in the Middle Ages

Religious music versus secular music. From oral tradition to music notation. From plainsong to polyphony. Medieval instruments. *Ars antiqua and ars nova*.

Other / Complementary Documentation: Dies irae (Spotify)

Other / Complementary Documentation: Santa Maria, Strela do Dia, Cantigas de Santa María (Spotify)

Other / Complementary Documentation: "Sanctus et Benedictus" from the Messe de Notre Dame (Spotify)

Book Chapters: A History of Western Music (See Bibliography)

SESSION 4 (LIVE IN-PERSON)

Music in the Renaissance

Changes in the tuning system. The importance of the invention of printing press in music. The Reformation and the Council of Trent and their impact in religious music. The influence of Classical Antiquity. Vocal and instrumental music.

Video: Intro to the Renaissance Period of Classical Music (Youtube)

Other / Complementary Documentation: Sanctus from the Missa L'homme arme (Spotify)

Other / Complementary Documentation: O magnum mysterium (Spotify)

Other / Complementary Documentation: Missa Pange Lingua (Spotify)

SESSION 5 (LIVE IN-PERSON)

The Baroque Period

Music as the servant of words: the need to link music and text that lead to the birth of Opera. Representing emotions through music: the Doctrine of the Affections. Monteverdi, Bach and Händel.

Video: Zefiro Torna (Youtube)

Other / Complementary Documentation: Ah, vista troppo dolce – Torn'a l'ombra – Dove ten vai, from L'Orfeo (Spotify)

Other / Complementary Documentation: Brandenburg Concerto n°3 (Spotify)

Other / Complementary Documentation: Overture from Music for the Royal Fireworks (Spotify)

Book Chapters: A History of Western Music (See Bibliography)

SESSION 6 (ASYNCHRONOUS)

Same music, different versions

What are the main differences between these versions of the same music? Which is your favourite version of each set? Why?

1. "Lascia ch'io pianga", from *Rinaldo*, by G. F. Händel (videos 1, 2 & 3)

2. "Prelude No. 1 in C Major", from *The Well-Tempered Clavier*, by J. S. Bach (videos 4, 5 & 6)

Video: Lascia ch'io pianga (Youtube)

Video: Lascia ch'io pianga (Youtube)

Video: Lascia ch'io pianga (Youtube)

Video: Prelude No. 1 in C Major from The Well-Tempered Clavier (Youtube)

Video: Prelude No. 1 in C Major from The Well-Tempered Clavier (Youtube)

Video: Prelude No. 1 in C Major from The Well-Tempered Clavier (Youtube)

SESSION 7 (LIVE IN-PERSON)

The Classical Period

The architecture of music in the Age of Enlightenment: classical genre and form. Haydn and Mozart.

Video: 60 Second Guide to the Classical Period (Youtube)

Video: Toy Symphony (Youtube)

Video: Sonata in C, K. 545, Allegro (Youtube)

Video: Lacrimosa from the Requiem (Youtube)

SESSION 8 (LIVE IN-PERSON)

The Transition to the Romantic Period

L. v. Beethoven.

Article: Heiligenstadt Testament (wikisource.org)

Video: Spring Sonata, 1st movement (Youtube)

Video: Egmont Overture (Youtube)

Video: Große Fuge, Op. 133 (Youtube)

SESSION 9 (LIVE IN-PERSON)

The Romantic Period I

Instrumental music:

- The reign of the piano
- Chamber music
- Orchestral music

Video: The Romantic Period (Youtube)

Video: Piano Trio in D Minor, Op. 11 (Youtube)

Video: Nocturne No. 2 in E-Flat Major, Op. 9 (Youtube)

Video: La Campanella (Youtube)

Video: Violin concerto, Finale (Youtube)

SESSION 10 (ASYNCHRONOUS)

Attend a concert (date and concert to be determined) and write a review taking

SESSION 11 (LIVE IN-PERSON)

The Romantic Period II

Vocal music and Opera.

Video: Gretchen am Spinnrade (Youtube)

Video: Casta Diva, from Norma (Youtube)

Video: Vorspiel und Liebestod from Tristan und Isolde (Youtube)

Book Chapters: A Short History of Opera (See Bibliography)

SESSION 12 (ASYNCHRONOUS)

Group work

Each group will be assigned a music work and will have to prepare a presentation.

SESSION 13 (LIVE IN-PERSON)

From the end of the 19th Century to the Second World War

Impressionism and Nationalism. Expressionism, Neoclassicism and Serialism. Music across the Atlantic: the US and Latin America.

Video: Images I, Reflets dans l'eau (1905) (Youtube)

Video: Suite Iberia, Corpus Christi en Sevilla (1905/6) (Youtube)

Video: Suite for piano, op. 25, Part II (1924) (Youtube)

Video: Bachianas brasileiras, no. 5 (Youtube)

Book Chapters: Music in the Western World: a History in Documents (See Bibliography)

SESSION 14 (LIVE IN-PERSON)

From the Second World War to our days

Postmodernism, Experimental music, Minimalism, Electronic music, Computer music, Historicism.. What is happening today? Music in the 21st century.

Video: Danzón no. 2 (Youtube)

Video: Santiago from Path of Miracles (Youtube)

Video: Drumming, Part 1 (Youtube)

Article: A Report on New Music (Contemporary Perspectives and Challenges) (CED)

SESSION 15 (LIVE IN-PERSON)

Group presentations

BIBLIOGRAPHY

Recommended

- Blanning, Tim. *The Triumph of Music: The Rise of Composers, Musicians and Their Art..* Harvard University Press. ISBN 0674031040 (Digital)
- Cook, Nicholas. *Music: A Very Short Introduction.* Oxford University Press. ISBN 9780198726043 (Printed)
- Copland, Aaron. *What to Listen for in Music.* New American Library. ISBN 9780451226402 (Printed)
- Forrest Kelly, Thomas. *Early Music: A Very Short Introduction.* Oxford University Press. ISBN 9780199730766 (Printed)
- Fubini, Enrico. *History of Music Aesthetics.* Palgrave Macmillan. ISBN 0333446658 (Digital)
- Griffiths, Paul. *A Concise History of Western Music.* Cambridge University Press. ISBN 9780521133661 (Printed)

- Grout, Donald J., Palisca, Claude V.. *A History of Western Music..* W. W: Norton & Company. ISBN 0393956270 (Digital)
- Grout, Donald J.; Williams, Hermine W.. *A Short History of Opera.* Columbia University Press. ISBN 9780231119580 (Digital)
- Henley, Darren. *Everything You ever wanted to know about Classical Music.* Elliott and Thompson Limited. ISBN 9781783961573 (Printed)
- Kamien, Roger. *Music: an Appreciation.* McGraw-Hill. ISBN 9780073401348 (Digital)
- Meyer, Leonard B.. *Emotion and Meaning in Music.* The University of Chicago Press. ISBN 0226521397 (Digital)
- Ratner, Leonard, G.. *Romantic Music: Sound and Syntax..* Schirmer Books. ISBN 0028720652 (Digital)
- Rosen, Charles. *The Frontiers of Meaning : Three Informal Lectures on Music.* New York: Hill & Wang. ISBN 0809072548 (Digital)
- Swafford, Jan. *The New Guide to Classical Music.* Papermac. ISBN 0333592131 (Digital)
- Taruskin, Richard; Weiss, Piero. *Music in the Western World: a History in Documents.* Schirmer Books. ISBN 0028729102 (Digital)

EVALUATION CRITERIA

Students' performance in this course will be based on their preparation of the materials, active participation and engagement in class discussions, and the result of the assignments that should be submitted as instructed by the professor: response to questions in class, active participation in forums, elaboration of short critical reflection essays and comments in asynchronous sessions and group work deliverables.

Specific instructions on these activities will be published on campus in due course.

Criteria	Percentage	Comments
Class Participation	20 %	Engagement in class and preparation for each session
Individual Work	20 %	Written exercise for the first asynchronous session
Individual Work	20 %	Music review written after the attendance to the concert
Group Presentation	15 %	Group presentation on the assigned piece of music.
Participation in Forums	20 %	Participation in Forums on Blackboard.

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/Suspense: 0-4.9 (F)

Work is incomplete, missing, or does not meet course objectives. Attendance and participation are poor.

Automatic Failure/Suspense: 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.)

PROFESSOR BIO

Professor: **PALOMA ALVAR NUÑO**

E-mail: palvar@faculty.ie.edu

Paloma Alvar holds a bachelor degree in Music Education (Universidad Autónoma de Madrid), a bachelor degree in Musicology (Real Conservatorio Superior de Música de Madrid), an MA in Spanish and Latin American Music (Universidad Complutense de Madrid) and an MA in Arts Administration and Cultural Policy (Goldsmiths, University of London). She has worked in the Communications Department of the Teatro Real (Madrid) and as Concerts and Tour Manager for ACFEA (a division of Specialised Travel) in London from 2017 to 2021. Since March 2021 she works as Coordinator of the Cultural Promotion and New Audiences Department of the Teatro Real.

OTHER INFORMATION

Email: palvar@faculty.ie.edu

FINTECH, BLOCKCHAIN, AND CRYPTOCURRENCIES

IE University

Professor: **KOSMAS KAPRINIS**

E-mail: kkaprinis@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

No mandatory prerequisites or prior knowledge of financial technology concepts or cryptocurrencies.

SUBJECT DESCRIPTION

This course is designed to provide students with an understanding of key concepts and developments around blockchain technology, fintech, and cryptocurrencies. It examines the critical technological, regulatory and legal issues associated with the introduction of blockchain in the finance industry.

OBJECTIVES AND SKILLS

In particular, the course:

- introduces and defines blockchain, explains the operational aspects of distributed ledger technologies, compares the different categories of cryptocurrencies, and presents case studies of digital currency systems;
- provides strategic analysis of the 'blockchain space' and explains the evolving relationship between the major actors: blockchain and fintech companies, traditional financial institutions and regulators;
- elaborates on the major policy issues stemming from the introduction of cryptocurrencies (governance, regulatory compliance and financial crime).

METHODOLOGY

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	33.33 %	25 hours
Discussions	13.33 %	10 hours

Exercises	13.33 %	10 hours
Group work	0.0 %	0 hours
Other individual studying	40.0 %	30 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Before cryptocurrency: a brief history of money (money creation by central banks and commercial banks, asset backed currency, gold standard, velocity of money).

Article: Money in the modern economy: an introduction (2014, Q1) (Quarterly Bulletin)

Article: What is Disruptive Innovation? (HBR R1512B-PDF-ENG)

SESSION 2 (LIVE IN-PERSON)

Bye-bye middleman: the emergence of distributed ledger technology.

Working Paper: Distributed Ledger Technology (DLT) and Blockchain FinTech Notes (p.1 -32)

(FinTech Note; No. 1) (World Bank Group)

SESSION 3 (LIVE IN-PERSON)

Cryptocurrencies Basics I (Mining, Storage, Public/private keys).

Other / Complementary Documentation: Cryptocurrencies and blockchain (Policy Department for Economic, Scientific and Quality of Life Policies, PE 619.024 - July 2018) (European Parliament)

SESSION 4 (LIVE IN-PERSON)

Cryptocurrencies Basics II (Initial Token Offerings, Trading platforms).

Book Chapters: Committee on Payments and Market Infrastructures Digital currencies (p.1-10; November 2015) (BIS)

SESSION 5 (LIVE IN-PERSON)

Scoping the Crypto-Market (Taxonomy of major cryptocurrencies).

SESSION 6 (LIVE IN-PERSON)

From Nakamoto to Wall Street: the timeline of the 'crypto mania'.

Other / Complementary Documentation: The Economics of Cryptocurrencies: Bitcoin and Beyond (Section: Cryptocurrencies: A Brief Introduction p. 5-12) (BIS)

SESSION 7 (LIVE IN-PERSON)

Alternatives to Bitcoin: Alt-coins; IOU Based Systems, Ethereum.

Article: Bitcoin: Economics, Technology, and Governance (Pages 213-222. Journal of Economic Perspectives; Volume 29, Number 2; Spring 2015) (CED)

SESSION 8 (LIVE IN-PERSON)

Case study: Stabelcoins.

SESSION 9 (LIVE IN-PERSON)

Digital currency and central banking: an uneasy relationship.

SESSION 10 (ASYNCHRONOUS)

QUIZ 1: Crypto altcoin valuation exercise

SESSION 11 (ASYNCHRONOUS)

QUIZ 2: What is Metaverse?

SESSION 12 (LIVE IN-PERSON)

The magical world of NFTs

SESSION 13 (LIVE IN-PERSON)

CryptoLaw: regulatory treatment of cryptocurrency around the globe.

Other / Complementary Documentation: Virtual currency schemes –a further analysis (Section: A closer look at virtual currency schemes from the perspective of a central bank, p. 23-33, 2015) (European Central Bank)

Working Paper: Virtual Currencies Key Definitions and Potential AML/CFT Risks (p.10-12, 2014) (FATF/OECD)

Article: The Great Crypto Heist' (Jul 16, 2019) (Project Syndicate)

SESSION 14 (LIVE IN-PERSON)

Cryptocurrency and financial crime (Anonymity, data protection).

Book Chapters: Financial services technology 2020 and beyond: Embracing disruption (PWC, 2020)

SESSION 15 (LIVE ONLINE)

FINAL EXAM

EVALUATION CRITERIA

Criteria	Percentage	Comments
Final Exam	50 %	
Intermediate Tests	40 %	
Class Participation	10 %	

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 8, 10 and 9.

- Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all;
- Reduce inequality within and among countries;
- Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

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: **KOSMAS KAPRINIS**

E-mail: kkaprinis@faculty.ie.edu

Dr. Kaprinis is a global regulatory reporting manager for the HSBC Group in London. In the past, he held assignments at the European Central Bank, the World Bank and legal private practice, as well as teaching and research appointments at Harvard, Oxford and Frankfurt universities. An economist and lawyer by training, Kosmas completed a Masters and Doctorate in Law and Finance (Oxford) and Masters in Public Policy (Harvard).

OTHER INFORMATION

Office hours available by appointment: kkaprinis@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.

UNIVERSITY

FRENCH FOR BUSINESS 2 (no native speakers)

IE University

Professor: **EUGÉNIE DEHOUCK**

E-mail: edehouck@faculty.ie.edu

Academic year: 23-24

Degree course: **FOURTH**

Semester: 2^o

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

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 > Boost your career**
- **sessions 6 - 10 > Participate in a project**
- **sessions 11 - 14 > Operation and work**
- **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
- final oral and written presentation (session 15)

GENERAL ORGANIZATION OF SESSIONS

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)

Unit 1: Boost your career

Topics and learning objectives

- Professional career: talking about professional career
talking about own skills
- Recruitment : the job interview
talking about aspirations
the CV and the cover letter

Grammar and Vocabulary objectives

- Motivation email
- The CV
- Past tenses
- Pronouns : y and en
- The place of the adjective

SESSION 2 (LIVE IN-PERSON)

Unit 1: Boost your career

Topics and learning objectives

- Professional career: talking about professional career
talking about own skills
- Recruitment : the job interview
talking about aspirations
the CV and the cover letter

Grammar and Vocabulary objectives

- Motivation email
- The CV
- Past tenses
- Pronouns : y and en
- The place of the adjective

SESSION 3 (LIVE IN-PERSON)

Unit 1: Boost your career

Topics and learning objectives

- Professional career: talking about professional career
talking about own skills
- Recruitment : the job interview
talking about aspirations
the CV and the cover letter

Grammar and Vocabulary objectives

- Motivation email
- The CV
- Past tenses
- Pronouns : y and en
- The place of the adjective

SESSION 4 (LIVE IN-PERSON)

Unit 1: Boost your career

Topics and learning objectives

- Professional career: talking about professional career
talking about own skills
- Recruitment : the job interview
talking about aspirations
the CV and the cover letter

Grammar and Vocabulary objectives

- Motivation email
- The CV
- Past tenses
- Pronouns : y and en
- The place of the adjective

SESSION 5 (LIVE IN-PERSON)

Unit 1: Boost your career

Topics and learning objectives

- Professional career: talking about professional career
talking about own skills
- Recruitment : the job interview
talking about aspirations
the CV and the cover letter

Grammar and Vocabulary objectives

- Motivation email
- The CV
- Past tenses
- Pronouns : y and en
- The place of the adjective

SESSION 6 (LIVE IN-PERSON)

Unit 2: Participate in a project

Topics and learning objectives

- Participate in a project meeting: develop an agenda
speak in meeting
- Conduct a survey: customer survey
process and present results
- Present a project: define an action plan
project management methods

Grammar and Vocabulary objectives

- Double pronouns
- Agreement and disagreement
- Indirect speech
- Highlighting
- Nominalization
- Future perfect

SESSION 7 (LIVE IN-PERSON)

Unit 2: Participate in a project

Topics and learning objectives

- Participate in a project meeting: develop an agenda
speak in meeting
- Conduct a survey: customer survey
process and present results
- Present a project: define an action plan
project management methods

Grammar and Vocabulary objectives

- Double pronouns
- Agreement and disagreement
- Indirect speech
- Highlighting
- Nominalization
- Future perfect

SESSION 8 (LIVE IN-PERSON)

Unit 2: Participate in a project

Topics and learning objectives

- Participate in a project meeting: develop an agenda
speak in meeting
- Conduct a survey: customer survey
process and present results
- Present a project: define an action plan
project management methods

Grammar and Vocabulary objectives

- Double pronouns
- Agreement and disagreement
- Indirect speech
- Highlighting
- Nominalization
- Future perfect

SESSION 9 (LIVE IN-PERSON)

Unit 2: Participate in a project

Topics and learning objectives

- Participate in a project meeting: develop an agenda
speak in meeting
- Conduct a survey: customer survey
process and present results
- Present a project: define an action plan
project management methods

Grammar and Vocabulary objectives

- Double pronouns
- Agreement and disagreement
- Indirect speech
- Highlighting
- Nominalization
- Future perfect

SESSION 10 (LIVE IN-PERSON)

Unit 2: Participate in a project

Topics and learning objectives

- Participate in a project meeting: develop an agenda
speak in meeting
- Conduct a survey: customer survey
process and present results
- Present a project: define an action plan
project management methods

Grammar and Vocabulary objectives

- Double pronouns
- Agreement and disagreement
- Indirect speech
- Highlighting
- Nominalization
- Future perfect

SESSION 11 (LIVE IN-PERSON)

Unit 3: Operation and work

Topics and learning objectives

- Present the organization of a company: Talking about business categories
Describe a position
- Analyze business results: Analyze numerical data
Comment on an evolution
- Intercultural benchmarks: French workers at the office

Grammar and Vocabulary objectives

- The comparative and the superlative
- Relative pronouns
- Tenses
- Office vocabulary

SESSION 12 (LIVE IN-PERSON)

Unit 3: Operation and work

Topics and learning objectives

- Present the organization of a company: Talking about business categories
Describe a position
- Analyze business results: Analyze numerical data
Comment on an evolution
- Intercultural benchmarks: French workers at the office

Grammar and Vocabulary objectives

- The comparative and the superlative
- Relative pronouns
- Tenses
- Office vocabulary

SESSION 13 (ASYNCHRONOUS)

Unit 3: Operation and work

Topics and learning objectives

- Present the organization of a company: Talking about business categories
Describe a position
- Analyze business results: Analyze numerical data
Comment on an evolution
- Intercultural benchmarks: French workers at the office

Grammar and Vocabulary objectives

- The comparative and the superlative
- Relative pronouns
- Tenses
- Office vocabulary

SESSION 14 (LIVE IN-PERSON)

Unit 3: Operation and work

Topics and learning objectives

- Present the organization of a company: Talking about business categories
Describe a position
- Analyze business results: Analyze numerical data
Comment on an evolution
- Intercultural benchmarks: French workers at the office

Grammar and Vocabulary objectives

- The comparative and the superlative
- Relative pronouns
- Tenses
- Office vocabulary

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 and Homework	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

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) edehouck@faculty.ie.edu.

OTHER INFORMATION

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.

ATTENDANCE POLICY IN PRACTICE 2022-23

1. Students have the obligation to attend at least 70% of sessions. For in person programs, they are required to attend on Campus.
2. In each session the professor must mark as Absent any student who is not present in the classroom, even if he/she is connected online.
3. When a student approaches the professor to excuse the absence, the professor must refer the student to the Program Management (PM), which is the only one enabled to determine if the case is among the allowed exceptions. The professor **CANNOT** justify any type of absence from the classroom.
4. PM will only grant exceptions due to force majeure reasons with a prolonged nature.
5. PM will inform the professor of the approved exceptions specifying the name of the student, subject, group and, the sessions affected (session number and date) if applicable. The professor must mark these sessions as Excused in the control system he/she is using.
6. Sessions marked as Excused are excluded in the calculation of the 70% (example: If in a class of 30 sessions, 3 sessions have been marked as Excused, the student cannot miss

more than 8 sessions, instead of the 9 that would correspond if there were no Excused sessions).

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).

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, Hélène 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 Tauzin

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

GENDER AND DEVELOPMENT

IE University

Professor: **CAROLINA FERRER RINCON**

E-mail: cferrerr@faculty.ie.edu

Professor: **PATRICIA GABALDON QUIÑONES**

E-mail: pgabaldon@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

This Course will provide students a general introduction to Gender equality which have been for the past few years at the forefront of the global agenda to achieve sustainable development. As the World Development Report 2012 “Gender Equality and Development” stated, progress and persistence in gender equality matter, because gender equality is a core development objective in its own right and is also smart economics, enhancing productivity and improving other development outcomes, including prospects for the next generation and for the quality of societal policies and institutions.

We will analyze the conceptual framework proposed in the WDR 2012 report and will further investigate the relevant dimensions identified of gender equality such as endowments, economic opportunities and agency and how they impact in the economic and social development of countries. We will also work together in understanding the aspects of masculinities, gender stereotypes and how important changes in certain behaviors are to avoid major problems such as gender-based violence. Throughout the course, students will not only learn why gender equality matters for development from the theoretical point of view, but they will also apply and adapt the theory to the design of development projects using the strategy of gender mainstreaming in different sectors. For that, several tools and sources of information will be provided to students in advance to carry out this work.

Furthermore, the course will address the challenges that many women are still facing nowadays to become economically empowered in a wide range of contexts as well as the current situation of female leadership in the public and the private sector. The role that governments, NGOs, private companies and social entrepreneurs, among other actors, can play in enhancing gender equality will be further analyzed with illustrative examples. Furthermore, the international framework will be presented, putting special emphasis on the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979) and the UN Sustainable Development Goal number 5: *Achieve Gender Equality and Empower All Women and Girls*, as part of the 2030 Agenda for Sustainable Development adopted in 2015 by world leaders at an historic United Nations Summit. Finally, a participatory learning approach will be fostered and debates will take place in class to develop and assess analytical and critical thinking of students toward this area.

OBJECTIVES AND SKILLS

By the end of this course, students will have a wide and relevant knowledge of what gender equality means and why it is important for individual, families, societies, countries, governments, businesses, among others. Students will also understand that it is an essential aspect to achieve sustainable development and economic growth in the countries that cannot be longer ignored. Furthermore, this course will equip students with the practical skills and tools to effectively mainstreaming gender while planning and implementing public policies and development projects in different sectors, which is already a corporate requirement in many workplaces, such as international organizations. Finally, by acquiring these skills, students will be able to identify in the future gender inequalities and gaps in their respective professional field and address them using the adequate strategies and mechanisms.

METHODOLOGY

Readings and discussions in class are central components of this course. Students will be asked to complete the readings recommended for each session prior to the corresponding class.

In order to be evaluated, students will be asked to prepare one extended mid-term essay (5 pages), individually or in pairs, of an analysis of a country's legislation and policies that represent barriers for women's entrepreneurs and workers. The list of countries to be analyzed will be provided at the beginning of the course, as well as a publication to be used as a reference.

The final exam will consist of two case studies given by professors in class. Students will have to choose one of them and solve it, applying the concepts seen in class throughout the course.

Finally, there will be a participation grade based on class attendance, class behavior, and contributions to class discussions.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	30 hours
Discussions	20.0 %	30 hours
Exercises	22.67 %	34 hours
Group work	18.67 %	28 hours
Other individual studying	18.67 %	28 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction to Gender Equality and Development I

Compulsory Readings:

- The World Bank, 2011. "World Development Report (WDR) 2012: Gender Equality and Development". Overview, Chapter 1.
- UN Women "SDG 5: Achieve gender equality and empower all women and girls".
- The Global Gender Gap report 2020. Chapter 1.

Recommended Readings:

- CEDAW, 1979.
- Beijing Platform for Action, 1995.
- UN Women 2014. "World Survey on the role of women in development 2014. Gender Equality and Sustainable Development". Chapter 2.
- The Huffington Post, 2015. "Why Gender Equality is the most critical of all the global goals".

Book Chapters: World Development Report (WDR) 2012: Gender Equality and Development (Overview, Chapter 1) (The World Bank)

Article: SDG 5: Achieve gender equality and empower all women and girls (UN Women)

Other / Complementary Documentation: CEDAW (UN Women) (Optional)

Working Paper: World Survey on the role of women in development 2014. Gender Equality and Sustainable Development (UN Women) (Optional)

Article: Why Gender Equality is the most critical of all the global goals (The Huffington Post) (Optional)

Other / Complementary Documentation: Beijing Platform for Action (United Nations) (Optional)

Working Paper: The Global Gender Gap report 2020 (The World Economic Forum)

SESSION 2 (LIVE IN-PERSON)

Introduction to Gender Equality and Development II

Compulsory Readings:

- The World Bank, 2011. "World Development Report (WDR) 2012: Gender Equality and Development". Overview, Chapter 1.
- UN Women "SDG 5: Achieve gender equality and empower all women and girls".
- The Global Gender Gap report 2020.

Recommended Readings:

- CEDAW, 1979.
- Beijing Platform for Action, 1995.
- UN Women 2014. "World Survey on the role of women in development 2014. Gender Equality and Sustainable Development". Chapter 2.
- The Huffington Post, 2015. "Why Gender Equality is the most critical of all the global goals".

Links for readings all available in the previous session.

SESSION 3 (ASYNCHRONOUS)

ASSIGNMENT

SESSION 4 (LIVE IN-PERSON)

The WDR 2012 Conceptual Framework and its application

Compulsory Readings:

- The World Bank, 2011. "World Development Report 2012: Gender Equality and Development". Chapter 2.
- World Economic Forum 2019. "Why longer paternity leave is a step forward for gender equality"

Recommended Reading:

- The Guardian, 2019. "Want gender equality? Then fight for fathers' rights to shared parental leave".

Article: Why Longer Paternity Leave is a Step Forward for Gender Equality (World Economic Forum)

Article: Want Gender Equality? Then Fight for Fathers' Rights to Shared Parental Leave (The Guardian) (Optional)

Book Chapters: World Development Report 2012: Gender Equality and Development (Chapter 2) (The World Bank)

SESSION 5 (LIVE IN-PERSON)

Endowments: Gender Equality in Health

Compulsory Readings:

- The World Bank, 2011. "World Development Report 2012: Gender Equality and Development". Chapter 3: Education and Health: Where do gender differences really matter?
- WHO 2007. "Unequal, Unfair, Ineffective and Inefficient Gender Inequity in Health: Why it exists and how we can change it". Chapter 3: Differences in Exposure and Vulnerability

Book Chapters: World Development Report 2012: Gender Equality and Development (Chapter 3) (The World Bank)

Working Paper: Unequal, Unfair, Ineffective and Inefficient. Gender Inequity in Health: Why it exists and how we can change it (WHO)

SESSIONS 6 - 7 (LIVE IN-PERSON)

Endowments: Gender Equality in Education

Compulsory Readings:

- The World Bank, 2011. "World Development Report 2012: Gender Equality and Development". Chapter 3: Education and Health: Where do gender differences really matter?
- The World Bank 2017. "World Development Report 2018: LEARNING to Realize Education's Promise. Chapter 2.

Recommended Readings:

- The World Bank, 2018. "Missed Opportunities. The High Cost of Not Educating Girls"

Article: Missed Opportunities: The High Cost of Not Educating Girls (The World Bank Group) (Optional)

Working Paper: The World Development Report 2018 (LEARNING to Realize Education's Promise. Chapter 2) (The World Bank Group)

Book Chapters: World Development Report 2012: Gender Equality and Development (Chapter 3: Education and Health: Where do gender differences really matter?) (The World Bank)

ASSIGNMENT

SESSION 8 (LIVE IN-PERSON)

Economic Opportunities: Women's Economic Empowerment in Developing Countries

Compulsory Readings:

- OECD, 2012. "Women's Economic Empowerment".
- Golla Anne Marie et al. "Understanding and Measuring Women's Economic Empowerment. Definitions, Framework and Indicators". ICRW, 2011.

Working Paper: Understanding and Measuring Women's Economic Empowerment (International Center for Research on Women)

Working Paper: Women's Economic Empowerment (OECD)

SESSION 9 (LIVE IN-PERSON)

Economic Opportunities: Access to Finance, Microcredits

Compulsory readings:

- EBRD. Access to Finance, Mind the Gender Gap.
- IMF, Access to Finance: Why Aren't Women Leaning In.
- What is Microcredit?
- A Grameen Bank concept: Micro-credit and poverty alleviation program in Bangladesh.

Recommended Readings:

- The World Bank Group. Global Findex Database.

Working Paper: Access to Finance, Mind the Gender Gap (EBRD)

Article: Access to Finance: Why Aren't Women Leaning In (Finance & Development; March 2020) (IMF)

Article: What is Microcredit (Grameen Bank)

Article: A Grameen Bank Concept: Micro-Credit and Poverty Alleviation Program in Bangladesh (CED)

Other / Complementary Documentation: Global Findex Database (The World Bank Group) (Optional)

SESSIONS 10 - 11 (LIVE IN-PERSON)

Economic Opportunities: Time use, Employment, Labor protection and Unpaid work

Compulsory Readings:

- Wodon, Q., and B. de la Brière. 2018, Unrealized Potential: The High Cost of Gender Inequality in Earnings. The Cost of Gender Inequality Notes Series. Washington, DC: The World Bank.
- The UN Women Gender and Economics Training Manual.
- IFC, 2017. Investing in Women. New Evidence for the Business Case.

Article: Unrealized Potential: The High Cost of Gender Inequality in Earnings (The Cost of Gender Inequality Notes Series) (The World Bank)

Book Chapters: The UN Women Gender and Economics Training Manual (United Nations)

Article: Investing in Women. New Evidence for the Business Case (IFC)

ASSIGNMENT

SESSION 12 (LIVE IN-PERSON)

Agency I: What is Agency? Social norms and Gender stereotypes

Compulsory Readings:

- The World Bank, 2011. "World Development Report 2012: Gender Equality and Development". Chapter 4: Promoting Women's Agency.
- ODI 2015. Social norms, gender norms and adolescent girls: a brief guide.

Recommended Readings:

- The World Bank Group, 2014. "Voice and Agency. Empowering women and girls for shared prosperity". Chapters 1, 3 and 4.
- The New York Times. "A 'Generationally Perpetuated' Pattern: Daughters Do More Chores"

Article: Social norms, gender norms and adolescent girls: a brief guide (ODI)

Working Paper: Voice and Agency. Empowering women and girls for shared prosperity (The World Bank Group) (Optional)

Article: A 'Generationally Perpetuated' Pattern: Daughters Do More Chores (The New York Times) (Optional)

Book Chapters: World Development Report 2012: Gender Equality and Development (Chapter 4: Promoting Women's Agency) (The World Bank)

SESSION 13 (LIVE IN-PERSON)

Agency: Masculinities and Gender Equality

Compulsory Readings:

- Raewyn Connell. Masculinities.
- Promundo 2019. "What We Know About Men, Masculinities, and Gender Equality".
- UN Women, Promundo. 2017. "Understanding masculinities, results from the International Men and Gender Equality Study in the Middle East and North Africa Executive Summary".

Recommended Readings:

- The Atlantic 2019. "The problem with a fight against Toxic Masculinity"

Article: Masculinities (raewynconnell.net)

Article: What We Know About Men, Masculinities, and Gender Equality (Promundo)

Article: Understanding masculinities, results from the International Men and Gender Equality Study in the Middle East and North Africa (Executive Summary) (UN Women)

Article: The problem with a fight against Toxic Masculinity (The Atlantic) (Optional)

SESSION 14 (LIVE IN-PERSON)

Agency: Gender-based Violence

Compulsory Readings:

- WHO 2016. "Violence against women. Intimate partner and sexual violence against women".

Recommended Readings:

- UN Women website. Global Database on Violence against Women.
- EIGE 2014. "Estimating the costs of gender-based violence in the European Union":
- UN Women. "Output and outcome indicators for Violence Against Women".

Working Paper: Violence against women. Intimate partner and sexual violence against women (World Health Organization)

Multimedia Documentation: Global Database on Violence against Women (UN Women) (Optional)

Working Paper: Estimating the costs of gender-based violence in the European Union (EIGE)
(Optional)

Other / Complementary Documentation: Output and outcome indicators for Violence Against Women (UN Women) (Optional)

SESSION 15 (ASYNCHRONOUS)

MID TERM EXERCISE

SESSION 16 (LIVE IN-PERSON)

Agency: Teenage Pregnancy

Compulsory Readings:

- WHO 2020. "Adolescent Pregnancy".
- The World Bank 2012. "Teenage Pregnancy and Opportunities in Latin America and the Caribbean on Teenage Fertility decisions, Poverty and Economic Achievement". Chapters 1 and 4.

Article: Adolescent Pregnancy (WHO)

Working Paper: Teenage Pregnancy and Opportunities in Latin America and the Caribbean on Teenage Fertility decisions, Poverty and Economic Achievement (The World Bank)

SESSION 17 (LIVE IN-PERSON)

Agency: Female Leadership in Politics

Compulsory Readings:

- Pande Rohini; Ford Deanna. "Gender quotas and female leadership: A review. Background paper for the World Development".
- UN Women. Women in Politics Map 2020.

Recommended Readings:

- Slaughter, Anne-Marie, 2015. "Unfinished Business: Women, Men, Work, Family".

Working Paper: Gender quotas and female leadership (A review. Background paper for the World Development) (World Bank)

Other / Complementary Documentation: Women in Politics Map 2020 (UN Women)

Article: Unfinished Business: Women, Men, Work, Family (The New York Times) (Optional)

SESSION 18 (ASYNCHRONOUS)

ASSIGNMENT

SESSION 19 (LIVE IN-PERSON)

Female leaders and COVID-19

Compulsory readings:

- UN Women. Policy Brief: COVID-19 and Women's Leadership: From an Effective response to Building Back Better.
- Forbes. What do Countries with the Best Coronavirus responses have in common? Women Leaders.

- The New York Times. Why are Women-Led Nations Doing Better with COVID-19?

Working Paper: COVID-19 and Women's Leadership: From an Effective response to Building Back Better (UN Women)

Article: What do Countries with the Best Coronavirus responses have in common? Women Leaders (Forbes, 2020) (CED)

Article: Why are Women-Led Nations Doing Better with COVID-19? (The New York Times, 2020) (CED)

SESSION 20 (LIVE IN-PERSON)

Female Leadership in the Public sector

Compulsory Readings:

- Olyver Wyman. "Women in the Public Sector. Ahead of the curve but room for improvement".
- Ernst & Young. Worldwide Index of Women as Public Sector Leaders Opening doors for women working in government.

Article: Women in the Public Sector. Ahead of the curve but room for improvement (oliverwyman.com)

Working Paper: Worldwide Index of Women as Public Sector Leaders Opening doors for women working in government (Ernst & Young)

SESSION 21 (LIVE IN-PERSON)

Female Leadership in the Private sector

Compulsory Readings:

- International Labour Organization, 2015 "Women in Business and Management, Gaining Momentum. Global Report".
- The Wall Street Journal, September 30th 2015. "Sheryl Sandberg: When Women Get Stuck, Corporate America Gets Stuck".

Recommended Readings:

- IFC, Rene Adams 2015 "Myths and Facts about Female Directors".
- Credit Suisse, 2014. "The CS Gender 3000 report. Women in Senior Management".
- The Wall Street Journal, September 30th 2015. "What's Holding Women Back in the Workplace?"

Working Paper: Women in Business and Management, Gaining Momentum. Global Report (International Labour Organization)

Article: Sheryl Sandberg: When Women Get Stuck, Corporate America Gets Stuck (The Wall Street Journal, 2015) (CED)

Article: Myths and Facts about Female Directors (IFC) (Optional)

Article: The CS Gender 3000 report. Women in Senior Management (Credit Suisse) (Optional)

Article: What's Holding Women Back in the Workplace? (The Wall Street Journal) (Optional)

SESSION 22 (ASYNCHRONOUS)

ASSIGNMENT

SESSION 23 (LIVE IN-PERSON)

Agency: Female Entrepreneurship

Compulsory readings:

- International Finance Corporation, 2013. "Investing in Women's Employment, Good for Business, Good for Development".
- IFC Executive Briefing: The Business Case for Gender-Smart Solutions in the Private sector.

Recommended Readings:

- International Finance Corporation, 2014. "Women-Owned SMEs: A Business Opportunity for Financial Institutions. A Market and Credit Gap Assessment and IFC's Portfolio Gender Baseline"
- Global Partnership for Financial Inclusion and International Finance Corporation, 2011. "Strengthening Access to Finance for Women-Owned SMEs in Developing Countries".
- Terjesen, S. (2017) "Social Entrepreneurship Amongst Women and Men in the United States".

Article: Investing in Women's Employment: Good for Business, Good for Development (International Finance Corporation)

Technical note: Executive Briefing: The Business Case for Gender-Smart Solutions in the Private sector (IFC)

Article: Women-Owned SMEs: A Business Opportunity for Financial Institutions. A Market and Credit Gap Assessment and IFC's Portfolio Gender Baseline (International Finance Corporation) (Optional)

Article: Strengthening Access to Finance for Women-Owned SMEs in Developing Countries (Global Partnership for Financial Inclusion and International Finance Corporation) (Optional)

Working Paper: Social Entrepreneurship Amongst Women and Men in the United States (NWBC) (Optional)

SESSION 24 (LIVE IN-PERSON)

Introduction to Gender Mainstreaming

Compulsory Readings:

- Office of the Special Adviser on Gender Issues and Advancement of Women, 2002. "Gender Mainstreaming. An overview". United Nations. Chapters 1 and 3.
- European Institute for Gender Equality. "What is Gender Mainstreaming?"

Working Paper: Gender Mainstreaming. An overview (United Nations)

Article: What is Gender Mainstreaming? (European Institute for Gender Equality)

SESSIONS 25 - 26 (LIVE IN-PERSON)

Gender Mainstreaming I: Development projects

Compulsory Readings:

- UN Women 2014. "Guidance Note. Gender Mainstreaming in Development Programming" Chapters 2 and 3.
- UNDP. "Gender Mainstreaming in Practice: A Toolkit". (UN Development Programme, Bratislava 2007).

Book Chapters: Guidance Note. Gender Mainstreaming in Development Programming (Chapters 2 and 3) (UN Women)

Book Chapters: Gender Mainstreaming in Practice: A Toolkit (UNDP)

ASSIGNMENT

SESSION 27 (LIVE IN-PERSON)

Gender mainstreaming II: Conflicts

Compulsory Readings:

- UN Women. Gender and Conflict Analysis
- UNFPA 2016. Adolescent Girls in Disaster & Conflict. (Introduction and Areas of Intervention)

Recommended Reading:

- USAID website. Empowering Women in Crisis and Conflict.

Working Paper: Gender and Conflict Analysis (UN Women)

Article: Adolescent Girls in Disaster & Conflict (UNFPA)

Article: Empowering Women in Crisis and Conflict (USAID) (Optional)

SESSION 28 (LIVE IN-PERSON)

Gender mainstreaming III: Public Policies

Compulsory readings:

- OECD Toolkit for Mainstreaming and Implementing Gender Equality. Chapter 3.

Book Chapters: Toolkit for Mainstreaming and Implementing Gender Equality (Chapter 3) (OECD)

SESSION 29 (LIVE IN-PERSON)

The impact of COVID-19 in Gender Equality (Education, Health and Economic opportunities)

Compulsory readings:

- UN WOMEN 2020. "From Insights to Action. Gender Equality in the Wake of COVID-19".
- Mckinsey 2020. "COVID-19 and gender equality: Countering the regressive effects".
- World Economic Forum 2020. "COVID-19 has worsened gender inequality. These charts show what we can do about it".

Working Paper: From Insights to Action. Gender Equality in the Wake of COVID-19 (UN Women)

Article: COVID-19 and gender equality: Countering the regressive effects (Mckinsey)

Article: COVID-19 has worsened gender inequality. These charts show what we can do about it (World Economic Forum)

SESSION 30 (ASYNCHRONOUS)

Final Exam

EVALUATION CRITERIA

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 5 Gender Equality, Goal 4 (Quality Education) and Goal 3 (Good Health and Wellbeing). 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.

Readings and discussions in class are central components of this course. Students will be asked to complete the readings recommended for each session prior to the corresponding class.

In order to be evaluated, students will be asked to prepare one extended mid-term essay (5 pages), individually or in pairs, of an analysis of a country's legislation and policies represent barriers for women for being discriminatory using as a reference the IFC report "Women, Business and the Law 2018". The list of countries to be analyzed will be provided at the beginning of the course.

The final exam will consist of two case studies given by professors. Students will have to respond to a series of questions by applying the concepts seen in class throughout the course.

Finally, there will be a participation grade based on class attendance, class behavior, and contributions to class discussions.

Criteria	Percentage	Comments
Individual Work	40 %	Mid-term essay
Final Exam	50 %	Case study
Class Participation	10 %	

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 / bir.biesegovia@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/>

THIRD CALL RETAKE POLICY

Any student in their third call of a course, also known as a “Retaker”, is obliged to observe the following rules:

- Third call students must contact their professors before or during the first session to ask which work and or *sessions will be required to obtain a passing grade. The professor will determine which work will be required in their course.
*(e.g. when presenting group work, sitting for examinations or other work done in class)
- Retakers are exempt from failing the call due to absences; however, they are not exempt from work the professor designates as necessary to obtain a passing grade. This means some sessions may be mandatory to attend in order to complete the work within.
- Students in their third call are responsible for managing the conflicts in their schedule, should students need advice on how to manage their conflicts they should visit the program office.

EXTRAORDINARY EXAMINATION POLICY

Any student whose weighted final grade is below 5 will be required to sit for the extraordinary 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 extraordinary call 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: **CAROLINA FERRER RINCON**

E-mail: cferrerr@faculty.ie.edu

Carolina Ferrer has been working at the World Bank since 2011, where she has been primarily involved in the analysis and implementation of projects in the area of Gender Equality and Development in Latin America and the Caribbean based Washington DC. Currently, she is based in Madrid and she continues to work as a World Bank Consultant mainstreaming gender in energy development projects in African countries. After completing her Master's degree in International Relations, Carolina worked in other organizations, such as the Council of the EU, The German Marshall Fund of the US, and the Inter-American Development Bank. She has also worked in representations of Spain abroad such as the Permanent Representation of Spain to the EU and the Permanent Mission of Spain to the United Nations, mainly in the areas of Foreign policy, Diplomatic and Institutional relations, Communication and Knowledge management. Carolina is an Associate professor at the IE University in the areas of Gender Equality, Development, Foreign Aid, Social entrepreneurship and Project Management.

Professor: **PATRICIA GABALDON QUIÑONES**

E-mail: pgabaldon@faculty.ie.edu

Patricia Gabaldon is the Director of the Bachelor in Economics and Associate Professor of Economic Environment at IE Business School in Madrid (Spain). Patricia Gabaldon received her PhD in Economics from the University of Alcalá, Spain. As an economics professor, she combines theory and practice to understand real life issues, from an applied economic perspective. Professor of economics at IE since 2008, her research interests focus on the role of women in the economy, corporate governance, and public policies regarding women on boards and female entrepreneurs. She has collaborated with multilateral organizations in gender equality topics.

OTHER INFORMATION

Meetings with professors available upon request.

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.

COMPULSORY BIBLIOGRAPHY

- World Bank. World Development Report 2012: Gender Equality and Development. This book is available in an online version only and can be acquired via:
<https://openknowledge.worldbank.org/handle/10986/4391>

GEOPOLITICS AND WORLD ORDER

IE University

Professor: **BORJA DE ARÍSTEGUI ARROYO**

E-mail: bdearistegui@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2º

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

The world is a violent place. Since time immemorial, humanity has had to deal with the harsh realities of conflict and war, of opposing interest and competing ideas. In a world dominated by competition and conflict, how do states behave towards one another? What influences their behavior?

In this course students will gain understanding of major themes in the field of international relations, with a focus on geopolitical analysis. The student will gain the capacity for both historical analysis and conceptual thinking. Thus, this course is structured around the major topics and debates that dominate the field of geopolitical studies.

Ultimately, this course will allow the student to formulate sound analysis on the reasons and causes of major global events which will, in turn, shed light on the complexities and characteristics of the modern international arena.

International History and International Relations are inexorably linked to the study of Geopolitics. This survey course will cover major themes and topics such as the relation between war and peace, to the major developments in International History, giving the student a profound understanding of the methods employed in empirical research and conceptual thinking.

This course aims to provide the student with the basic theoretical and practical understandings of geopolitics to make sense of current developments in international politics. During this semester we will take a helicopter view of world affairs to be able to understand the different variables and dynamics that shape our geopolitical landscape. With a holistic approach to the study of international relations we will see how history, economics, finance, geography, and culture and religion all come to play a part in shaping developments in the international arena, but also our response.

OBJECTIVES AND SKILLS

By the end of the course:

- Students will be acquainted with the major themes and debates that define the field of international relations in relations to the topics of security, war and peace.
- Students will be capable of comprehensive analysis from a geopolitical perspective.
- Students will demonstrate unity, support, and coherence in writing.

- Strengthen the student's ability and knowledge of the methods of scientific research.

METHODOLOGY

Teaching and Learning Methods:

- Lectures and discussion
- Examination
- Independent research

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	13.33 %	10 hours
Discussions	13.33 %	10 hours
Exercises	6.67 %	5 hours
Group work	0.0 %	0 hours
Other individual studying	66.67 %	50 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

The nature of the International System.

Book Chapters: The revenge of geography : what the map tells us about coming conflicts and the battle against fate (New York: Random House, 2012) (See Bibliography)

SESSION 2 (LIVE IN-PERSON)

Introduction to Geopolitics.

Article: In defense of classical geopolitics (Naval War College Review: Vol. 52: No. 4 , Article 5. 1999) (CED)

SESSION 3 (LIVE IN-PERSON)

Realism.

Article: The Origins of War in Neorealist Theory (The Journal of Interdisciplinary History 18, no. 4 (1988): 615–28) (CED)

SESSION 4 (LIVE IN-PERSON)

Liberalism.

Article: How Liberalism Produces Democratic Peace (International Security 19, no. 2 (1994): 87–125) (CED)

SESSION 5 (LIVE IN-PERSON)

Diplomacy I.

Article: Diplomacy (The Yale Law Journal 55, no. 5 (1946): 1067–80) (CED)

SESSION 6 (LIVE IN-PERSON)

Diplomacy II - Leguey-Feilleux, Jean-Robert. *Global Governance Diplomacy: The Critical Role of Diplomacy in Addressing Global Problems*. Rowman & Littlefield, 2017. Ch. 1.

Book Chapters: Global governance diplomacy: the critical role of diplomacy in addressing global problems (Rowman & Littlefield, 2017. Ch. 1) (See Bibliography)

SESSION 7 (LIVE IN-PERSON)

Alliances.

Article: NATO and Russia after the Invasion of Ukraine (2022, German Marshall Fund of the United States)

SESSION 8 (LIVE IN-PERSON)

Great Powers - Burrows, Mathew, and Julian Mueller-Kaler. *Smart Partnerships amid Great Power Competition: AI, China, and the Global Quest for Digital Sovereignty*, Atlantic Council, 2021.

Article: Smart Partnerships amid Great Power Competition: AI, China, and the Global Quest for Digital Sovereignty (2021, Atlantic Council)

SESSION 9 (LIVE IN-PERSON)

Maritime Security.

Book Chapters: Seapower States Maritime Culture, Continental Empires and the Conflict That Made the Modern World ("Seapower Today." 311–22. Yale University Press, 2018) (See Bibliography)

SESSION 10 (LIVE IN-PERSON)

Energy Security.

Counterinsurgency.

Article: Creating a New Energy Strategy for a Post Ukraine War World (2022, Center for Strategic and International Studies)

Article: Why Big Nations Lose Small Wars: The Politics of Asymmetric Conflict (World Politics 27, no. 2 (1975): 175–200) (CED)

SESSION 11 (LIVE IN-PERSON)

Counterinsurgency.

Article: Why Big Nations Lose Small Wars: The Politics of Asymmetric Conflict (World Politics 27, no. 2 (1975): 175–200) (CED)

SESSION 12 (LIVE IN-PERSON)

Security and Religion.

Book Chapters: Why Big Nations Lose Small Wars: The Politics of Asymmetric Conflict (Securing the Sacred: Religion, National Security, and the Western State, University of Michigan Press, 2014, pp. 115–26) (See Bibliography)

SESSION 13 (LIVE IN-PERSON)

Terrorism.

Article: Counter-Terrorism as a Public Policy: Theoretical Insights and Broader Reflections on the State of Counter-Terrorism Research (Perspectives on Terrorism, vol. 15, no. 4, 2021, pp. 2–10) (CED)

SESSION 14 (LIVE IN-PERSON)

Hybrid wars, New Wars, and State Fragility.

Article: In Defence of New Wars (Stability: International Journal of Security and Development, 2018 Art. 4) (CED)

SESSION 15 (LIVE IN-PERSON)

The UNSC

BIBLIOGRAPHY

Recommended

- Robert D Kaplan. (2020). *The revenge of geography : what the map tells us about coming conflicts and the battle against fate*. Random House. ISBN 1311045815 (Digital)
- Robert M Bosco. (2014). *Securing the sacred : religion, national security, and the western state*. The University of Michigan Press. ISBN 9780472120093 (Digital)
- ANDREW LAMBERT. (2018). *Seapower States Maritime Culture, Continental Empires and the Conflict That Made the Modern World*. Yale University Press. ISBN 9780300230048 (Digital)
- Jean-Robert Leguey-Feilleux. *Global governance diplomacy : the critical role of diplomacy in addressing global problems*. 2017. eBook2017 Lanham : Rowman & Littlefield Publishers. ISBN 9781442276598 (Digital)

EVALUATION CRITERIA

Weighing of Assessments:

- Take-home exam: 40%
- Research paper: 50%
- Attendance and participation: 10%
- Total: 100%

Paper

Format of the research paper:

The paper will be no more than 2500 words in length, not including bibliography or either footnotes and endnotes. Any paper sitting outside this word limit, will be penalized five (5) percentage points per 100 words. The paper should be in either Times New Roman in size 12. The paper should be double spaced and have a cover page clearly stating your name, course, degree, title of your work and wordcount (no pictures please).

Your paper should make significant references to the topics studied in class, demonstrating an understanding of complex issues, and the capacity to apply your own research and analysis to the topic at hand. Your paper should also demonstrate a highly advanced level of individual research.

Your final paper will be worth forty (40) percent of your total grade for this course.

Choose one of the following topics:

- Can the United Nations be the guarantor of international security?
- Will China emerge as the world's next superpower?
- Are we facing the end of the liberal world order?
- Are we moving towards a post state system?

You may also choose your own topic, provided you hand me a one-page written proposal before the end of February. This proposal should include a clear thesis statement, as well as a tentative outline of your major points.

Plagiarism

Plagiarism will not be tolerated. Any paper suspected of plagiarism will be reported to the pertinent academic authorities and be awarded a grade of zero (0).

Exam

Format of the take-home exam:

You will be provided with a set of questions. You must answer only one (1) in no more than 1000 words in essay format, with proper academic style. The questions will be based on the lecture material.

Any exam sitting outside this word limit, will be penalized five (5) percentage points per 100 words. Any late exam will be awarded a grade of zero (0). The paper should be in either Times New Roman or Arial, in size 12. The paper should be double spaced and have a cover page clearly stating your name, course, degree, title of your work and wordcount.

Criteria	Percentage	Comments
Mid-term Exam	40 %	
Individual Work	50 %	
Class Participation	10 %	

GENERAL OBSERVATIONS:

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

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*(e.g. when presenting group work, sitting for examinations or other work done in class)
- Retakers are exempt from failing the call due to absences; however, they are not exempt from work the professor designates as necessary to obtain a passing grade. This means some sessions may be mandatory to attend in order to complete the work within.
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- The extraordinary call 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.
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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:

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: **BORJA DE ARÍSTEGUI ARROYO**

E-mail: bdearistegui@faculty.ie.edu

Borja de Arístegui has taught in 3 countries, both at undergraduate and graduate levels. He currently teaches the undergraduate course "Can States Collaborate?" at IE University. Furthermore, he is a lecturer at the Universidad Francisco de Vitoria where he has delivered courses such as "The Modern Middle East", "Peace and Security", "Geopolitics", and "International Organizations", as well as an undergraduate seminar on "Terrorism". In addition, He has lectured at King's College London and the Lebanese International University in Beirut, Lebanon, and taught as a Teaching Associate in the Master of International Relations at Queen Mary University of London.

Borja has delivered conferences on a wide range of topics in International Relations. Furthermore, he has been invited by the Mediterranean and Middle East Special group of the NATO Parliamentary Assembly as an expert to deliver a talk to the parliamentarians from all members of the Alliance on the geopolitical situation in Libya.

He holds a BA in History and Political Science from McGill University in Canada, and an MA in International Relations from SOAS, University of London. He is currently completing his PhD in History at the Universidad de Navarra, where he focuses on the 1991 Madrid Peace Conference.

OTHER INFORMATION

Bibliography

- Bosco, Robert M. "Conclusion: Religion, 'The Smartest Power of All'?" *Securing the Sacred: Religion, National Security, and the Western State*, University of Michigan Press, 2014, pp.

115–26.

- Burrows, Mathew, and Julian Mueller-Kaler. *Smart Partnerships amid Great Power Competition: AI, China, and the Global Quest for Digital Sovereignty*, Atlantic Council, 2021.
- Cordesman, Anthony H., and Paul Cormarie. *Creating a New Energy Strategy for a Post Ukraine War World*. Center for Strategic and International Studies (CSIS), 2022.
- Fix, Liana, and Steven Keil. *NATO and Russia after the Invasion of Ukraine*. German Marshall Fund of the United States, 2022.
- Kaldor, M. "In Defence of New Wars". *Stability: International Journal of Security and Development*, 2018 Art. 4.
- Kaplan, Robert D. *The Revenge of Geography: What the Map Tells Us about Coming Conflicts and the Battle against Fate*. New York: Random House (2012).
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Recommended reading list

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- Kissinger, Henry. *World Order*. Penguin Books, 2015. Chapter 2.
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- Mearsheimer, John J. "The False Promise of International Institutions", *International Security* 19-3 (Winter 1994/95).
- Morgenthau, Hans J. *Politics Among Nations* (Maidenhead: McGraw-Hill Higher Education, 7th ed. 2005).
- Von Clausewitz, Carl. *On War*. Routledge, 1966. Chapters 1 and 2.

HACKING THE SOCIAL CONTRACT

IE University

Professor: **JAVIER LESACA ESQUIÓZ**

E-mail: jlesaca@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2º

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

There are no prerequisites for taking this subject. In any case, students are recommended to have a solid knowledge of the current scenario of international relations, as well as the performance of the new technological communication platforms.

SUBJECT DESCRIPTION

The social contract is the backbone on which liberal democracies are consolidated. The legitimacy and functioning of the public institutions of a democratic State are based on the level of confidence that they generate among the citizens of a country.

These levels of trust and legitimacy are built (or destroyed) in the public sphere debate, where institutions, citizens and media converge.

Until the beginning of the 21st century, public debates where the legitimacy levels of a country's social contract were built, took place on a stage with well-defined actors and roles. However, the technological revolution of digital communications has profoundly altered this scenario.

Citizens no longer need the media to communicate or receive information from their public institutions; public institutions have lost their monopoly in the creation of hegemonic public messages; and new actors can generate messages and public narratives effectively without needing to be identified.

The alteration of this scenario of shaping public opinion has not been neutral either for institutions or for governance. Digital communications have allowed citizens to access more information than ever to monitor the good governance of their institutions and, at the same time, institutions have more tools than ever to understand citizens' needs and improve their government action and to be accountable.

But not all are good news. The lack of clarity, identification and transparency in the public debate has also allowed unidentified agents to create and disseminate malicious narratives intended exclusively to negatively alter the perception that citizens have of their institutions and, consequently, erode and even destroy the social contract that holds the State. This phenomenon is popularly known as misinformation.

In this subject it will be possible to analyze, through the analysis of real cases and examples, how are implemented the current and innovative strategies of political destabilization put in place by governments and sub-national groups that aim to destabilize liberal democracies, mainly in Europe and America.

Through this analysis and research, the subject will invite students to reflect on the possible ways that states have to defend themselves and generate resilience to these communicational aggressions, as well as to open a debate on how the revolution and technological innovation can contribute not to destroy the social contract, but strengthen it and improve the levels of public opinion confidence in its institutions.

OBJECTIVES AND SKILLS

The objectives of this subject are the following:

1. Understand the impact of the technological revolution on governance and international relations.
2. Analyze and debate the role that private digital communications companies must take to improve the democratic quality of society.
3. Encourage critical thinking of students and civil society to understand and acknowledge the real dimensions and nature of misinformation in all its magnitude.
4. Reflect and discuss the relationships between the modern social contract and contemporary technology.
5. Discuss and analyze the critical points that threaten the social contract of modern liberal states and how these critical points could be aggravated or remedied.

METHODOLOGY

The subject has a clear practical component and aims to be as close as possible to the evolution of current events and topics. Therefore, in each session a theoretical introduction will be made that will introduce the debate on a specific case. The cases will be presented to the students one month before the sessions are held (with the aim of making them as close as possible to the present).

The teacher will encourage structured discussions and reasoned arguments in debates. In this way, 50% of the final grade will be based on the student's ability to analyze and critically discuss the malicious cases of misinformation that will be presented in the subject.

20% of the grade will be based on the presence of the students at the course sessions and the remaining 30% will depend on a written analysis of a particular case.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	13.33 %	10 hours
Discussions	13.33 %	10 hours
Exercises	33.33 %	25 hours
Group work	0.0 %	0 hours
Other individual studying	40.0 %	30 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

The social contract and the political and social consequences of its rupture.

The crisis of liberal democracy explained through the break in the social contract in the first decade of the 21st century.

SESSION 2 (LIVE IN-PERSON)

Who wins and who loses when the liberal social contract is broken?

The geostrategic reorganization of the great powers. The crisis of liberal democracies and the new role of the Brics, Russia, China and Iran. The fourth political theory of anti-liberalism.

SESSION 3 (LIVE IN-PERSON)

Communication as a weapon of war.

The hybrid warfare and the role of communication in contemporary conflicts.

The evolution of disinformation strategies from ancient times to the contemporary world.

SESSION 4 (LIVE IN-PERSON)

The disinformation methodology

Definition of the misinformation phenomenon as a more complex phenomenon than the distribution of false and fake news. The methodology of contemporary disinformation campaigns and their attacks on the liberal social contract.

SESSION 5 (LIVE IN-PERSON)

The new disinformation platforms.

The crisis of traditional media and the emergence of new communication platforms linked to States. The use of narratives as weapons of war to erode the trust and credibility of liberal states considered adversaries.

SESSION 6 (LIVE IN-PERSON)

The ghost media.

Democratization in the creation of new media. The digital anonymity and the proliferation of disinformative digital platforms of local scope destined to erode a liberal democracy from within.

SESSION 7 (LIVE IN-PERSON)

The automation of social networks I.

The automated use of open social networks to distribute malicious narrative content massively among the public opinion of a country considered as an adversary.

SESSION 8 (LIVE IN-PERSON)

The automation of social networks II.

The automated use of open social networks to distribute malicious narrative content massively among the public opinion of a country considered as an adversary.

SESSION 9 (LIVE IN-PERSON)

The narratives of disinformation.

Quantitative and qualitative analysis of the main narratives of disinformation aimed at breaking the social contract of a liberal democracy.

SESSION 10 (LIVE IN-PERSON)

The anti-scientific narratives.

Scientific thought and reason as core elements of modernity and the State. The creation and dissemination of anti-scientific narratives as a strategy to destabilize the social contract and the State.

SESSION 11 (LIVE IN-PERSON)

The narratives of institutional delegitimization.

Institutions as a symbol of the rule of law. The creation and dissemination of malicious narratives intended to discredit and erode the credibility of the institutions, symbols and authorities of a State.

SESSION 12 (LIVE IN-PERSON)

The narratives of delegitimization of the media.

The role of traditional media as watchdog of the construction of a free, well-informed and plural public space. The creation and dissemination of malicious narratives aimed at breaking the credibility and legitimacy of traditional media.

SESSION 13 (LIVE IN-PERSON)

Narratives for the construction of external enemies.

The construction of external enemies as an element of national construction (and deconstruction).

The creation and dissemination of malicious narratives designed to create external (and internal) enemies to blame for the fractures of a State's social contract.

SESSION 14 (LIVE IN-PERSON)

The narratives for delegitimizing the financial system.

The capitalist financial system as a generating element of wealth, progress and prosperity in liberal democracies. The creation and dissemination of malicious narratives designed to delegitimize the financial order and damage the creation of wealth of liberal democracy in the medium and long term.

SESSION 15 (LIVE IN-PERSON)

How to detect, prevent and generate resilience against misinformation.

The role of states

The role of technology companies

The role of civil society

The role of traditional media

EVALUATION CRITERIA

The teacher will encourage structured discussions and reasoned arguments in debates. In this way, 50% of the final grade will be based on the student's ability to analyze and critically discuss the malicious cases of misinformation that will be presented in the subject.

20% of the grade will be based on the presence of the students at the course sessions and the remaining 30% will depend on a written analysis of a particular case.

Criteria	Percentage	Comments
Class Participation	50 %	structured discussions and reasoned arguments in debates
Class attendance	20 %	
Final Exam	30 %	

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: **JAVIER LESACA ESQUÍROZ**

E-mail: jlesaca@faculty.ie.edu

JAVIER LESACA ESQUÍROZ

Dr. Javier Lesaca is PHD in Contemporary History and currently Fellow Scholar in the School of International and Public Affairs at Columbia University, where he is involved in a research project about digital disinformation and governance. He has been visiting Scholar with the School of Media and Public Affairs at George Washington University studying and analyzing offensive digital disinformation campaigns both from violent and terrorist organizations as well as from national governments. He holds an M.A. in Arab Studies at Georgetown University, where he studied as a Fulbright Scholar. Lesaca has worked also as consultant in different multilateral organizations, such as the European Commission, the World Bank and the Interamerican Development Bank. He has published the book *Weapons of Mass Seduction*, based on the analysis of 1.500 original videos of the terrorist group Daesh. His work appeared in a number of media outlets and institutions, including The New York Times, The Washington Post, CNN, Brookings, El País, the Spanish Congress or the US House of Representatives.

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.



HOTEL INDUSTRY OVERVIEW

IE University

Professor: **GONZALO OCEJO MATEOS**

E-mail: gocejo@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

Passion for travel in general and more specifically for the hospitality world. International profile is a must and negotiating skills with different nationalities and cultures would be ideal.

SUBJECT DESCRIPTION

This course will deal with the fundamental aspects of Hotel Management and its current trends. We will make an emphasis on Sales, Marketing, Social media, E-commerce and Revenue management. We will analyze international hotel chains and students will learn basic skills of how to conduct Sales with practical cases. Students will also learn about hotel asset management, as we will detail how to carry negotiations with both property owners and operators. Crisis management and how Covid-19 has affected the travel industry will be discussed along the new safety and hygiene protocols.

OBJECTIVES AND SKILLS

1. Students will be able to comprehend the Hotel Management process from a Global Perspective.
2. Students will learn how Sales, Marketing, Social Media and distribution apply to the hotel industry. We will conduct a Sales workshop.
3. Student will be acquainted with the basics of Real Estate deals applied to Hotels.
4. Crisis management and how to deal with the Covid-19 pandemic in the hotel industry. Protocols that now apply.

The purpose of this course is to provide an overview of hotel management addressing different departments such as Sales, Operations and Business Development.

METHODOLOGY

The methodology will involve a high degree of student participation during class. It will be less academical and more practical in the sense that students feel like they are working in the hotel industry. Live in person attendance to class is strongly recommended.

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	26.67 %	20 hours
Other individual studying	6.67 %	5 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (ASYNCHRONOUS)

Hotel industry- introduction. We will set the goals and explain the methodology of the class.

Overview of the different types of products in the Hotel Industry and its current situation.

SESSION 2 (LIVE IN-PERSON)

The impact of Covid crisis in the hotel industry: Safety protocols

Hotel chains but also owed family hotels, have had to re-adapt many of their processes to the current new situation. The pandemic has had an impact on the reduction of staff, as well as on the service offered during the customer's stay with new safety protocols applying.

SESSION 3 (LIVE IN-PERSON)

Hotel Charts

Every hotel has an organizational structure to carry out its daily operations. During this session the student will learn in more depth about the specific divisions within a hotel, such as front office, reservations, sales and marketing, human resources, food and beverage, finance among other departments.

SESSION 4 (LIVE IN-PERSON)

Hotel Sales 1: Corporate

Company staff needs accommodation when traveling on business. In this session we will focus on defining and analyzing the corporate market. Students will learn the steps of the negotiation process between the hotel and corporations.

SESSION 5 (LIVE IN-PERSON)

Digital Marketing applied to the Hotel Industry

The Hotel Industry invests on Digital Marketing for the hotel's positioning specially in Google but also through others channels such as social media outlets, OTA's or GDS. During this session, the students will learn about SEO and SEM in more depth.

SESSION 6 (LIVE IN-PERSON)

Hotel Sales 2: Leisure, MICE

Leisure and MICE are two important segments for Hotels. Specially for larger hotels, there is a huge percentage of occupancy coming from these segments. Both leisure and MICE segments within the hotels require a specific process of contracting and providing the service. During this session, students will learn more about this process and we will also emphasize on the high-end segment that is in a better shape currently.

SESSION 7 (LIVE IN-PERSON)

Hotel Chains

The hotel chains have different business structures. hotel groups may directly own the hotels, or operate them through a franchise or management agreement. During this session the students will learn more about the largest hotel chains in the world as well as soft brands.

SESSION 8 (LIVE IN-PERSON)

Hotel Real Estate

During this session the students will learn overall how to develop a superior hotel real estate management and execution plan.

SESSION 9 (ASYNCHRONOUS)

A learning session/ discussion with a hotel's GM or DOSM

During this session, students will be introduced a hotel's GM or DOSM who will share his duties and his or hers personal experience with an emphasis on their daily duties.

SESSION 10 (ASYNCHRONOUS)

A learning session/ discussion with a hotel chain's VP

During this session, students will be introduced a chain's VP who will share his duties and personal experience.

SESSION 11 (LIVE IN-PERSON)

Practical case- Students' presentations 1

This will be explained in detail throughout the course. Students will be divided in pairs and learn and practice their negotiation skills. For example, one will be a buyer from the travel industry (corporate, leisure, MICE) and the other one will play the role of a hotel's Sales director or General Manager. The rest of the class will participate with Q&A so all students should be present and these practical cases are part of the learning process.

SESSION 12 (ASYNCHRONOUS)

Practical case- Students' presentations 2

SESSION 13 (LIVE IN-PERSON)

Practical case- Students' presentations 3

SESSION 14 (LIVE IN-PERSON)

Practical case- Students' presentations 4

SESSION 15 (LIVE IN-PERSON)

Practical case- Students' presentations 5

EVALUATION CRITERIA

- The Practical Cases will score 50% of the final grade.
- 30% of the student's grade will correspond to the oral and written presentations during the class.
- 20% will result from student participation during face-to-face sessions.

Criteria	Percentage	Comments
Class Participation	20 %	
Group Presentation	50 %	
Individual Work	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 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 / bir.biesegovia@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/>

THIRD CALL RETAKE POLICY

Any student in their third call of a course, also known as a “Retaker”, is obliged to observe the following rules:

- Third call students must contact their professors before or during the first session to ask which work and or *sessions will be required to obtain a passing grade. The professor will determine which work will be required in their course.
 - *(e.g. when presenting group work, sitting for examinations or other work done in class)
- Retakers are exempt from failing the call due to absences; however, they are not exempt from work the professor designates as necessary to obtain a passing grade. This means some sessions may be mandatory to attend in order to complete the work within.
- Students in their third call are responsible for managing the conflicts in their schedule, should students need advice on how to manage their conflicts they should visit the program office.

EXTRAORDINARY EXAMINATION POLICY:

Any student whose weighted final grade is below 5 will be required to sit for the extraordinary 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 extraordinary call 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: **GONZALO OCEJO MATEOS**

E-mail: gocejo@faculty.ie.edu

Academic Background

- Master's-Hospitality Business Administration: Universidad Pontificia de Comillas – Madrid, Spain Bachelor's- Political Science-International Affairs: Universidad Complutense – Madrid, Spain. Academic Experience
- IE University Madrid, Spain: Professor - Hotel industry Sales & distribution
- Universidad Antonio de Nebrija Madrid, Spain: Professor; Hotel Management class professor - Senior Year class of the Tourism undergraduate program

Professional Experience

- Currently works as Vice President, Development for Preferred Hospitality Group:
www.preferredhotels.com www.phgconsulting.com www.historichotels.org
<https://staybeyondgreen.com>
- Prior to this, Vice President of International Development for LUXE Hotels and LUXE collection
- Previously worked in other hotel groups such as Rafaelhoteles or HYATT:
www.rafaelhoteles.com www.hyatt.com
- Hosted Travel programs in both TV and Radio

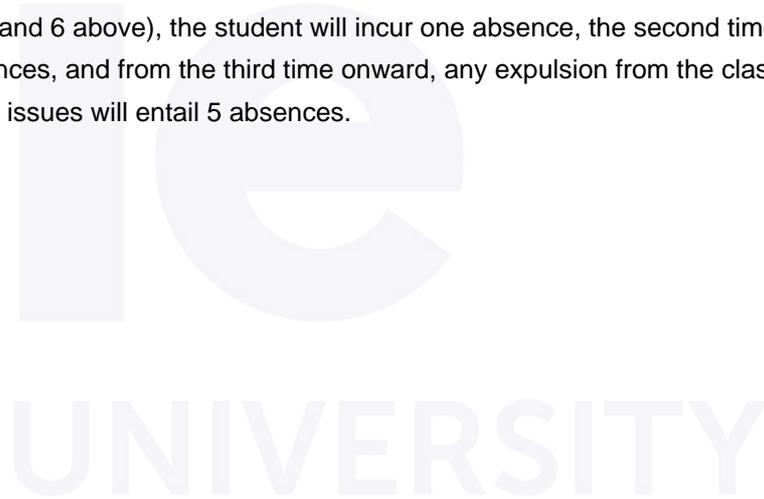
OTHER INFORMATION

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.



INNOVATION FOR SUSTAINABLE DEVELOPMENT

IE University

Professor: **GRACE OBADO**

E-mail: gobado@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

Knowledge of the United Nations's 17 sustainable development goals is recommended.

SUBJECT DESCRIPTION

We live in a world that is currently experiencing a rising tide of economic, social and ecological challenges. Meeting basic needs in less developed nations, addressing economic slowdown in industrialized nations, managing the Covid-19 pandemic adequately, and responding to climate change loom large on the global political landscape. But the 21st century is also marked by technological optimism driven by dramatic advances in science, technology, and engineering and a belief that these advances could solve some of the world's pressing challenges. Furthermore, taking into account that many resources are finite, how can we address key global challenges and meet the needs of the present and future generations in a sustainable manner? In 1987, the Brundtland's commission defined sustainable development as the kind of development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Often times, technological advances signal both hope and fear, spurring public controversy. For example, genetic engineering in agriculture has stoked debates about the impact of food production on human and environmental health for decades. Understanding how new technologies emerge, take root, and sometimes meet public resistance is key to evaluating the ability of technology in addressing global issues.

This course will, therefore, offer a broad analysis of the role of technological innovation in achieving sustainable development and highlight some of the drastic responses to innovation such as conflicts between proponents of new technologies and incumbent industries.

OBJECTIVES AND SKILLS

1) To offer a historical overview of the great technological changes, starting with the 1st industrial revolution in the 18th Century to the on-going 4th industrial revolution that include the emerging technology breakthroughs in artificial Intelligence (AI), robotics, the internet of things (IoT), biotechnology, nanotechnology, to name a few.

2) To carry out cross-sectorial evaluation of the impact of technological transformation on the key pillars of sustainable development:

- Agriculture (Green revolution and GMO's)
- Environment and Renewable Energy

- Economic growth and Employment
- Health.

3) To examine the implications of technological and social innovations in the developed and developing world.

4) To analyze digitalization and structural transformation processes for sustainable development.

The following Skills will be developed during the course:

- Research and Academic paper writing skills.
- Analytical and Debating skills.
- Team work and Presentation skills.
- Case Study analysis and IT skills.

METHODOLOGY

This course will be conducted in the following formats:

- a.) Face-to-Face (Hybrid)
- b.) Video-Conference

(a and b) Synchronous sessions

c.) Asynchronous Sessions

* Synchronous sessions are those that happen in real-time: in-person and online (live) video-conferences in a real-time lecture format.

Please note that an online video-conference is NOT an asynchronous session.

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 essays.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	15 hours
Discussions	9.33 %	7 hours
Exercises	26.67 %	20 hours
Group work	16.0 %	12 hours
Other individual studying	28.0 %	21 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

INTRODUCTION TO SUSTAINABLE DEVELOPMENT AND INNOVATION:

Concept of Sustainability, Factors Governing Sustainable Development, and Determinants of Sustainable Development. (Lecture and Discussion)

Book Chapters: The age of sustainable development by Sachs, J. New York: Format: ebook. Columbia University Press. Publication Year 2005 (Book) (See Bibliography)

SESSION 2 (LIVE IN-PERSON)

A HISTORICAL OVERVIEW OF THE GREAT TECHNOLOGICAL CHANGES: From the 1st Industrial Revolution to the ongoing 4th Industrial revolution that includes the emerging technology breakthroughs in artificial intelligence(AI), robotics, the internet of things(IoT), biotechnology or nanotechnology. (Lecture & Discussion)

Book Chapters: The fourth industrial revolution (Chapters 1&2) by Klauss Schwab, Format: Book, First U.S. edition. Publisher: New York: Crown Business; 2017. (Book) (CED)

SESSION 3 (ASYNCHRONOUS)

GLOBAL ENVIRONMENTAL ISSUES (Recorded Lecture & EN-ROADS-simulator)

Article: Global Environmental Issues. by Beckrich, Amanda. (The Science Teacher, vol. 78, no. 9, 2011, pp. 12–13) (CED)

SESSION 4 (LIVE IN-PERSON)

ENERGY TRANSITION AND THE ENVIRONMENT (Lecture & Discussion)

Book Chapters: Energy and Civilization: A History (Chapters 5,6 &7) by Smil, Vaclav. Format: Book, Publisher: MIT Press, 2017. (Book) (See Bibliography)

SESSION 5 (LIVE IN-PERSON)

TECHNOLOGICAL INNOVATION IN AGRICULTURE:

Green Revolution (Lecture and Discussion)

Article: Genetically Modified Food: Understanding the Societal Dilemma by Andrew M. Isserman (The American Behavioral Scientist; Apr 2001; 44, 8) (CED)

Article: Green Revolutionary by John Pollock (MIT Tech Review, Dec 18 2007)

SESSION 6 (LIVE IN-PERSON)

TECHNOLOGICAL INNOVATION IN AGRICULTURE:

Genetically Modified Organisms (Lecture and In-Class Debate)

Book Chapters: The Future of Genetically Modified Crops : Lessons from the Green Revolution by Wu, Felicia, and William P Butz (Book)

Article: Genetically Modified Foods by Leighton Jones (British Medical Journal, vol. 318, no. 7183, 1999, pp. 581–584) (CED)

SESSION 7 (LIVE IN-PERSON)

INNOVATING DEMOCRACY FOR ECONOMIC GROWTH IN ESTABLISHED DEMOCRACIES (Lecture & In-Class Debate)

Book Chapters: Edge of Chaos: Why Democracy Is Failing to Deliver Economic Growth-And How to Fix It by Dambisa Moyo (Chapter 7) (Book)

SESSION 8 (LIVE IN-PERSON)
MIDTERM EXAM

SESSION 9 (LIVE IN-PERSON)

CULTURAL SUSTAINABILITY (Lecture & Case)

Article: The Sustainability and Desirability of the Traditional Economies of Australian Aborigines: Controversial Issues by Tisdell, Clement (Economic Analysis and Policy, vol. 57, 2018, pp. 1–8) (CED)

Article: Maori Access to Information Technology by Brett Parker (The Electronic Library, vol. 21, no. 5, 2003, pp. 456–460) (CED)

SESSION 10 (LIVE IN-PERSON)

IMPLICATIONS OF TECHNOLOGICAL AND SOCIAL INNOVATIONS IN THE DEVELOPED AND DEVELOPING WORLD (Lecture & Case)

Book Chapters: The Rise of the Robots: Technology and the Threat of Mass Unemployment (Chapters 4,5,6&7) by Martin Ford (Book)

Article: Technology, globalization, and international competitiveness: Challenges for developing countries, by Carl Dahlman (Industrial Development for the 21st Century) (CED)

Other / Complementary Documentation: Social Innovation Case Studies (2014) (2014; Innovate project)

SESSION 11 (LIVE IN-PERSON)

MIGRATION & EMPLOYMENT (Lecture and Case)

Book Chapters: Innovative Concepts for Alternative Migration Policies: Ten Innovative Approaches to the Challenges of Migration in the 21st Century by Jandl, Michael, et al (Book)

SESSION 12 (LIVE IN-PERSON)

MANAGING RESISTANCE TO INNOVATION (Lecture & Cases)

Book Chapters: Innovation and its enemies: why people resist new technologies (Chapters 1, 2 & 6) (Book) (See Bibliography)

SESSION 13 (LIVE IN-PERSON)

INTERNATIONAL COOPERATION FOR SUSTAINABLE DEVELOPMENT (Lecture, Case & Discussion)

Article: After Paris Climate Agreement, What's Next? by Rowe W. (China Business Review, June 8, 2016)

Article: The Limits of Climate Change Agreements: From Past to Present by Chandra Lal Pandey (International Journal of Climate Change Strategies and Management Vol. 6 No. 4, 2014) (CED)

Multimedia Documentation: UN 17 Sustainable Development Goals (2015) (United Nations)

SESSION 14 (LIVE IN-PERSON)

REVIEW SESSION

SESSION 15 (LIVE IN-PERSON)

FINAL EXAM

BIBLIOGRAPHY

Compulsory

- Schwab, Klaus. (2016). *The Fourth Industrial Revolution*. Penguin Random House UK. ISBN 9780241300756 (Printed)
- Vaclav Smil. (2018). *Energy and Civilization: A history*. The MIT Press. ISBN 9780262536165 (Printed)
- Juma, Calestous. (2019). *Innovation and Its Enemies: Why People Resist New Technologies*. First. Oxford University Press. ISBN 9780190051600 (Digital)

Recommended

- Sachs, Jeffery. (2015). *The Age Sustainable Development*. Columbia University Press. ISBN 9780231173155 (Digital)

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

The exams will be in an open-book format and students will have 24 hours for submission. Both exams (midterm and final) will consist of two questions and will be essay-based. Please note that each response will have an upper limit of 400 words using a font of 12. Students will be expected to analyze short articles and relate them to some of the theories and cases covered in class.

D) SIMULATION ASSIGNMENT

Each group will use En-ROADS simulator to create a scenario that successfully addresses climate change challenges in any given country (developed or developing) using technological innovation while bearing in mind implications across the economy, environment, and society. Using a country of choice, each student will analyze their scenario highlighting challenges, and possible technological innovation that could lead to sustainable development in an essay of 500 words Max.

The evaluation will be based on class participation, class presentation, workgroups, group presentation and final exam as reflected below:

Criteria	Percentage	Comments
In-Class Participation	10 %	
Asynchronous Class Participation	10 %	
Mid Term Exam	20 %	
Simulation	15 %	Session 3: Model and Case analysis essay
In-Class Group Presentation	15 %	
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 is below 5 should have a final grade no greater than 4.9. In the event there is no final exam this rule applies to the part that is the greatest share of 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 should contact the professor during the first two weeks of the course.

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 / bir.biesegovia@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/>

THIRD CALL RETAKE POLICY

Any student in their third call of a course, also known as a “Retaker”, is obliged to observe the following rules:

- Third call students must contact their professors before or during the first session to ask which work and or *sessions will be required to obtain a passing grade. The professor will determine which work will be required in their course.
*(e.g. when presenting group work, sitting for examinations or other work done in class)
- Retakers are exempt from failing the call due to absences; however, they are not exempt from work the professor designates as necessary to obtain a passing grade. This means some sessions may be mandatory to attend in order to complete the work within.
- Students in their third call are responsible for managing the conflicts in their schedule, should students need advice on how to manage their conflicts they should visit the program office.

EXTRAORDINARY EXAMINATION POLICY

Any student whose weighted final grade is below 5 will be required to sit for the extraordinary 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 extraordinary call 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 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: **GRACE OBADO**

E-mail: gobado@faculty.ie.edu

GRACE 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

OFFICE HOURS & CONTACT INFORMATION:

Office hours: Fridays: 10.00- 1:00pm Location: TBA

Contact details: gobado@faculty.ie.edu

Tel: +34 626 88 50 73

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.



LEARN HOW TO BE A MAYOR AND RULE YOUR CITY

IE University

Professor: **JOAQUIN JOSE LAVIN INFANTE**

E-mail: jlavini@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2º

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

Among the different kinds of public elected authorities, the mayor is the one that is closer to citizens. As leaders of local governments, they are in a better position to listen, understand and give solutions to what people need. Therefore, the mayor is a politician with a high potential to impact people's daily life directly. As a result, being a mayor is extraordinarily challenging and motivating.

In this course, we will review the main aspects of being a mayor and how local governments are ruled to manage a city according to the current most crucial challenges and citizens' demands, which are constantly evolving.

OBJECTIVES AND SKILLS

The primary purpose of this course is for students to learn key aspects of what it takes to be a mayor and rule a city in today's society. Students are expected to identify the former by:

- Understanding what it means to be a mayor, acknowledging the mayor's role in a local government, and the attributes needed to be a successful local government leader.
- Getting to know how municipalities or local governments are organized and financed and the primary services they offer.
- Learning about a mayor's primary responsibilities and challenges as a local government leader in today's world. Especial attention will be given to the following issues: social policies, zoning and land use planning, smart city, public safety, sustainability, transport and mobility, education and primary health, urban green spaces, local economic development, and crisis management.
- Examining real-life case examples of public policies applied by local governments worldwide to identify and understand the challenges mayors and their teams face.

METHODOLOGY

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	20 hours
Discussions	6.67 %	5 hours
Exercises	6.67 %	5 hours
Group work	33.33 %	25 hours
Other individual studying	26.67 %	20 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

WHAT DOES IT MEAN TO BE A MAYOR?

- Main aspects of the mayor's role
- Political, managerial, and financial leadership
- The challenge of delivering accurate and concrete solutions to citizens' needs
- The mayor as a driver of cultural changes
- A mayor's electoral campaign
- Case Review: Somerville City, US.

The following materials must be reviewed before the session:

Working Paper: Mayor Curtatone's Culture of Curiosity. Building Data Capabilities at Somerville City Hall (Bloomberg Harvard City Leadership Initiative) (CED)

Video: Why mayors should rule the world (TED Talk)

SESSION 2 (LIVE IN-PERSON)

THE MUNICIPALITY: RESPONSIBILITIES, ORGANIZATION, FINANCING, AND POLITICAL DYNAMICS

- Defining local government and municipalities
- Distribution of responsibilities across levels of government
- Key areas in local governments
- A global overview of local governments
- Local governments finance
- Governing at the local level: political dynamics

The following material must be reviewed before the session:

OECD. World Observatory on Subnational Government Finance and Investment. Country Profiles document. Review the profiles of two or three countries **only**. Understand how the government is organized and financed at the different levels and the responsibilities assigned to the various levels. **It is not necessary to read the complete document.**

Other / Complementary Documentation: World Observatory on Subnational Government Finance and Investment (Country Profiles document, 2022) (OECD)

SESSION 3 (LIVE IN-PERSON)

THE MAYOR AND HIS RELATIONSHIP WITH THE COMMUNITY

- Mayors as politicians who are more able to impact people's daily lives
- Building strong relationships with the community
- How social media have changed the relationship between the mayor and the community
- Civil society and community-based organizations and their role in the city's government
- The importance of promoting citizen participation
- Case Review: "Decide Madrid"

The following material should be reviewed before the session:

Working Paper: Expanding and Strengthening Engagement on Decide Madrid: A Data-Driven Evaluation (The GovLab)

SESSION 4 (LIVE IN-PERSON)

SOCIAL POLICIES IN LOCAL GOVERNMENTS

- Local government's role in social policies
- Examples of policy issues handled by local governments
- How social needs are constantly evolving
- The challenge of reducing cities' inequalities
- Social policies in times of crisis
- Case review:
 - Vienna's affordable housing policy
 - Bogotá's Care System
 - Gaziantep's refugee integration policy

The following material should be reviewed before the session:

Video: Vienna's Radical Idea? Affordable Housing For All (Bloomberg CityLab)

Working Paper: Shaping Urban Futures. Case Study Report (Council on Urban Initiatives; UN)

SESSION 5 (LIVE IN-PERSON)

ZONING AND LAND USE PLANNING

- Land use planning
- What is zoning?
- The importance of zoning
- Zoning regulations
- The NIMBY phenomenon: what to do?
- Case review: Austin, Texas. US.

The following material should be reviewed before the session:

Article: Desperate for Housing, Austin Seeks Relief in Rezoning (Bloomberg)

SESSION 6 (LIVE IN-PERSON)

SMART CITY

- Smart City development context
- The concept of Smart City
- Examples of smart technologies

- Characteristics of Smart City
- A framework to develop a Smart City
- Case review: Smart City Technologies in Israel

The following material should be reviewed before the session:

Working Paper: Smart City Technologies in Israel: A Review of Cutting-Edge Technologies and Innovation Hubs (IABD)

SESSION 7 (LIVE IN-PERSON)

PUBLIC SAFETY

- Security in Cities: evolution and challenges
- Violence, crime, and citizen security: main concepts
- Why public safety is so important to citizens
- Violence as a multidimensional problem that requires multidimensional solutions
- Drug trafficking and its effects on neighborhoods
- Today's cities' main public security issues and examples of innovative solutions
- Case Review:
 - New York City's Zero Tolerance Approach
 - Medellín: the city of Pablo Escobar

The following material should be reviewed before the session:

Article: Zero Tolerance: A Case Study of Police Policies and Practices in New York City (Crime & Delinquency / April 1999) (CED)

Article: Half a Miracle: Medellín's rebirth is nothing short of astonishing. But have the drug lords really been vanquished? (foreignpolicy.com)

SESSION 8 (LIVE IN-PERSON)

MID TERM EVALUATION

SESSION 9 (LIVE IN-PERSON)

SUSTAINABLE CITIES

- Climate crisis and the 2016 United Nations Paris Agreement
- Cities' impact on greenhouse gas emissions
- The threat of climate change to cities and how they are adapting to it
- Identifying and addressing cities' main net zero challenges
- Circular economy
- Case review: Kampala, Uganda.

The following material should be reviewed before the session:

Article: The "Garbage Lady" Cleans Up Kampala (Bloomberg Harvard City Leadership Initiative) (CED)

SESSION 10 (LIVE IN-PERSON)

TRANSPORT AND MOBILITY

- Traditional vs. contemporary perspectives of transport policies

- How transport has worked in cities during the past 50 years
- Transport and mobility facts in cities
- Advancing towards a decarbonized and sustainable urban transport system: the case of EV's
- New lifestyles: walking and cycling. 15-minute cities.
- Case review:
 - Uber vs. Taxis
 - 15-minute city: examples from Barcelona, Bogotá, Buenos Aires, Melbourne, Milan, Paris and Portland.
 - Reimagining streets: Janette Sadik-Khan's plan in New York.

The following material should be reviewed before the session:

Article: Disruptive Change in the Taxi Business: The Case of Uber (American Economic Review: Papers & Proceedings 2016, 106(5): 177–182) (CED)

Working Paper: Benchmark: 15-minutes cities (City of Buenos Aires and C40 Cities)

Video: New York's streets? Not so mean any more (TED Talk)

SESSION 11 (LIVE IN-PERSON)

URBAN GREEN SPACES AND RECREATION

- The importance of urban green spaces for people's health and the city's sustainability
- Methods for increasing the quantity and quality of green spaces in urban areas
- Urban green spaces in lower-income areas
- Urban green spaces and the water crisis
- Sports and recreational activities

The following material should be reviewed before the session:

Working Paper: A proposal for Green Norm 2.0. Methods and tools for more and better urban nature (Green Cities Europe)

SESSION 12 (LIVE IN-PERSON)

EDUCATION AND PRIMARY HEALTH

- The distribution of responsibilities among the levels of government in education
- Equity and social inclusion: the importance of public education
- Early childhood education: the relevance of an early start to education
- Local government's role in primary health services
- The challenge of reducing waiting times for health services
- Examples of public policy initiatives that improve citizens' access to quality education and health care

The following material should be reviewed before the session:

Article: Development and Guiding Principles of the Icelandic Model for Preventing Adolescent Substance Use (Health Promotion Practice January 2020 Vol. 21, No. (1) 62 –69) (CED)

SESSION 13 (LIVE IN-PERSON)

LOCAL ECONOMIC DEVELOPMENT

- Local governments' role in economic development

- Skills and employment: creating jobs and preparing communities for the future
- Fostering entrepreneurship, startups, social economy, and innovation
- Competition between cities: how to attract new investments
- Tools for promoting local economic development
- Case review: Amsterdam Impact Program

The following material should be reviewed before the session:

Working Paper: Amsterdam Impact 2019-2022. Strengthening the ecosystem for impact entrepreneurship (City of Amsterdam)

SESSION 14 (LIVE IN-PERSON)

CRISIS MANAGEMENT AND THE COVID-19 EMERGENCY

- What is an emergency? Concepts and examples
- The role of local governments in dealing with emergencies
- Challenges to the mayor's leadership
- Covid-19 pandemic as an example of local government crisis management
 - Local governments' response to Covid-19
 - Long-term recovery and resilience strategies for cities in the post-Covid-19 era.
- Case review: Water crisis in Cape Town

The following material should be reviewed before the session:

Working Paper: "No Trust in Miracles" Leading Through a Water Crisis in Cape Town (Bloomberg Harvard City Leadership Initiative) (CED)

SESSION 15 (LIVE IN-PERSON)

FINAL PROJECT GROUP PRESENTATIONS

BIBLIOGRAPHY

Recommended

- Barber, B.. (2013). *If Mayors Ruled the World: Dysfunctional Nations, Rising Cities..* Yale University Press. ISBN 97803002093 (Digital)
- Rahm, E.. (2021). *The Nation City: Why Mayors Are Now Running the World.* Vintage Books. ISBN 9780525656395 (Digital)
- Sadik-Khan, J. and Solomonow, S.. (2017). *Streetfight: Handbook for an Urban Revolution.* Penguin Books. ISBN 9780698409415 (Digital)
- Glaeser, E.. (2011). *Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and H.* Penguin Books. ISBN 97801431205 (Digital)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Class Participation	10 %	
Intermediate Tests	40 %	Mid term evaluation

Group Presentation	50 %	Final Project (group work - oral presentation)
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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 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 "Sustainable cities and communities". 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: **JOAQUIN JOSE LAVIN INFANTE**

E-mail: jlavini@faculty.ie.edu

Joaquín Lavín is a Chilean economist with a Master's degree in Economics from the University of Chicago. Besides serving as mayor of Las Condes (1992-1999 and 2016-2021), he was also mayor of Santiago, the capital of Chile (2000-2004). He was a presidential candidate in the 1999 national elections. Additionally, he served as Minister of Education (2010-2011) and Minister of Social Development (2011-2013) for the Chilean government. Currently, he is a Research Professor at the Faculty of Economics and Business at Universidad del Desarrollo (Chile).

OTHER INFORMATION

Office hours are available by appointment at jlavini@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).
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".

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.

6. 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

NATO AND TRANSATLANTIC RELATIONS

IE University

Professor: **MICHELE TESTONI**

E-mail: mtestoni@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

There is no mandatory prerequisite. Yet a good knowledge of US foreign policy and recent developments of US-European relations will turn crucial to grasp the course topic.

SUBJECT DESCRIPTION

The course will analyze the foundations and the evolution of transatlantic relations since the end of World War II up to the election of President Trump and the Russian invasion of Ukraine. Although NATO occupies central stage, the course will also cover a number of cultural and economic aspects that shape the essence of transatlantic relations.

OBJECTIVES AND SKILLS

The course's aim is two-folded: first, to understand how a combination of cooperative and conflictual interests has constantly characterized US-European affairs; and second, to discuss the depth of the crisis of today's transatlantic relations and what factors are responsible for this new (and different?) wave of frictions.

METHODOLOGY

The course takes the form of an advanced seminar. For students are expected to participate actively in class, with the professor serving as a debate facilitator. Students will be assessed through a combination of individual assignments and team works.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	15 hours
Discussions	20.0 %	15 hours
Exercises	0.0 %	0 hours
Group work	26.67 %	20 hours
Other individual studying	33.33 %	25 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

THE INVENTION OF TRANSATLANTIC RELATIONS

Book Chapters: How Europe Became Atlantic: Walter Lippmann and the New Geography of the Atlantic Community (M. Mariano (ed.), *Defining the Atlantic Community*, 2010, pp. 13-27) (CED)

Book Chapters: What Winning Stories Teach: The Marshall Plan and Atlanticism as Enduring Narratives (M. Mariano (ed.), *Defining the Atlantic Community*, 2010, pp. 111-131) (See Bibliography)

SESSIONS 3 - 4 (LIVE IN-PERSON)

NATO IN THE COLD WAR

Book Chapters: Defense of the West (ch. 2, 3 and 4) (See Bibliography)

Other / Complementary Documentation: The North Atlantic Treaty (Washington (DC), 4 April 1949) (NATO)

Other / Complementary Documentation: The Harmel Report (14 Dec. 1967) (NATO)

SESSIONS 5 - 6 (LIVE IN-PERSON)

NATO IN THE 1990s: TRIUMPH AND ADAPTATION

Book Chapters: Defense of the West (ch. 6) (See Bibliography)

Article: Neorealism, Neoliberal Institutionalism, and the Future of NATO (*Security Studies*, vol. 3, n. 1 (Autumn 1993), pp. 3-43) (CED)

Other / Complementary Documentation: The Alliance's New Strategic Concept (8 Nov. 1991) (NATO)

SESSIONS 7 - 8 (LIVE IN-PERSON)

NATO IN THE 2000s: ENDURING COOPERATION AND RISING TENSIONS

Book Chapters: Defense of the West (ch. 7) (See Bibliography)

Article: Global NATO (*Foreign Affairs*, vol. 85, n. 5 (Sep./Oct. 2006), pp. 105-113) (CED)

Other / Complementary Documentation: The Alliance Strategic Concept (24 Apr. 1999) (NATO)

SESSIONS 9 - 10 (LIVE IN-PERSON)

NATO IN THE 2010s: GLOBAL AND DOMESTIC CHALLENGES

Book Chapters: Defense of the West (ch. 8 and 9) (See Bibliography)

Article: NATO's Enemies Within: How Democratic Decline Could Destroy the Alliance (*Foreign Affairs*, vol. 97, n. 4 (July/August 2018), pp. 70-81) (CED)

Other / Complementary Documentation: Active Engagement, Modern Defense (20 Nov. 2010) (NATO)

SESSIONS 11 - 12 (LIVE IN-PERSON)

NATO AND RUSSIA'S INVASION OF UKRAINE

Other / Complementary Documentation: NATO's response to Russia's invasion of Ukraine (NATO)
Article: NATO's Hard Road Ahead: The Greatest Threats to Alliance Unity Will Come After the Madrid Summit (Foreign Affairs, 29 June 2022) (CED)
Other / Complementary Documentation: 2022 Strategic Concept (NATO)

SESSIONS 13 - 14 (LIVE IN-PERSON)

N.A.C. SIMULATION

Further information to be provided in the course.

SESSION 15 (LIVE IN-PERSON)

**** FINAL EXAM ****

BIBLIOGRAPHY

Compulsory

- S.R. Sloan. *Defense of the West: NATO, the European Union and the Transatlantic Bargain*. Manchester University Press. ISBN 9781526105752 (Printed)

- Michele Testoni (ed.). (2023). *NATO and Transatlantic Relations in the 21st Century: Foreign and Security Policy Perspectives*. 1st. Routledge. ISBN 9780367492793 (Printed)

Recommended

- Marco Mariano. (2010). *Defining the Atlantic Community: Culture, Intellectuals, and Policies in the Mid-Twentieth Century*. Hoboken: Taylor & Francis. ISBN 9781138864627 (Digital)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Class Participation	15 %	
Take-home paper	20 %	
In-class simulation	30 %	
Final Exam	35 %	

- **Class participation:** quality of class performance (e.g. active note-taking, thoughtful and relevant interventions in class discussions, and avoidance of improper behavior during lectures).
- **Take-home paper:** a brief take-home essay (3,000 words approximately) on a NATO topic previously discussed and approved with the professor.
- **In-class simulation:** students will divide in small groups and participate in an in-class NATO model simulation game.
- **Final exam:** in-class, closed-book, and comprehensive of the entire course material.

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, 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.

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THIRD CALL RETAKE POLICY

Any student in their third call of a course, also known as a "Retaker", is obliged to observe the following rules:

- Third call students must contact their professors before or during the first session to ask which work and or *sessions will be required to obtain a passing grade. The professor will determine which work will be required in their course.
*(e.g. when presenting group work, sitting for examinations or other work done in class)
- Retakers are exempt from failing the call due to absences; however, they are not exempt from work the professor designates as necessary to obtain a passing grade. This means some sessions may be mandatory to attend in order to complete the work within.
- Students in their third call are responsible for managing the conflicts in their schedule, should students need advice on how to manage their conflicts they should visit the program office.

EXTRAORDINARY EXAMINATION POLICY:

Any student whose weighted final grade is below 5 will be required to sit for the extraordinary 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 extraordinary call 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;
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- copy-pasting material from external sources even while citing them;
- using verbatim translations from sources in other languages without citing them;
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PROFESSOR BIO

Professor: **MICHELE TESTONI**

E-mail: mtestoni@faculty.ie.edu

Michele Testoni (PhD in Political Science, University of Florence) is Adjunct Professor in International Relations at IE University since 2013.

His most recent publication is the edited book "NATO and Transatlantic Relations in the 21st Century: Foreign and Security Policy Perspectives" (Oxford: Routledge, 2020).

He serves as the Secretary of Transatlantic Studies Association (TSA) for the 2021-2024 term

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.
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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.

POLITICAL-ECONOMY AND INTELLECTUAL PROPERTY

IE University

Professor: **JULIA CHOUCAIR VIZOSO**

E-mail: jchoucair@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

How does intellectual property affect the global economy? How do patents, copyright, trademarks, and trade secrets shape trade, innovation, knowledge production, and culture? Where did ideas about how to govern intangible property come from, and how do they interact with international politics today? Do intellectual property regimes solve the problems they were intended to solve? Who are the winners and losers of intellectual property regimes? This course provides a critical introduction to intellectual property from a political economy angle, examining how ideas and assumptions about intangible property interact with international politics and global power relations. There will be an emphasis on applying concepts through the analysis of policy-relevant case studies designed specifically for this course.

OBJECTIVES AND SKILLS

By the end of the course, students should be able to:

- Define and apply key concepts of intellectual property, including copyright, trademarks, patents, etc.
- Utilize basic copyright licensing in their own work.
- Understand and assess the role of intellectual property in international trade disputes.
- Analyze and apply public policy rationales pertinent to intellectual property.
- Identify and assess ethical concerns pertinent to intellectual property.
- Understand different critiques of current intellectual property regimes.
- Construct persuasive written and oral arguments supported by evidence.
- Develop an original case study on intellectual property risk inside modern global supply chains.

METHODOLOGY

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in

Lectures	13.33 %	10 hours
Discussions	13.33 %	10 hours
Exercises	13.33 %	10 hours
Group work	13.33 %	10 hours
Other individual studying	46.67 %	35 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

INTRO TO INTELLECTUAL PROPERTY

Introductions, syllabus overview, discussion of course assignments and final project.

SESSION 2 (LIVE IN-PERSON)

WHERE DID IP COME FROM

A brief history of Intellectual Property and its rationales.

Book Chapters: Owning the World of Ideas: Intellectual Property and Global Network Capitalism (Read pages 20-31 only) (See Bibliography)

SESSION 3 (LIVE IN-PERSON)

WHY IS IP AN ISSUE OF INTERNATIONAL RELATIONS

We discuss what the different IR schools of thought reveal about IP, and what we gain from studying IP not just as economics and law but as politics and international relations.

SESSION 4 (LIVE IN-PERSON)

HOW IP BECAME A TRADE ISSUE

Article: Intellectual property: protection and enforcement (World Trade Organization)

Book Chapters: Owning the world of ideas: intellectual property and global network capitalism (Read only pages 32-42) (See Bibliography)

SESSION 5 (LIVE IN-PERSON)

CRITIQUES OF IP

Article: Intellectual Property (The Stanford Encyclopedia of Philosophy, Winter 2018 Edition) (Stanford)

SESSION 6 (LIVE IN-PERSON)

TRADEMARKS

Article: The evolution of trademarks - from ancient Egypt to modern times (2019, Dennemeyer & Associates)

SESSION 7 (LIVE IN-PERSON)

TRADEMARKS CASE STUDY: FLAMENCO

Article: Using Intellectual Property Laws to Protect Indigenous Cultural Property (Read only pages 27-30. NYSBA, Bright Ideas, Winter 2013, Vol. 22, No. 3) (CED)

Article: Why does Rosalía cause so much controversy? (El Pais)

SESSION 8 (LIVE IN-PERSON)

COPYRIGHT

Multimedia Documentation: Bound by Law? Tales from the Public Domain (Read pages 1-31. Center for the Study of the Public Domain, Duke University) (CC)

SESSION 9 (LIVE IN-PERSON)

COPYRIGHT CASE STUDY: CAN A.I. BE A CREATOR?

Article: U.S. Copyright Office Rules A.I. Art Can't Be Copyrighted (Smithsonian Magazine)

SESSION 10 (LIVE IN-PERSON)

PATENTS

Article: An Economic History of Patent Institutions (EH.Net)

SESSION 11 (LIVE IN-PERSON)

PATENTS CASE STUDY: AYAHUASCA

Article: Legal elements of the Ayahuasca patent case (GRAIN)

SESSION 12 (LIVE IN-PERSON)

WEB3 & IP

Article: Demystifying NFTs and Intellectual Property: What You Need to Know (finnegan.com)

SESSION 13 (LIVE IN-PERSON)

INNOVATIONS IN IP

Article: FRENS: A Generalizable Legal Framework for Fractionalized IP-NFTs (vitadao.com)

SESSION 14 (LIVE IN-PERSON)

FINAL EXAM I

SESSION 15 (LIVE IN-PERSON)

FINAL EXAM II

BIBLIOGRAPHY

Recommended

- Matthew David and Debora J Halbert. (2015). *Owning the world of ideas:*

intellectual property and global network capitalism. Sage Publications. ISBN 9781473915763 (Digital)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Class Participation	10 %	Participation in face-to-face sessions
Assignments	30 %	Performance in non-class learning activities & assignments
Presentation	30 %	Group Presentation
Final Exam	30 %	Final Exam

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.

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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 4 (Quality Education), 9 (Industry, Innovation, and Infrastructure), and 10 (Reduced Inequalities). Secondly, this course is committed to an inclusive learning environment and looks to be enriched and enhanced by diversity along numerous dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion.

ATTENDANCE:

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

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

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

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

THIRD CALL RETAKE POLICY

Any student in their third call of a course, also known as a “Retaker”, is obliged to observe the following rules:

- Third call students must contact their professors before or during the first session to ask which work and or *sessions will be required to obtain a passing grade. The professor will determine which work will be required in their course.
*(e.g. when presenting group work, sitting for examinations or other work done in class)
- Retakers are exempt from failing the call due to absences; however, they are not exempt from work the professor designates as necessary to obtain a passing grade. This means some sessions may be mandatory to attend in order to complete the work within.
- Students in their third call are responsible for managing the conflicts in their schedule, should students need advice on how to manage their conflicts they should visit the program office.

EXTRAORDINARY EXAMINATION 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: **JULIA CHOUCAIR VIZOSO**

E-mail: jchoucair@faculty.ie.edu

Course co-taught with **CHRISTOPHER R. BYRNES**

Julia Choucair Vizoso is an adjunct professor at IE's School of Global and Public Affairs, and teaches courses in comparative politics and international relations. She is a senior fellow at the Arab Reform Initiative, where she founded the Program on Environmental Politics in the Middle East and North Africa, and managing editor at the Lebanese publication *The Public Source*. She was previously vice chair of the Center for Middle Eastern Studies at the University of California, Berkeley, and associate at the Carnegie Endowment for International Peace in Washington, DC. She holds a Ph.D. in Political Science from Yale University and an M.A. in Arab Studies/B.S. in Foreign Service from Georgetown University. She is a native speaker of Arabic, English, and Spanish, and proficient in French.

Christopher Byrnes is an intellectual property (IP) strategist and registered patent attorney with specializations in international trade, IP risk management, and public policy. He has worked for Fortune 500 companies and non-profit organizations for over fifteen years, handling high-stakes patent litigation, multinational licensing deals, and deploying innovative strategies in IP commoning. He holds a J.D. from Georgetown Law, a certificate in World Trade Organization Studies from the Institute of International Economic Law, an M.T.S. from Harvard University in Religion, Ethics, & Politics, and a B.A. in Physics and World Religions from Denison University. He is a native speaker of English and proficient in Arabic and Spanish.

OTHER INFORMATION

OFFICE HOURS: Available upon request by email.

CONTACT: jchoucair@faculty.ie.edu; cbyrnes@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.

UNIVERSITY

POPULISM AND DIRECT DEMOCRACY

IE University

Professor: **NINA WIESEHOMEIER**

E-mail: nwiesehomeier@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

The rise of populism around the globe has brought to the forefront discussions around its potential threat to representative democracy. We will trace the debate about the elusive concept of populism, its relationship to democracy, and how the success of populist forces may imply an increase of polarization due to populism's inherent "us" versus "them" logic. In the second part we will then explore the discussion around mechanisms of direct democracy as a potential remedy to the current crisis of democracy.

OBJECTIVES AND SKILLS

- Knowledge and understanding of a number of key contemporary debates and theories
- Ability to critically evaluate theories and concepts through original, independent and critical thinking
- Practice in the use, interpretation, and presentation of quantitative measures and indicators of concepts in comparative politics
- Ability to digest and use extensive reading
- Oral and written communication skills
- Library and information retrieval skills
- Practice of independent research

METHODOLOGY

This course will provide you with the tools to tackle more complex questions around populism and measures of direct democracy. We will emphasize important concepts, theories, and empirical questions to understand the rise of populism around the world and its possible implication. We will accomplish this with a mix of lecturing, discussions, and case studies.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	33.33 %	25 hours

Discussions	20.0 %	15 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

SESSION 1 (LIVE IN-PERSON)

What we are dealing with I

Book Chapters: Populism and Democracy in the Twenty-First Century. In: Ignatieff, M., & Roch, S. (Eds.). Rethinking Open Society (Budapest; New York: Central European University Press) (CED)
Article: "Good Citizens" in Democratic Hard Times (The ANNALS of the American Academy of Political and Social Science. 2022; 699(1): 68-78) (CED)

Book Chapters: THE POST-NATIONAL CONSTELLATION AND THE FUTURE OF DEMOCRACY (chapter 85), pp. 483-490). in Ricardo Blaug & John Schwarzmantel (eds.), 2016, Democracy : a Reader. (Book) (CED)

SESSION 2 (ASYNCHRONOUS)

CONCEPT EXERCISE

SESSIONS 3 - 4 (LIVE IN-PERSON)

What we are dealing with II

Article: Canovan, Margaret (1999): Trust the People! Populism and the Two Faces of Democracy. (Political Studies, 47(1), 2-16) (CED)

Article: Hawkins, Kirk A., and Cristóbal Rovira Kaltwasser. "What the (ideational) study of populism can teach us, and what it can't." (Swiss Political Science Review 23.4 (2017): 526-542) (CED)

Book Chapters: Mudde, Cas (2017): "Populism: An Ideational Approach", in The Oxford Handbook of Populism. Oxford: Oxford University Press, pp. 27-47. (Book)

Recommended:

Weyland, Kurt (2017): "Populism: A Political-Strategic Approach", in The Oxford Handbook of Populism. Oxford: Oxford University Press, pp. 48-72.

Ostiguy, Pierre (2017): "Populism: A Socio-Cultural Approach", in : The Oxford Handbook of Populism. Oxford: Oxford University Press, pp. 73-98.

SESSION 5 (LIVE IN-PERSON)

Testing the ideational theory

Technical note: Marcos-Marne, Hugo, Homero Gil de Zúñiga, and Porismita Borah. "What do we (not) know about demand-side populism? A systematic literature review on populist attitudes." (European Political Science (2022): 1-15) (CED)

Book Chapters: Andreadis, I., Hawkins, K. A., Llamazares, I., & Singer, M. M. (2018). Conditional Populist voting in Chile, Greece, Spain, and Bolivia. In The Ideational Approach to Populism (pp.

238-278). Routledge. (Book) (CED)

Book Chapters: Silva, B. C. (2018). *Populist success: A qualitative comparative analysis*. In *The Ideational Approach to Populism* (pp. 279-293). Routledge. (Book)

SESSION 6 (LIVE IN-PERSON)

Impact of Populism

Article: Uribinatti, Nadia (2019) *Political Theory of Populism – READ ONLY pp.118-124* (Annual Review of Political Science 2019 22:1, 111-127) (CED)

Article: Pappas, Takis. S. (2019). *Populists in Power*. (Journal of Democracy, Volume 30, Number 2 April 2019, 70-84) (CED)

Article: McCoy J, Rahman T, Somer M. *Polarization and the Global Crisis of Democracy: Common Patterns, Dynamics, and Pernicious Consequences for Democratic Polities*. (American Behavioral Scientist. 2018;62(1):16-42) (CED)

Recommendation

- Stavrakakis Y. Paradoxes of Polarization: Democracy's Inherent Division and the (Anti-) Populist Challenge. American Behavioral Scientist. 2018;62(1):43-58.
doi:10.1177/0002764218756924
- Working Paper : Chryssogelos, Angelos (2021). Is there a populist foreign policy? (Chatham House Research Paper, Europe Programme, March 2021)

SESSION 7 (LIVE IN-PERSON)

Direct Democracy

Article: Altman, David, and Clemente T. Sánchez. "Citizens at the Polls Direct Democracy in the World, 2020." (Taiwan Journal of Democracy, Volume 17, No. 2, (2021) (CED)

Article: Serdült, Uwe; Welp, Yanina (2012). *Direct Democracy Upside Down*. (Taiwan Journal of Democracy, 8(1):69-92) (CED)

Article: Van Crombrugge, Ronald (2021) *Are Referendums Necessarily Populist? Countering the Populist Interpretation of Referendums Through Institutional Design* (Representation, Journal of Representative Democracy, Volume 57, 2021 - Issue 1) (CED)

SESSION 8 (LIVE IN-PERSON)

Direct democracy & Populism

Article: Iakhnis, Evgeniia, Brian Rathbun, Jason Reifler, Thomas J. Scotto (2018). *Populist referendum: Was 'Brexit' an expression of nativist and anti-elitist sentiment?* (Research and Politics, April-June 2018: 1– 7) (CED)

Article: Mohrenberg S, Huber RA, Freyburg T. *Love at first sight? Populist attitudes and support for direct democracy*. (Party Politics. 2021;27(3):528-539) (CED)

Article: Eva-Maria Trüdingen & André Bächtiger (2022) *Attitudes vs. actions? Direct-democratic preferences and participation of populist citizens* (West European Politics, 46:1, 241-254)

SESSION 9 (ASYNCHRONOUS)

Submission of a 3 page proposal

SESSION 10 (LIVE IN-PERSON)

Referendums

Article: Alan Renwick & Jack Vowles (2021): *Tales of Two Referendums: Comparing Debate Quality between the UK and New Zealand Voting System Referendums of 2011*, (*Representation, Journal of Representative Democracy* Volume 58, 2022 - Issue 2) (CED)

Article: Hainmueller, Jens and Dominik Hangartner (2019). *Does Direct Democracy Hurt Immigrant Minorities? Evidence from Naturalization Decisions in Switzerland*. (*American Journal of Political Science* 63(3), pp. 530-547) (CED)

Article: Bowler, Shaun and Todd Donovan (2019). *Perceptions of Referendums and Democracy: The Referendum Disappointment Gap*, (*Politics and Governance*, 2019, Volume 7, Issue 2, Pages 227–241) (CED)

SESSION 11 (LIVE IN-PERSON)

Mini-publics, deliberation & referendums

Article: Anastasia Deligiaouri & Jane Suiter (2021): *Oscillating Between Representation and Participation in Deliberative Fora and the Question of Legitimacy: Can 'Hybrid Representative Democracy' be the Remedy?*, (*Representation, Journal of Representative Democracy*) (CED)

Article: Daan Jacobs & Wesley Kaufmann (2021) *The right kind of participation? The effect of a deliberative mini-public on the perceived legitimacy of public decision-making* (*Public Management Review*, 2021, VOL. 23, NO. 1, 91–111) (CED)

Book Chapters: Farrell, D. M., & Stone, P. (2020). *Sortition and mini-publics: A different kind of representation*. *Oxford Handbook of political representation* (Book) (CED)

SESSION 12 (LIVE IN-PERSON)

Sortition

Article: Lupu, Noam, and Zach Warner. "Affluence and congruence: unequal representation around the world." (*The Journal of Politics* 84.1 (2022): 276-290) (CED)

Article: *Sortition, its advocates and its critics: An empirical analysis of citizens' and MPs' support for random selection as a democratic reform proposal*. (*International Political Science Review*, Volume 43, Issue 2) (CED)

Article: Sintomer, Yves. "From deliberative to radical democracy? Sortition and politics in the twenty-first century." (*Politics & Society* 46.3 (2018): 337-357) (CED)

SESSION 13 (ASYNCHRONOUS)

submission of poster review

SESSIONS 14 - 15 (LIVE IN-PERSON)

Poster session & wrap up

Book Chapters: Mueller, Jan-Werner (2018). *How Can Populism Be Defeated?* In: Ignatieff, M., & Roch, S. (Eds.). *Rethinking Open Society*. (Budapest; New York: Central European University Press) (CED)

Article: Matthew Wood (2022) *The Political Ideas Underpinning Political Distrust: Analysing Four Types of Anti-politics* (*Representation, Journal of Representative Democracy*, 2022, VOL. 58, NO. 1,

27–48) (CED)

BIBLIOGRAPHY

Recommended

- Cristóbal Rovira Kaltwasser, Paul Taggart, Paulina Ochoa Espejo, Pierre Ostiguy. (2017). *The Oxford Handbook of Populism*. Oxford University Press. ISBN 9780198803560 (Printed)

EVALUATION CRITERIA

ASSESSMENT STRUCTURE

A) Concept exercise 15%

An exercise on the contested concept of populism

B) Research proposal

You will compete in a fictitious call for a research project on populism and / or direct democracy. In other words, you will be thinking of a question that you think warrants further investigation and think about how you would possibly design a project to actually study and answer it. This is a three step process

- 1) You will first need to submit a **three page proposal** with your research question, a short theoretical discussion and how you would envision studying it (methods): **15%**
- 2) You will develop this proposal further and defend it in a **poster presentation: 30%**
- 3) You will finally submit a **full length proposal** for a research project (about 10 pages): **40%**

More details about this step-wise assessment structure in class.

Criteria	Percentage	Comments
Concept exercise	15 %	
Research proposal	15 %	3 pages
Poster Presentation	30 %	Draft peer review & presentation
Extended research proposal	40 %	

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.

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 is below 5 should have a final grade no greater than 4.9. In the event there is no final exam this rule applies to the part that is the greatest share of 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 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.

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 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: **NINA WIESEHOMEIER**

E-mail: nwiesehomeier@faculty.ie.edu

NINA WIESEHOMEIER

Nina Wiesehomeier has received her PhD in Political Sciences from the University of Konstanz (Germany). She has previously held positions of Senior Lecturer in Politics in the Department of Political and Cultural Studies at the University of Swansea (UK), Fellow at the Social Science Institute, University of Lisbon (Portugal), and was a Visiting Fellow at the Kellogg Institute for International Studies, University of Notre Dame (USA). Nina's research interests fall into the area of comparative politics and evolve around political parties, political institutions, women representation, ideology and issues of political representation, political preferences, and political behavior. More information can be found at www.wiesehomeier.net.

OTHER INFORMATION

PREVENTING VIOLENT EXTREMISM

IE University

Professor: **GABRIEL REYES LEGUEN**

E-mail: greyes@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

The Madrid and London bombings highlighted the need to go beyond the purely security based strategies (and discourse) to tackle terrorism that drove the so called War on Terror. As a result, Countering Violent Extremism (CVE), as exemplified by the UK “Prevent” programme, gained traction as the main theoretical and policy tool to tackle the drivers which lead people to engage in politically or ideologically motivated violence.

Although the introduction of this “soft pillar” in counterterrorist strategies was both necessary and welcome, the lack of an internationally accepted definition of violent extremism has led to limited success, a highly politicized debate and bitter criticism from academics, policy makers and communities.

Violent extremists often support radical beliefs but it would be difficult to sustain that all radicals are violent or that all extremists will ultimately use violence to defend or impose their ideas. This apparently academic debate has deep policy implications that affect the daily lives of citizens across the globe.

The course aims at analyzing these and other issues such as the rights vs. security debate, the rise of right wing extremist groups, the links between the media and violent extremism and the different national and international approaches to countering violent extremism. More broadly, the course aims at providing students with a critical ability to analyze and understand the phenomena of violent extremism, radicalization and terrorism and to assess the policy implications of a constantly evolving threat.

Students will be expected to have read all the material related to each session in advance, and to have prepared for case study analyses by reading the text(s) provided, before the session. They will be required to demonstrate this in classes, which will be participatory.

Students will be expected to make meaningful contributions to discussions throughout the sessions, both individually and in groups, and in particular, to demonstrate that they have applied what they have been taught to their analysis of case studies and written assignments.

During the course there will be two written assignment designed to assess students’ understanding of concepts and issues discussed and their ability to analyse them.

Students will be graded for:

- Contributions to class discussion and in-class behaviour – 10%

- Group work (session 15) - 20%
- Written assignment– 70%

Course Requirements

No previous background on terrorism or security studies is required, though it would be advantageous.

Learning Outcomes

Students will:

- Understand the links between extremism, violence and terrorism as well as the different manifestations of these phenomena.
- Understand the main challenges faced by decision makers, law enforcement agencies and communities whilst dealing with a multi-faceted, multi-dimensional and constantly changing threat.
- Gain an understanding of the contemporary policy debates, options and strategies currently developed to counter violent extremism at national and international level.

OBJECTIVES AND SKILLS

To enhance the students' critical understanding of the main challenges behind the development of policy options and strategies to tackle the complex reality of Violent Extremism.

METHODOLOGY

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	53.33 %	40 hours
Discussions	26.67 %	20 hours
Exercises	6.67 %	5 hours
Group work	6.67 %	5 hours
Other individual studying	6.67 %	5 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction : Outline/programme, Expectations and outputs, preliminary discussion/debate about PVE

SESSION 2 (LIVE IN-PERSON)

Used and abused concepts: defining extremism and its links to violence

Required Reading:

Article: The Trouble with Radicalization. International Affairs (International Affairs 89: 4 (2013) 873–893) (CED)

Article: The concept of Countering Violent Extremism. (Center for Security Studies, NO. 183, December 2015) (CSS)

Article: Radicalization Examining a Concept, its Use and Abuse. Counter Terrorist Trends and

Analyses (A journal of the international centre for political violence and terrorism research, Volume 9, Issue 10 | October 2017) (CTR)

Cases and Debates: Cases to be discussed in class may vary depending on the state of affairs at the time of the class but will most likely include: Women's social and political Movement, Extinction Rebellion, Pro-Vegan movements

SESSION 3 (LIVE IN-PERSON)

Used and abused concepts: defining extremism and its links to violence

Required Reading:

- The Trouble with Radicalization
- The concept of Countering Violent Extremism
- Radicalization Examining a Concept, its Use and Abuse

Cases and Debates: Cases to be discussed in class may vary depending on the state of affairs at the time of the class but will most likely include: Women's social and political Movement, Extinction Rebellion, Pro-Vegan movements

SESSION 4 (LIVE IN-PERSON)

Class debate: Class debate (face to face session): Weaponising PVE to crush the opposition (and your enemies)

Materials will be provided prior to and during the class as a basis for what is intended to be an interactive session/debate. Possible cases include that of Alexei Navalny and the conflict in the Ukraine.

SESSION 5 (LIVE IN-PERSON)

From words to actions: pathways to violence

Required Reading:

Article: Dreams and Disillusionment: Engagement in and Disengagement from Militant Extremist Groups (Crime Law Soc Change (2011) 55:277–285) (CED)

Article: Who Are They and Why Do They Go?: The Radicalisation and Preparatory Processes of Dutch Jihadist Foreign Fighters. Perspectives on Terrorism (PERSPECTIVES ON TERRORISM, Volume 8, Issue 4, 2014) (CED)

Cases to be debated in class could include that of UK's National Action and Hizballah (on the issue of whether to ban it or not)

SESSION 6 (LIVE IN-PERSON)

From words to actions: pathways to violence

Required Reading:

- Dreams and Disillusionment: Engagement in and Disengagement from Militant Extremist Groups
- Who Are They and Why Do They Go?: The Radicalisation and Preparatory Processes of Dutch Jihadist Foreign Fighters

Cases to be debated in class could include that of UK's National Action and Hizballah (on the issue of whether to ban it or not)

SESSION 7 (LIVE IN-PERSON)

Beyond Yihadists: The growing “Glocal threat” of right wing extremism in the post covid19 era

Required Reading:

Article: Terrorism and Right-Wing Extremism: The Changing Face of Terrorism and Political

Violence in the 21st Century (International Journal of Group Psychotherapy, 65 (2) 2015) (CED)

Article: Right-Wing Extremism and Terrorism in Europe: Current Developments and Issues for the Future (6, no. 2 FEATURES) (PRISM)

Article: Right-Wing Extremism: An International Threat (February 26, 2021) (Just Security)

Recommended Reading:

- The Changing Face of Terrorism and Political Violence in the 21st Century: The Virtual Community of Hatred.

Cases to be debated in class could include that of the Christchurch attack in New Zealand (March 2019) and the Buffalo attack in NY (May 2022)

SESSION 8 (LIVE IN-PERSON)

Class debate: Violent Extremism from Left to Right: a debate on current affairs:

ANTIFA, terrorists or activists?

BOOGALOOs, Proud Boys and Qnons when conspirationists cross the Rubicon. Radicals, Extremists or terrorists?

Required Reading:

Article: What – or who – is ANTIFA? (Also watch the video inserted in the article. June 9, 2020) (The Conversation)

Article: Inside the Boogaloo: America’s Extremely Online Extremists (The New York Times Magazine, August 19, 2020) (CED)

Podcast: The Evolution of all-American terrorism (January 16, 2021) (Reveal News)

Additional material will be provided prior and during the discussion.

SESSION 9 (LIVE IN-PERSON)

Deradicalisation and disengagement. Part I: The fight against radicalisation and homegrown terrorists; policy options and strategies

Required Reading:

Article: The Future of Terrorist De-radicalization Programs (Georgetown Journal of International Affairs, Summer/Fall 2012) (CED)

Article: Returning Foreign Terrorist Fighters: a Catalyst for Recidivism among Disengaged Terrorists. (Counter Terrorist Trends and Analyses, Volume 10, Issue 6 | June 2018) (CED)

Additional material:

Conference recording: The International Centre for Counter-Terrorism, 30 June 2021, Live Briefing on Deradicalisation and Disengagement Recording; <https://icct.nl/event/icct-live-briefing-deradicalisation-disengagement/>

SESSION 10 (LIVE IN-PERSON)

Deradicalisation and disengagement. Part II: The fight against radicalisation and homegrown terrorists; policy options and strategies

Required Reading:

- The Future of Terrorist De-radicalization Programs
- Returning Foreign Terrorist Fighters: a Catalyst for Recidivism among Disengaged Terrorists

SESSION 11 (LIVE IN-PERSON)

Class debate: Shamina Begun and ISIS Brides in the jihadist limbo. An extremist trip with no return?

Materials (including videos) will be provided prior to and during the class as a basis for what is intended to be an interactive session/debate. If possible, a conversation with a journalist with firsthand experience on the ground will be invited to join to share his/her experience with foreign fighters in Syria.

SESSION 12 (LIVE IN-PERSON)

Spain under threat? State of play and strategies to combat violent extremism and terrorism

Required Reading:

Book Chapters: Radicalism and Terrorism in the 21st Century: Implications for Security (pp. 167–192; The Fight against Jihadism in Spain Special Mention to the Spanish Civil Guard) (See Bibliography)

Article: Spain: Tweet... if you dare: How counter-terrorism laws restrict freedom of expression in Spain (March 13, 2018) (Amnesty International)

SESSION 13 (LIVE IN-PERSON)

Violent extremism online: Dynamics and ways to tackle it. Part I

Required Reading:

Article: Pathways to Violent Extremism in the Digital Era (RUSI Journal, OCTOBER/NOVEMBER 2013 VOL. 158 NO.5pp. 40–47) (CED)

Article: Online De-Radicalization? Countering Violent Extremist Narratives Message, Messenger and Media Strategy (Perspectives on Terrorism, Volume 4, Issue 6) (CED)

SESSION 14 (LIVE IN-PERSON)

Violent extremism online: Dynamics and ways to tackle it. Part II

Required Reading:

- Edwards C, Gribbon L. Pathways to Violent Extremism in the Digital Era.
- Ashour, Omar. Online De-Radicalization? Countering Violent Extremist Narratives Message, Messenger and Media Strategy.

As this is a live issue, extra materials (news articles, videos etc) might be distributed before and during the class in order to ensure the class and debates are linked to the latest developments.

SESSION 15 (LIVE IN-PERSON)

Violent extremism online: Dynamics and ways to tackle it: Policy options group work in class

Students will propose and present in class a series of policy options to tackle the challenge of controlling violent extremism online. The class will be divided in four groups. Each group will make a brief policy proposal.

BIBLIOGRAPHY

Recommended

- Anna Sroka. (2017). *Radicalism and terrorism in the 21st century : implications for security*. Internationaler Verlag der Wissenschaften. ISBN 9783631706381 (Digital)

EVALUATION CRITERIA

- Contributions to class discussion and in-class behaviour – 10%
- Group work (session 15) - 20%
- Written assignment – 70%

Criteria	Percentage	Comments
Class Participation	10 %	Active contribution to discussions during f2f classes
Group Presentation	20 %	Group Case presentation session 15
Individual Work	70 %	1 Essay

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 (Promote 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

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.

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.

PROFESSOR BIO

Professor: **GABRIEL REYES LEGUEN**

E-mail: greyes@faculty.ie.edu

Gabriel Reyes Leguen holds degrees from the Universidad Pontificia Comillas, Madrid (BA and MA Law), Cardiff Law School (Diploma in Legal Studies) and King's College London (MA International Peace and Security) and is currently Partnerships Officer at the UN World Food Programme, Associate Research Fellow at CIDOB and Associate Professor at the School of Global and Public Affairs, IE University.

Up until September 2021 he was Director of Project Development at the Toledo International Centre for Peace (CITpax), a Madrid based organization specialized in mediation and track II diplomacy in the MENA region as well as in Latin America.

He has previously worked as a Foreign Policy Adviser in the Spanish Prime Minister's Office. Prior to joining CITpax he worked as a researcher at the British Institute of International and Comparative Law (BIICL-London), the International Institute for Strategic Studies (IISS-London), the Political Committee of NATO Parliamentary Assembly (Brussels) as well as the Club of Madrid.

He is fluent in Spanish, French and English and collaborates with a wide variety of national and international media outlets and think tanks.

OTHER INFORMATION

Office hours available by appointment. In person meetings can be arranged after the classes during the course. These can be arranged in advance via email: greyes@faculty.ie.edu and greyesleguen@gmail.com – please send your request to both addresses)

UNIVERSITY

PROJECT EVALUATION AND IMPACT ASSESSMENT

IE University

Professor: **MARCOS FERREIRO RODRIGUEZ**

E-mail: mferreiro@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 6.0

Language: English

PREREQUISITES

There are no mandatory prerequisites. For the completion of this course students do not need prior knowledge on statistics or econometrics, as the different evaluation methods will be covered at a conceptual level. Nevertheless, those interested in deepening into the nuts and bolts of these methods will be given the tools to do so.

SUBJECT DESCRIPTION

This course will provide students the basics on project evaluations in the social sector. Drawing on real-world examples, students will be introduced to tools and methods to measure social impact, considerations for the design and implementation of evaluations, and the challenges faced in the field to get things done.

The course will benefit students interested in management positions at multilateral, nonprofit, social, and religious organizations, as well as those who intend to take up positions in corporate social responsibility, donor agencies or public service. More broadly, participants will learn to use evidence to assess the effectiveness of any sort of programs, be it in the public or in the private sector, providing them with the tools needed to make better informed, more strategic decisions.

OBJECTIVES AND SKILLS

By the end of this course students will be able to respond to questions such as:

- *Why evaluate? What for?*
- *What are the most important questions you need to ask about the effectiveness of a program?*
- *What kinds of evaluations should be conducted? When can a rigorous evaluation of social impact be done?*
- *How do you evaluate the impact of a program?*
- *How do you present the findings in an effective manner?*

Upon completion of the course, you will be better equipped to:

- Understand the different methods that can be used to generate evidence, and strengths and

weaknesses of each

- Critically assess different types of evidence.
- Critically consume, interpret and use evaluation studies & performance reports to inform decision-making.
- Assess the generalizability of research findings.
- Present evidence of a programs' performance to a decision-maker and/or a wide audience.

METHODOLOGY

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	40 hours
Discussions	13.33 %	20 hours
Exercises	20.0 %	30 hours
Group work	26.67 %	40 hours
Other individual studying	13.33 %	20 hours
TOTAL	100.0 %	150 hours

PROGRAM

MODULE 1

INTRO TO PROJECT EVALUATION & IMPACT ASSESSMENT

SESSION 1 (LIVE IN-PERSON)

Course Intro. Why Evaluate. Evaluation Concepts. Monitoring vs Evaluation

Article: *What Do Countries With The Best Coronavirus Responses Have In Common? Women Leaders* (Forbes)

Article: *Why Do Women Make Such Good Leaders During COVID-19?* (Forbes)

Video: *Experimentos sociales para luchar contra la pobreza* (TED Talk) (Youtube)

Working Paper: *Evaluation Guidelines* (Ch. 1.2.1, Ch. 1.2.2, pp.3-5) (UNDP)

Book Chapters: *The road to results: designing and conducting effective development evaluations* (Ch.1, pp. 16-19) (See Bibliography)

Working Paper: *Introduction to Evaluations. What is Evaluation and why evaluate* (p. 3. J-PAL) (CED)

Pre-class Readings: the two Forbes articles. Also please watch the TED Talk.

Resources for the Assignment: UNDP (2019), Morra-Imas (2009), J-PAL (s.d.)

SESSION 2 (LIVE IN-PERSON)

Needs Assessment, Log-Frame, Results Chain & Theory of Change

Working Paper: *Introduction to Evaluations* (Ch. 1.B.1, 1.B.2, pp. 5-6; J-PAL) (CED)

Book Chapters: *Impact Evaluation in Practice* (Ch.2, pp 31-35) (See Bibliography)

Article: *Solutions Looking for Problems* (LeanStartup Blogpost)

Other / Complementary Documentation: Glossary of Key Terms in Evaluation and Results Based Management (OECD-DAC)

Pre-class Readings: J-PAL (n.d.), Gertler (2016), LeanStartup Blogpost

For Further Reading and Consultation: OECD-DAC (2002)

SESSION 3 (LIVE IN-PERSON)

Theories of Change (II). Case study

Book Chapters: The road to results: designing and conducting effective development evaluations (Ch. 4, pp. 150-170) (See Bibliography)

Practical Case: Cognitive Behavioral Therapy in Chicago Schools (Theory of Change and Measuring Outcomes; J-PAL) (CED)

Article: Review of the Use of 'Theory of Change' in International Development (pp. 3-6, 14-32) (gov.uk)

Pre-Class Readings: Morra-Imas (2009), J-PAL (2019a)

For Further Reading and Consultation: Vogel (2012)

MODULE 2

PROJECT EVALUATION FUNDAMENTALS

SESSION 4 (LIVE IN-PERSON)

Types of Evaluations (I). A practical framework

Working Paper: Evaluation or Review of Results. Results Based Project Cycle Management. A vade mecum for people in development and cooperation (Ch. 3, p. 5) (SDC)

Book Chapters: Introduction to Evaluations (Ch.1.B.3. to 1.B.5, pp.6-8; J-PAL) (CED)

Working Paper: Evaluating humanitarian action using the OECD-DAC criteria. An ALNAP guide for humanitarian agencies (Ch. 2.1, 2.2, pp. 14-15) (ALNAP)

Working Paper: Evaluations with impact: decision-focused impact evaluation as a practical policymaking tool (3ieimpact.org)

Pre-Class Readings: SDC (n.d.), J-PAL (n.d.), ALNAP (2006).

Resources for the Assignment: Shah (2015)

SESSION 5 (ASYNCHRONOUS)

Types of Evaluations (II). Trends in evidence-based decision making. Evaluation approach

Article: The twenty-first century experimenting society: the four waves of the evidence revolution (Palgrave Communications, 2019) (CED)

Book Chapters: The road to results: designing and conducting effective development evaluations (Ch. 5, pp. 181-210) (See Bibliography)

Pre-Class Readings: White (2019)

Resources for Async-Class Work: Morra-Imas (2009)

SESSION 6 (LIVE IN-PERSON)

Evaluation Principles and Criteria

Working Paper: Principles for Evaluation of Development Assistance (OECD-DAC)

Working Paper: Better Criteria for Better Evaluation. Revised Evaluation Criteria Definitions and Principles for Use (OECD-DAC)

Working Paper: Evaluating humanitarian action using the OECD-DAC criteria. An ALNAP guide for humanitarian agencies (Ch.3.3., pp. 33-37) (ALNAP)

Article: Blurring of Lines in Complex Emergencies: Consequences for the Humanitarian Community (Journal of Humanitarian Assistance)

Pre-Class Readings: OECD-DAC (1991), OECD-DAC (2019)

For Further Reading and Consultation: ALNAP (2006), Ferreiro (2012)

SESSION 7 (ASYNCHRONOUS)

Evaluation Criteria (cont.). Evaluation Quality Standards

Working Paper: Quality Standards for Development Evaluation (OECD-DAC)

Working Paper: DFID's Approach to Value for Money (VfM) (DFID)

Working Paper: DFID's approach to value for money in programme and portfolio management. A performance review (ICAI)

Pre-Class Readings: OECD-DAC (2010)

Resources for the Assignment: DFID (2011)

For Further Reading and Consultation: ICAI (2018)

SESSION 8 (LIVE IN-PERSON)

Evaluation Design (I). Strategic Planning and Research Questions

Book Chapters: The road to results: designing and conducting effective development evaluations (Ch. 6, pp. 221-234) (See Bibliography)

Working Paper: Evaluation or Review of Results. Results Based Project Cycle Management. A vade mecum for people in development and cooperation (Ch. 5 intro, 5.1 and 5.2, pp. 8-11) (Swiss Agency for Development and Cooperation & SDC)

Book Chapters: Impact Evaluation in Practice (Ch. 2, pp. 36-40) (See Bibliography)

Other / Complementary Documentation: Handbook of Management of Evaluations of the Spanish Cooperation (Part II, phase 1.3, pp. 56-61) (AECID/CE)

Other / Complementary Documentation: Specify the Key Evaluation Questions (BetterEvaluation)

Pre-Class Readings: Morra-Imas (2009)

For further Reading and Consultation: SDC (s.d.), Gertler (2016), AECID (2010), BetterEvaluation (web)

SESSION 9 (LIVE IN-PERSON)

Evaluation Design (II). Questionnaire design and piloting. Measurement Error

Book Chapters: Making monitoring and evaluation systems work: a capacity development tool kit (Ch. 8.5.5, pp. 298-300) (TWB)

Pre-Class Readings: none

For further Reading and Consultation: Görgens (2010)

SESSION 10 (LIVE IN-PERSON)

Evaluation Design (III). The survey response process

Book Chapters: The road to results: designing and conducting effective development evaluations (Ch. 8, pp. 316-334) (See Bibliography)

Pre-Class Readings: Morra-Imas (2009)

SESSION 11 (ASYNCHRONOUS)

M&E Indicators (I)

Book Chapters: On Exactitude in Science (Collected Fictions)

Book Chapters: Impact Evaluation in Practice (Ch. 2, pp. 41-43) (See Bibliography)

Book Chapters: Ten Steps to a Results-Based Monitoring and Evaluation System: A Handbook for Development Practitioners (Ch. 3, pp. 65-79) (See Bibliography)

Video: Outcomes, Impacts, and Indicators (Watch 58' to 1h18'; J-PAL) (Youtube)

Working Paper: Monitoring Toolkit: Indicator Resources (USAID)

Pre-Class Readings: Zall Kusek (2004)

Resources for Async-Class Work: Gertler (2016), JPAL Kelsey video, Borges (1946)

For Further Reading and Consultation: USAID (2017)

SESSION 12 (LIVE IN-PERSON)

M&E Indicators (II). Case study

Practical Case: Case Study: Women as Policymakers (J-PAL) (CED)

Pre-Class Readings: J-PAL Case Study (n.d.)

SESSION 13 (LIVE IN-PERSON)

Midterm Exam

MODULE 3

IMPACT EVALUATION

SESSION 14 (LIVE IN-PERSON)

IE Key Concepts (I). What's an IE. Causal inference. Defining the counterfactual

Book Chapters: Impact Evaluation in Practice (Ch.3, pp.47-61) (See Bibliography)

Working Paper: Impact evaluation - the experience of the independent evaluation group of the World Bank (pp. 1-6) (TWB)

Book Chapters: How do we know if a program made a difference? A guide to statistical methods for program impact evaluation (Ch. 2.1, pp. 5-8; Ch. 2.4.1, pp. 30-32; Ch. 2.4.6, pp. 37-38) (MEASURE Evaluation)

Technical note: Using Randomization in Development Economics Research: A Toolkit (Ch. 2.1, pp. 5-7; CEPR Discussion Paper No. 6059 January 2007) (NBER)

Pre-Class Readings: White (2006)

For Further Reading and Consultation: Gertler (2016), Lance (2014), Duflo (2007).

SESSION 15 (LIVE IN-PERSON)

IE Key Concepts (II). Statistical inference, sampling & power calculations

Book Chapters: Impact Evaluation in Practice (Ch. 15, pp. 261-283) (See Bibliography)

Article: At some colleges, your gender — man or woman — might give you an admissions edge (Washington Post)

Working Paper: Making monitoring and evaluation systems work: a capacity development tool kit (Ch. 8.7, pp. 307-313) (TWB)

Book Chapters: The road to results: designing and conducting effective development evaluations (Ch. 9, pp. 355-371) (See Bibliography)

Pre-Class Readings: Gertler (2016), Washington Post (2016)

For Further Reading and Consultation: Görgens (2010), Morra-Imas (2009)

SESSION 16 (LIVE IN-PERSON)

IE Key Concepts (III). Statistical inference, sampling & power calculations (cont.)

Book Chapters: Statistics done wrong: the woefully complete guide (Ch. 1 and 2, pp. 7-29) (CED)

Book Chapters: How do we know if a program made a difference? A guide to statistical methods for program impact evaluation (Ch. 2.4.2, pp. 32-34) (MEASURE Evaluation)

Technical note: Using Randomization in Development Economics Research: A Toolkit (Ch. 4, pp. 28-40) (NBER)

Pre-Class Readings: Reinhart (2015)

For Further Reading and Consultation: Lance (2014), Duflo (2007)

SESSION 17 (LIVE IN-PERSON)

IE Key Concepts (IV). Error & bias. Internal & external validity. Threats to the design & implementation

Practical Case: Case study: Deworming in Kenya: Threats and Analysis (J-PAL) (CED)

Book Chapters: Impact Evaluation in Practice (Ch. 9, pp. 159-172) (See Bibliography)

Book Chapters: Handbook on Impact Evaluation: Quantitative Methods and Practices (Part 1.2, pp. 25-27) (See Bibliography)

Book Chapters: How do we know if a program made a difference? A guide to statistical methods for program impact evaluation (Ch. 2.2., 2.3, pp. 8-29; Ch. 2.4.3, pp. 34-35; Ch. 2.4.4, pp. 35-37) (MEASURE Evaluation)

Pre-Class Readings: none

Resources for the Assignment: JPAL (2019b) Case Study.

For Further Reading and Consultation: Gertler (2016), Khandker et al. (2010), Lance (2014)

SESSION 18 (LIVE IN-PERSON)

IE Methods (I). Randomization I. RCT Basics.

Book Chapters: Introduction to Evaluations (Ch. 2, pp. 10-14; J-PAL) (CED)

Book Chapters: How do we know if a program made a difference? A guide to statistical methods for program impact evaluation (Ch. 3.1, pp. 39-41) (MEASURE Evaluation)

Practical Case: Case Study: Get Out the Vote: Why Randomize? (J-PAL) (CED)
Book Chapters: Impact Evaluation in Practice (Ch. 4, pp. 63-85) (See Bibliography)
Technical note: Using Randomization in Development Economics Research: A Toolkit (NBER)
Book Chapters: Running randomized evaluations: a practical guide (See Bibliography)
Mandatory Pre-Class Readings: J-PAL (n.d.), Lance (2014)
Optional Pre-Class Reading: Case Study JPAL (2019-c)
For further reading and consultation: Gertler (2016), Duflo (2007), Glennerster (2013)

SESSION 19 (ASYNCHRONOUS)

IE Methods (II). Randomization II. Limitations & discontents.

Book Chapters: How do we know if a program made a difference? A guide to statistical methods for program impact evaluation (Ch. 3.3,3.4 and 3.6, pp. 59-64, 65-66) (MEASURE Evaluation)
Technical note: Using Randomization in Development Economics Research: A Toolkit (Ch. 2.5, pp. 15-19) (NBER)
Working Paper: Learning from the Experiments That Never Happened: Lessons from Trying to Conduct Randomized Evaluations of Matching Grant Programs in Africa (Policy Research Working Paper 6296) (CED)
Working Paper: Should the Randomistas (Continue to) Rule? (Working Paper 27554) (NBER)
Pre-Class Readings: Lance (2014), Duflo (2007)
Resources for Async-Class Work: Campos (2012), Ravallion (2018)

SESSION 20 (LIVE IN-PERSON)

IE Methods (III). Quasi -experimental methods. Matching. Difference-in-Differences

Book Chapters: Impact Evaluation in Practice (Ch. 7, pp. 129-142 and Ch. 8, pp. 143-156) (See Bibliography)
Book Chapters: How do we know if a program made a difference? A guide to statistical methods for program impact evaluation (Ch. 4 and 5, pp. 67-201) (MEASURE Evaluation)
Book Chapters: Handbook on Impact Evaluation : Quantitative Methods and Practices (See Bibliography)
Working Paper: Impact evaluation - the experience of the independent evaluation group of the World Bank (Ch. 2, pp. 7-20; and Appendix 1, pp. 38-40) (TWB)
Pre-Class Readings: Gertler (2016)
For Further Reading and Consultation: Lance (2014), Khandker (2010), White (2006)

SESSION 21 (LIVE IN-PERSON)

IE Methods (IV). Quasi-experimental Methods (cont.). Regression Discontinuity

Working Paper: Quasi-experimental Design and Methods (UNICEF)
Book Chapters: Impact Evaluation in Practice (Ch. 6, pp. 113-126) (See Bibliography)
Book Chapters: How do we know if a program made a difference? A guide to statistical methods for program impact evaluation (Ch. 6.3, pp. 294-314) (MEASURE Evaluation)
Book Chapters: Handbook on Impact Evaluation: Quantitative Methods and Practices (Part 1.7, pp. 103-113) (See Bibliography)
Pre-Class Readings: none

For Further Reading and Consultation: White (2014b), Gertler (2016), Lance (2014), Khandker (2010)

SESSION 22 (LIVE IN-PERSON)

IE Methods (V). Instrumental Variables

Book Chapters: Impact Evaluation in Practice (Ch. 5, pp. 89-110) (See Bibliography)

Book Chapters: How do we know if a program made a difference? A guide to statistical methods for program impact evaluation (Ch. 6, pp. 202-293) (MEASURE Evaluation)

Book Chapters: Handbook on Impact Evaluation: Quantitative Methods and Practices (Part 1.6, pp. 87-99) (See Bibliography)

Pre-Class Readings: Gertler (2016)

For Further Reading and Consultation: Lance (2014), Khandker (2010)

SESSION 23 (LIVE IN-PERSON)

IE Recap. Q&A session

Book Chapters: How Do We Know if a Program Made a Difference? A Guide to Statistical Methods for Program Impact Evaluation (Ch. 7; pp. 315-317) (MEASURE Evaluation)

Pre-Class Readings: none

For Further Reading and Consultation: Lance (2014)

MODULE 4

IMPLEMENTING EVALUATIONS

SESSION 24 (LIVE IN-PERSON)

Data Collection & Management. Choosing a data collection method

Working Paper: Impact evaluation - the experience of the independent evaluation group of the World Bank (Ch. 2, pp.16-20) (TWB)

Book Chapters: The road to results: designing and conducting effective development evaluations (Ch. 8, pp.289-300) (See Bibliography)

Working Paper: Making monitoring and evaluation systems work: a capacity development tool kit (Ch. 8.5.6, pp. 301-302. Ch. 8.6, pp. 302-307. Ch. 12.6-12.7, pp 4 34-438) (TWB)

Book Chapters: Impact Evaluation in Practice (Ch. 16, pp. 291-314) (See Bibliography)

Book Chapters: The road to results: designing and conducting effective development evaluations (Ch. 10, pp. 373-404) (See Bibliography)

Pre-Class Readings: White (2006), Morra-Imas (2009), Ch.8, pp.289-300

Resources for the Group Project / For Further Reading and Consultation: Görgens (2010); Gertler (2016), Morra-Imas (2009), Ch.10, pp.373-404.

SESSION 25 (LIVE IN-PERSON)

Dealing with data error. Common mistakes on the implementation of evaluations. Evaluation TORs.

Book Chapters: The road to results: designing and conducting effective development evaluations

(Ch. 12, pp. 441-460) (See Bibliography)

Working Paper: *Evaluation Guidelines* (Section 4.3.2, pp.10-15 and Section 4, Annex 1, pp.33-44) (UNDP)

Working Paper: *Evaluation or Review of Results. Results Based Project Cycle Management. A vade mecum for people in development and cooperation* (ch. 5.3, pp. 12-13) (SDC)

Other / Complementary Documentation: *Handbook of Management of Evaluations of the Spanish Cooperation* (Part II.I.5, pp. 68-73) (AECID/CE)

Working Paper: *Making monitoring and evaluation systems work: a capacity development tool kit* (Ch. 11.5.2. and Annex B) (TWB)

Pre-Class Readings: Morra-Imas (2009)

For Further Reading and Consultation: UNDP (2019), SDC (n.d.), AECID (2010), Görgens (2010)

MODULE 5

ANALYZING RESULTS

SESSION 26 (ASYNCHRONOUS)

Analyzing and Interpreting Results. Generalizability

Video: JPAL Glennerster video *Generalizability* (Watch 01´ to 50´) (Youtube)

Pre-Class Readings: none

Resources for Async-Class Work: JPAL Glennerster video.

SESSION 27 (ASYNCHRONOUS)

Cost-Effectiveness Analysis

Article: *Roll Call: Getting Children into School* (J-PAL POLICY BULLETIN) (CED)

Video: *Cost-effectiveness Analysis and Scaling Up* (Watch 01´ to 52´; J-PAL) (Youtube)

Other / Complementary Documentation: *Conducting Cost Effectiveness Analysis (CEA)* (J-PAL)

Pre-Class Readings: J-PAL (2017)

Resources for Async-Class Work: J-PAL Bates video (2013)

For further Reading and Consultation: JPAL CEA website

MODULE 6

COURSE RECAP

SESSION 28 (LIVE IN-PERSON)

Course Recap + Final Reflections: What Is the Actual Impact of the Evaluations?

Article: *Be careful what you wish for: cautionary tales on using single studies to inform policymaking* (3IE Blogpost)

Book Chapters: *How do we know if a program made a difference? A guide to statistical methods for program impact evaluation* (Ch. 7.4, p. 319) (MEASURE Evaluation)

Working Paper: *The impact of impact evaluation. Are impact evaluation and impact evaluation synthesis contributing to evidence generation and use in low- and middle-income countries?* (Ch.

1.1., pp. 1-4 and Ch. 4, pp. 37-46; Working Paper 2020/20) (UNU-WIDER)
Working Paper: *When will we ever learn? Improving lives through impact evaluation* (CGD)
Working Paper: *Impact Evaluations: Relevance and Effectiveness* (WorldBank Group)
Article: *The growth of impact evaluation for international development: How much have we learned?* (Journal of Development Effectiveness) (CED)
Working Paper: *The influence of randomized controlled trials on development economics research and on development policy* (Scholars at Harvard)
Pre-Class Readings: 3IE Blogpost (2019), Lance (2014), Manning (2020)
For Further Reading and Consultation: CGD (2006), Banerjee (2016), Ramirez (2012), Cameron (2015)

SESSION 29 (LIVE IN-PERSON)

Final Group Presentations

SESSION 30 (LIVE IN-PERSON)

Final Exam

BIBLIOGRAPHY

Compulsory

- Gertler, Paul J., Sebastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel M. J. Vermeersch. (2018). *Impact Evaluation in Practice*. second edition. Inter-American Development Bank and World Bank. ISBN 9781464808890 (Printed)
- Morra-Imas, Linda G., Ray C. Rist. (2009). *The road to results: designing and conducting effective development evaluations*. The World Bank. ISBN 9780821378915 (Printed)

Recommended

- Angrist, J.D. and J.S. Pischke. (2015). *Mastering Metrics. The path from cause to effect*. Princeton University Press. ISBN 9780691152844 (Printed)
- Glennerster, Rachel and Takavarasha, Kudzai. *Running Randomized Evaluations: A Practical Guide*. Princeton University Press. ISBN 9780691159270 (Digital)
- Görgens, Marelize and Jody Zall Kusek. (2010). *Making monitoring and evaluation systems work : a capacity development tool kit*. The World Bank,. ISBN 9780821381878 (Digital)
- Khandker, Shahidur R.; Koolwal, Gayatri B.; Samad, Hussain A.. (2010). *Handbook on Impact Evaluation : Quantitative Methods and Practices*. The World Bank. ISBN 9780821380291 (Digital)
- Lance, P., D. Guilkey, A. Hattori and G. Angeles. (2014). *How do we know if a program made a difference? A guide to statistical methods for impact evaluation*. MEASURE Evaluation,. ISBN 9780692238615 (Digital)

- Reinhart, A. (2015). *Statistics done wrong: the woefully complete guide*. No Starch Press. ISBN 9781593276201 (Printed)

EVALUATION CRITERIA

In-class participation & engagement and teamwork are two crucial factors in the students' grades of this course. By the end of the term, students will have to submit electronically their group projects as well as their individual assignments. In addition, the understanding of basic concepts will be tested through a mid-term and a final exam.

Criteria	Percentage	Comments
Workgroups	30 %	Group Project and Group Assignments
Final Exam	30 %	Final Exam
Intermediate Tests	10 %	Mid-term exam
Individual Work	20 %	Individual Assignments and pre-class readings
Class Participation	10 %	In-class assistance, participation & engagement

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, and aims to provide students with tools to measure progress in each and every SDG. 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) 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: **MARCOS FERREIRO RODRIGUEZ**

E-mail: mferreiro@faculty.ie.edu

Marcos Ferreiro is a humanitarian practitioner and researcher as well as an entrepreneur, with more than two decades of international professional experience in the nonprofit and private sectors. He is a Harvard graduate in Public Administration in International Development, Aerospace Engineer and a Barrié de la Maza fellow.

Within the aid sector, he has worked for the humanitarian agencies Médecins Sans Frontières (MSF), the International NGO Safety Organization (INSO), Danish Refugee Council (DRC) and Action Contre la Faim (ACF), as well as for the multilateral development institution The World Bank, where he co-authored the book *Paths between Peace and Public Service : A Comparative Analysis of Public Service Reform Trajectories in Postconflict Countries*.

He has lived several years in Africa, with broad field experience in Somalia, South Sudan, Sudan, D.R.Congo, Nigeria, Cameroon, Mauritania, Liberia and Kenya, fulfilling different roles: logistician, field coordinator, emergency coordinator, country director, regional director, researcher and external evaluator. He has also worked in the Americas (Brazil, Haiti, Ecuador, USA), Asia (India, Timor Leste) and Europe (France, Spain).

Marcos is the co-founder of Fáctica Analytics, a digital marketing and data analytics agency based in Madrid. He is married and has a 10-year-old daughter.

OTHER INFORMATION

GROUP PROJECT

Students will be able to put in practice their knowledge in Project Evaluation and Impact Assessment through a group project and several group assignments. Working Groups will be formed by the professor at the beginning of the course, will typically be formed by groups of four students, and will remain as are until the end of the term. Working Groups will present their progress in plenary during course sessions and their final project at the end of the course.

OFFICE HOURS

Office hours available by appointment.

CONTACT DETAILS

mferreiro@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.

RELIGION IN GLOBAL POLITICS

IE University

Professor: **MARGARITA MARKOVITI**

E-mail: mmarkoviti@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

There are no prerequisites for this course.

SUBJECT DESCRIPTION

Religion and politics are often thought of as two fields of human activity that are best kept separate in modern, liberal societies. Yet at the same time, religion and politics interact extensively in the modern world.

In recent decades, what is frequently referred to as a 'resurgence' of religion in the public sphere and in the domain of the political more generally has led to the creation of a significant area of interdisciplinary scholarship seeking to address an array of complex questions: these may range from the vehement opposition to the very idea that religious concepts and manifestations have a right to expression in the public sphere, to political debates on the need of a reassessment of the very provenance and implications of divisions between the secular and the religious, the interaction and relationship between religion and nationalism, the religious influence over core issues relating to gender inequality and the thin boundaries between fundamentalism, radicalisation and religious extremism.

This course will offer a comprehensive overview of the various debates around the interaction between religion and core fields of political life in a global perspective. It will introduce students to a variety of different analytic approaches to religion, exploring the tensions between them.

We will explore and theorise on the topics of the various models of church-state relations; secularism and secularisation; religion and nationalism in a globalising context; the usages of religion in different forms of radicalisation and extremism (including states' responses to such challenges); the laws and policies underpinning the principle of gender, LGBTQI+ rights and non-discrimination; religious freedoms in the framework of international human rights discourses, and the role of religion in populist movements. Other related topics will examine the uneasy alliance between Islam and the West, including a comparative approach to the politics of religion in Europe and in the US.

OBJECTIVES AND SKILLS

On successful completion of the course, students should have acquired:

- Expertise in the theoretical premises and critical paradigms underlying the interdisciplinary study of religion and politics

- An overview of state-religion relationship and the ways in which politics influence religions and seek to manage religious diversity
- Critical assessment of the rising relevance of religion in politics and its potential contribution to public debates and political decision-making
- An ability to extend theoretical frameworks to 'real-world' situations and contexts and to attend to regional specificities
- And an ability to evaluate and position critically a variety of books, journals and other sources of information relevant to the topics studied on the course.

METHODOLOGY

This course will provide you with the tools to tackle complex and timely questions in the study of religion and politics in a global context.

Sessions will entail a mix of **lecturing**, discussions, debates, videos (documentaries, short clips and interview excerpts) and the analysis of media articles.

You will have the opportunity to study "real-world" cases by focusing on some key questions based on current developments and the interdisciplinary literature.

In each class, students will be divided into teams and will discuss the opposing sides and arguments around these questions in the form of **debates or presentations**, depending on the number of students (see Evaluation below). The questions tackled in each debate are mentioned in the readings for each session. The teams will be divided and formed based on the number of students in the class.

Finally, the course will be completed through the **submission of a final essay**: this will be on the topics studied throughout the class (see Evaluation below).

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	0.0 %	0 hours
Group work	20.0 %	15 hours
Other individual studying	26.67 %	20 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Religion, Modernity and Postmodernity

- Why is religion relevant for the study of politics?
- Religion and postmodernity
- To what extent is "the clash of civilizations" thesis relevant today?

Book Chapters: Postmodernism and Religion (Chapter 9 from "The Oxford Handbook of the Sociology of Religion") (Book) (See Bibliography) (CED)

Article: "The Clash of Civilizations?" (Foreign Affairs Vol. 72, No. 3 (Summer, 1993), pp. 22-49) (CED)

Book Chapters: Religion: What it Is, How it Works, and Why it Matters, Chapter 1. (Book) (Optional)

SESSION 2 (LIVE IN-PERSON)

Secularism and secularization: historical processes and contemporary challenges

Book Chapters: Sacred and Secular - The Secularisation Debate (Chapter 1) (Book) (CED)

Book Chapters: 'Rethinking Secularization: A Global Comparative Perspective' (in 'Religion, Globalization and Culture') (Book) (CED)

Article: Notes on a Post-Secular Society (New Perspectives Quarterly, Volume25, Issue4 Fall 2008 Pages 17-29) (CED) (Optional)

SESSION 3 (LIVE IN-PERSON)

Religion, Nationalism and Globalization

Technical note: "Globalization and religious nationalism: Self, identity, and the search for ontological security" (Political Psychology, Vol. 25, No. 5, 2004) (CED)

Article: Religion and Nationalism: Four Approaches (Nations and Nationalism, 18, 1, 2012, 2–20) (CED)

Technical note: Religion and Nationalism in a Modern World (Berkley Center for Religion, Peace & World Affairs, Georgetown University) (Optional)

SESSION 4 (LIVE IN-PERSON)

Law, Religious Freedoms and Courts

Book Chapters: Beyond Religious Freedom: The New Global Politics of Religion (Introduction) (Book) (CED)

Technical note: The Impossibility of Religious Freedom (Preface and Chapter 1) (Book)

Book Chapters: The tragedy of religious freedom (Introduction) (Book) (CED) (Optional)

SESSION 5 (LIVE IN-PERSON)

Fundamentalism, Radicalisation and Religious Extremism

Article: What's so 'religious' about 'religious terrorism'? (Critical Studies on Terrorism Vol. 4, No. 3, December 2011, 369–388) (CED)

Technical note: Religious Fundamentalism - Chapter in Clarke (The Oxford Handbook of the Sociology of Religion) (2011) (Book) (See Bibliography) (CED)

Article: The Muslim paranoia narrative in counterradicalisation policy (CRITICAL STUDIES ON TERRORISM, 2016 VOL. 9, NO. 2, 182–204) (CED) (Optional)

SESSION 6 (LIVE IN-PERSON)

Religion, Gender and non-discrimination

Book Chapters: Religion and Gender - Chapter in Clarke, "The Oxford Handbook of the Sociology of Religion" (Book) (See Bibliography) (CED)

Book Chapters: Loving God versus Wrathful God: Religion and LGBT Forced Migration - in Mavelli and Wilson: The refugee crisis and religion : secularism, security and hospitality in question (Book) (CED)

Article: 'The Politics of Counter-Rejection: Gay Christians and the Church' in "Religion and LGBTQ

Sexualities, Critical Essays" (Journal of Homosexuality Volume 37, 1999 - Issue 2) (CED) (Optional)

SESSION 7 (LIVE IN-PERSON)

Religion, Democracy and Authoritarianism

Book Chapters: Pluralism, Tolerance, and Democracy: Theory and Practice in Europe, in Banchoff (2007) "Democracy and the New Religious Pluralism" (Book) (CED)

Technical note: Religion and authoritarianism : cooperation, conflict, and the consequences - Introduction (Book) (CED)

Book Chapters: Religion and authoritarianism : cooperation, conflict, and the consequences - Conclusion (Book)

Book Chapters: Banchoff (2007), Democracy and the New Religious Pluralism - Introduction (Book) (CED) (Optional)

SESSION 8 (LIVE IN-PERSON)

Islam and the West – an uneasy alliance?

Technical note: Islam and the Challenge of Democracy, in "Islam and the Challenge of Democracy" (eds.) pp. 3–49. (Book)

Article: 'Islam(ism), Eurocentrism, and World Order (Defence Studies, Volume 7, 2007 - Issue 3) (CED)

Multimedia Documentation: "Islam and Western Secular Modernity: A Conversation with Nilüfer Göle" (Berkley Center for Religion, Peace & World Affairs, Georgetown University) (Optional)

Book Chapters: Islam and the Republic: The French Case, in Banchoff (2007) "Democracy and the New Religious Pluralism" (Book) (Optional)

SESSION 9 (LIVE IN-PERSON)

Religion in Europe: history, identity and current challenges

Book Chapters: Religion and Politics in the European Union: The Secular Canopy - Introduction (Book)

Book Chapters: Religion and Politics in the European Union: The Secular Canopy - Chapter 1 (Book) (CED)

Book Chapters: Religion in an Expanding Europe - Chapters 1 (chapters 2 and 8 optional) (Book)

SESSION 10 (LIVE IN-PERSON)

The Politics of Religion in the US

Book Chapters: Religious America, Secular Europe? A Theme and Variations. (Chapters 1 and 2) (Book)

Book Chapters: United States: Stable Religious-Civil Nationalism (Chapter 2 - Religion and Nationalism in Global Perspective) (Book)

Technical note: Uneven Secularization in the United States and Western Europe - in Banchoff (ed.) "Democracy and the New Religious Pluralism" (Book) (Optional)

SESSION 11 (LIVE IN-PERSON)

Religion, Migration and diaspora

Book Chapters: Migration and the Globalization of Religion - Chapter in Clarke (2011) "The Oxford Handbook of the Sociology of Religion" (Book) (See Bibliography) (CED)

Book Chapters: The refugee crisis and religion : secularism, security and hospitality in question - Chapter 1 (Book)

Book Chapters: The refugee crisis and religion : secularism, security and hospitality in question - Chapter 7 (Book) (CED)

Technical note: Immigration and the New Religious Pluralism: A European Union/United States Comparison, in Banchoff (2007) "Democracy and the New Religious Pluralism" (Book) (Optional)

SESSION 12 (LIVE IN-PERSON)

New Religious Movements, Atheism and Humanism

Book Chapters: Atheism - Chapter in Clarke, "The Oxford Handbook of the Sociology of Religion" (Book) (CED)

Book Chapters: Humanism and Religion: A Call for the Renewal of Western Culture - Introduction (Book)

Book Chapters: Introducing and Defining the Concept of a New Religion in "Teaching New Religious Movements" (Book) (Optional)

Book Chapters: New Religions as a Specialist Field of Study - Chapter in Clarke (2011) "The Oxford Handbook of the Sociology of Religion" (Book) (CED) (Optional)

SESSION 13 (LIVE IN-PERSON)

Religion and Populism

Article: Right-Wing Populism and Religion in Europe and the USA (Religions 2020, 11(10), 490) (CED)

Article: Religion and the rise of populism (RELIGION, STATE & SOCIETY 2018, VOL. 46, NO. 3, 177–185) (CED)

Book Chapters: The Religious Dimensions of Contemporary European Populism (Chapter 7) in "Religion and European Society: A Primer" (Book) (CED) (Optional)

SESSION 14 (LIVE IN-PERSON)

Islamophobia and Antisemitism

Article: 'Racialization and Religion: Race, culture and difference in the study of Antisemitism and Islamophobia (Ethnic and Racial Studies Volume 36, 2013 - Issue 3) (CED)

Article: The limits of analogy: comparing Islamophobia and antisemitism' (Patterns of Prejudice, Volume 48, 2014 - Issue 5: Imaginaries of the Other: past and present expressions of Islamophobia) (CED)

SESSION 15 (LIVE IN-PERSON)

Concluding remarks: what future for religion in global politics?

Technical note: The Changing Global Religious Landscape (Pew Research Center)

Technical note: The Role of Religion in Politics (apnorc.org)

BIBLIOGRAPHY

Compulsory

- Peter Clarke (ed).. (2011). *The Oxford Handbook of the Sociology of Religion*. Oxford University Press. ISBN 9780199588961 (Printed)

EVALUATION CRITERIA

Class Debates/Presentations

At the end of session 1, I will distribute a spreadsheet with the questions of the debates that will be held in each session.

Students will have the chance to pick the topic and side of the debate on which they would like to present. Depending on the number of students, each side of the debate will have between 1-3 (max) students.

The evaluation criteria for the debate presentations will be sent via announcements on Blackboard at the beginning of term.

The debates will count for 30% of the final grade.

Final Essay

Students will have the chance to select the topic of their final essay out of a list of essay questions on the material that we cover from sessions 1-14. The list will be made available at the end of session 7. You will have to pick one question to write your essay on.

The final essay should be approximately between 2 to 3 pages long (single-spaced) (roughly between 1500-2000 words). The essays should be submitted on turn-it-in by session 15.

More information (i.e. about plagiarism, references, submission rules, etc) will be provided before the exam.

The final essay will count for 50% of the overall grade.

Class Participation

Participation will count for 20% of the grade.

Criteria	Percentage	Comments
Final Essay	50 %	
Debate Presentation	30 %	
Class Participation	20 %	

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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 / bir.biesegovia@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/>

THIRD CALL RETAKE POLICY

Any student in their third call of a course, also known as a “Retaker”, is obliged to observe the following rules:

- Third call students must contact their professors before or during the first session to ask which work and or *sessions will be required to obtain a passing grade. The professor will determine which work will be required in their course.
*(e.g. when presenting group work, sitting for examinations or other work done in class)
- Retakers are exempt from failing the call due to absences; however, they are not exempt from work the professor designates as necessary to obtain a passing grade. This means some sessions may be mandatory to attend in order to complete the work within.
- Students in their third call are responsible for managing the conflicts in their schedule, should students need advice on how to manage their conflicts they should visit the program office.

EXTRAORDINARY EXAMINATION POLICY:

Any student whose weighted final grade is below 5 will be required to sit for the extraordinary 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 extraordinary call 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: **MARGARITA MARKOVITI**

E-mail: mmarkoviti@faculty.ie.edu

MARGARITA MARKOVITI

Margarita Markoviti is political scientist and research fellow at the Institute for European Studies, at the Université Libre of Brussels. She is currently completing her research on the GOODGOD project: 'How Europe defines the "good god" – The European Union strategies to advocate freedom of religion and belief and to counter radicalization' at CEVIPOL. Previously, she was research fellow at the European Research Council-funded project, 'Grassrootsmobilise', based at the Hellenic Foundation for European and Foreign Policy (Eliamep) in Athens.

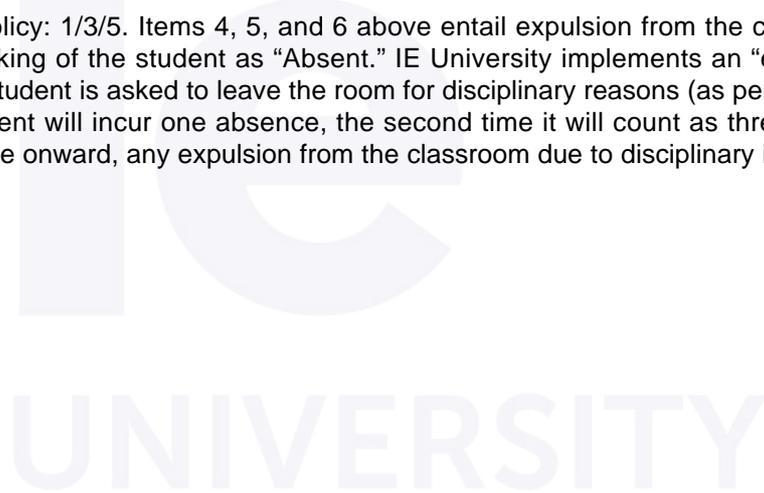
Margarita received her PhD from the European Institute of the London School of Economics. She holds a double Master's degree in Affaires Européennes from Sciences Po, Paris and from the LSE and a BA in History from King's College London. She has taught at both undergraduate and postgraduate levels in Politics and European Studies at the Government Department of the London School of Economics, the Institute for European Studies at the ULB in Brussels and at IE University in Madrid and Segovia.

Margarita's research lies in the intersection of religion, law and politics. She is particularly interested in the governance of religious pluralism and in the social, political and legal dimensions of religious freedoms and religiously-inspired radicalisation in a comparative European perspective. She has published, amongst other topics, on religion and education, religious freedoms and Europeanization, counter-radicalisation policies, religion, welfare and gender, LGBT rights, and grassroots mobilizations 'in the shadow' of European Court of Human Rights jurisprudence around religion and religious freedoms.

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.



REVOLUTIONS: THE POWER OF AN IDEA

IE University

Professor: **MANUEL LUCENA GIRALDO**

E-mail: mlucena@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

N/A

SUBJECT DESCRIPTION

This course will examine the concept and development of revolutions in Globalization. We will focus in costs of *statu-quo*, reformism and "change through revolutions", including alternatives not taken. First the so-called "Atlantic revolutions", from the 1770s to the 1820s, including those in the USA, France, Haiti and Spanish America, representing "political modernity". Second, we will study revolutions in Economy and production, from iron and coal to steel and petrol, technoscience and recent digital developments. Last but not least, we will study cultural revolutions in the last period, from food to music, fashion, consumerism and definition of humanities.

Organized around lectures, readings, podcasts and videos, the course will give you the possibility of acquiring wisdom and use your own personal experience to prevent personal and professional risks in a proactive way. It will provide you with the much-in-demand personal skills concerning negotiation and how to manage crisis through these uncertain times.

OBJECTIVES AND SKILLS

Objectives

- 1) Provide students with basic concepts in the global understanding of human experience and change
- 2) To learn how to place events, ideas and structures in a meaningful context: causality is not causality
- 3) To articulate explanations, narratives, decision-making and ideas over time and space in Globalization

Skills

- 1) Research and criticism of sources. Discrimination of information and knowledge
- 2) Analysis, assessment and exposition of arguments, oral and written. Negotiation and diplomatic approach
- 3) Discrimination of networks, interactions and hierarchies, formal and non-formal

METHODOLOGY

This is a F2F course with Sessions, Discussions, Case Studies and Research. Reading/Watching/Listening of Materials must be completed as scheduled.

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	20.0 %	15 hours
Other individual studying	13.33 %	10 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

INVENTING REVOLUTIONS

Book Chapters: Revolutions. A Very Short Introduction, Oxford, University Press, 2014, 1 to 25 (IE Library)

What is a Revolution and What causes Revolutions. Innovation, mobility and change in global societies. Is a change in the meaning of words a precondition of revolution? Are there a connection between revolution and modernity? Is revolution a political tradition originated in the Western World?

SESSION 2 (LIVE IN-PERSON)

CHARGING THE WORD. FOUNDATIONS OF REVOLUTIONS IN THE ATLANTIC WORLD AND BEYOND

Book Chapters: History's Locomotives. Revolutions and the Making of the Modern World, New Haven, Yale University Press, 2006, 1 to 10 (See Bibliography)

Historical Dictionaries: Dictionnaire de L'Académie française, 1st Edition (1694); Diccionario de autoridades, 1726-1739 (Spanish), Dictionary of the English Language (Samuel Johnson, 1755, 1773).

Are there an Atlantic World as a result of mixing Europe, Africa and the Americas? Is the Atlantic World a "civilization"? Is the center of the Atlantic World European or American? Which is the periphery and why? And the Pacific?

SESSION 3 (LIVE IN-PERSON)

THE AMERICAN REVOLUTION OF INDEPENDENCE. A TOP-DOWN MODEL?

Book Chapters: The Americas in the Age of Revolution, 1750-1850, New Haven, Yale University Press, 1998, 35 to 59 (ced)

Video: The Patriot, Roland Emerich (2000), Trailer, 2:41 (Youtube)

Privileged and politics. How revolution begins: Boston Tea Party. Clubs, the idea of change and republicanism. Dylemmas of War. New and Old Régime. Inventing from Scratch?

SESSION 4 (LIVE IN-PERSON)

REVOLUTIONARY CHARACTERS. STORY-TELLING IN REVOLUTIONS

Book Chapters: Revolutionary Characters. What made the founders different, New York, Penguin, 2007, 245 to 274 (IE Library)

Was the experience of liberty under stress in Europe or the Americas after 1750s, or in Russia in 1917? Are there revolutionary professionals? Is it possible to predict human changes and leadership?

SESSION 5 (LIVE IN-PERSON)

THE COURSE OF EVENTS. DETERMINISM AND NARRATIVES OF REVOLUTION

Book Chapters: History's Locomotives. Revolutions and the Making of the Modern World, New Haven, Yale University Press, 2006, 178 to 212 (See Bibliography)

Can reforms stop a revolution? Can a revolution survive without reforms? Unexplained Stories: poor whites, loyalist slaves, royalist peasants, woman for or against revolutions. The fascinating case of Charlotte Corday, killer of French Revolutionary Leader Marat

SESSION 6 (LIVE IN-PERSON)

REVOLUTION FROM BELOW. THE FRENCH REVOLUTION, FIRST COLLAPSE, THEN CHANGE?

Book Chapters: Robespierre. A Revolutionary Life, New Haven, Yale University Press, 2013, 133 to 158 (IE Library)

Video: Danton, Andrzej Wajda, 1983, Trailer, 2:56 (Youtube)

Third state. Popular counterrevolution? Exactly as predicted. Terror Execution and Government by Terror

SESSION 7 (LIVE IN-PERSON)

YOU ARE HUMAN, BUT NOT CITIZEN. THE HAITIAN REVOLUTION AND THE FIRST BLACK REPUBLIC OF THE WORLD. BLACK LIVES MATTER?

Book Chapters: The Black Jacobins, New York, Penguin Random House, 1983, Chapter 1, 23 to 40 (ced)

Video: L'Anglaise et le duc, Eric Rohmer, 2001, Trailer, 1:39 (Youtube)

Is revolution an excuse for counterrevolution? Frees, mulattoes and slaves: news and rumours. Popular violence and beyond. Revolution producing nightmares

SESSION 8 (LIVE IN-PERSON)

MACHINES SUBSTITUTING PEOPLE. INDUSTRIAL REVOLUTION AND NEW AGE CAPITALISM. FUTURE WORLDS: ROBOTICS, AI AND LIMITS OF FEAR

Book Chapters: Doom. The Politics of Catastrophe, Dublin, Allen Lane, 2021, 175 to 213 (ced)

Video: Modern Times, Charles Chaplin, 1936, Trailer, 1:16 (Youtube)

First, Second, Third, Fourth Industrial Revolutions. The costs of Modernity. The Psychology of Political Incompetence

SESSION 9 (LIVE IN-PERSON)

REVOLUTIONS AND IMPERIALISM. CONSUMPTION, EXOTISM AND COUNTERBALANCED EFFECTS OF WORLD POST-COLONIAL DISORDER

Book Chapters: The Transformation of the World. A Global History of the Nineteenth Century, Princeton, University Press, 2014, 226 to 240 (ced)

Global Capitalism and Imperialism. Cause, effect or nothing at all? New Products and Trade Networks. Ports and the image of sin. Living standards?

SESSION 10 (LIVE IN-PERSON)

PROLETARIANS OF ALL THE WORLD: THE SOVIET REVOLUTION AND THE SHORT TWENTIETH CENTURY, 1917-1989

Book Chapters: The Whisperers. Private Life in Stalin's Russia, New York, Penguin, 2007, 227 to 249 (IE Library)

Video: I am Cuba, 1964, Corrupt old times, 3:22 (Youtube)

Video: I am Cuba, (1964), Funeral, 4:12 (Youtube)

The "Perfect Revolution". Dream of a decade? Leninism, Stalinism an Decadence of Revolutionary Ideas and Projects. Soviet Empire

SESSION 11 (LIVE IN-PERSON)

FROM THE NUCLEAR BOMB TO THE MILITARY-INDUSTRIAL COMPLEX. HIGH-TECH REVOLUTIONS

Book Chapters: American Tragedy. The Triumph and Tragedy of J. Robert Oppenheimer, New York, 2005, 313 to 322 (IE Library)

Video: Manhattan, 2014, TV Series Trailer (Youtube)

The Manhattan Project and the Nuclear Bomb. Nothing was as before. Critical Mass and the point of no-return, The Vietnam War and the Space race. Technology and humans

SESSION 12 (LIVE IN-PERSON)

THE 1968 EFFECTS AND THE FLOWER POWER REVOLUTION

Book Chapters: May '68 and Its Afterlives, University of Chicago Press, 2002, 182 to 215 (ced)

Counterculture as revolution. Sex & Drugs and Rock and Roll and its effects

SESSION 13 (LIVE IN-PERSON)

THE BIGGEST OF ALL FAILURES. 1989, THE FALL OF THE BERLIN WALL AND THE LAST WAVE OF GLOBALIZATION AND REVOLUTIONS

Book Chapters: Doom. The Politics of Catastrophe, 2021, Chapter 6, The Psychology of political incompetence, (ced)

Video: The Lives of Others, 2006, Trailer, 1:26 (Youtube)

Balance of Revolutionary Experience. Future in the Past and Past in the Future

SESSION 14 (LIVE IN-PERSON)

THE SEVERAL LIVES OF THE CHINESE REVOLUTION

Book Chapters: Mao. The Unknown Story, London, Jonathan Cape, 2005, 523 to 547 (ced)

How Chinese Revolution has evolved. The 1920s, Civil War, 1949 and Mao's Victory. Lessons from a Long Global History. Plans for a Chinese Global Century?

SESSION 15 (LIVE IN-PERSON)

PRESENTATION OF RESEARCH PROJECTS BY GROUPS

BIBLIOGRAPHY

Compulsory

- Peter Furtado, Editor. (2021). *Revolutions. How they changed history and what they mean today*. Thames&Hudson. ISBN 9780500296349 (Digital)

Recommended

- Martin Malia. (2008). *History's Locomotives. Revolutions and the Making of the Modern World*. Yale University Press. ISBN 9780300113914 (Printed)

EVALUATION CRITERIA

Below is the evaluation breakdown for the course.

Criteria	Percentage	Comments
Essay 1	15 %	Delivery by Session 5
Essay 2	15 %	Delivery by Session 10
Group Presentation	20 %	Session 15
Questions to research and debate	35 %	Weekly points
Class Participation	15 %	All the course

A) GRADING SYSTEM:

Grade description and equivalents:

- Excellent/ Sobresaliente: 9.0-10.0 (A- to A+)

Consistently produces work of the highest quality and craft; exhibits notable progress and development over the course of the semester; meets all course objectives at highest level; attendance is near-perfect, and contributions to course discussions are extremely valuable.

- Very Good/Notable: 7.0-8.9 (B- to B+)

Completes all assignments with work of above-average quality and craft; exhibits significant progress and development; meets most course objectives; attendance and participation are very good.

- Good/Aprobado: 6.0-7.0 (C- to C+)

Completes all assignments with work of acceptable quality and craft; exhibits some progress and development; meets a majority of course objectives. Attendance and participation are acceptable.

- Pass/Aprobado: 5.0-6.0 (D)

Assignments are delivered but are incomplete and/or of low quality and craft; exhibits little progress and development; meets few course objectives. Attendance and participation are poor, but absences do not total more than 30%.

- Fail/Suspenso: 0-4.9 (F)

Work is incomplete, missing, or does not meet course objectives. Attendance and participation are poor.

- Automatic Failure/Suspenso: 0 (F)

Please note that a student who misses 30% or more of the scheduled sessions receives an automatic 0.0, and loses his or her right to the second chance or call (convocatoria.)

B) RE-SIT / RE-TAKE POLICY

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 must submit all the work they did not turn in or failed during the course.

C) 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. If this is a first breach of conduct, the program director will decide the scope of the sanction on the basis of all the above information. (Bachelor or Ethics Committee).
5. If this is a second offense or if, according to the Humanities director's report, the case is serious enough, the case will be redirected to the university's Ethics Committee.

(Approved by the Vice-Rector of Academic Affairs in June 2020)

PROFESSOR BIO

Professor: **MANUEL LUCENA GIRALDO**

E-mail: mlucena@faculty.ie.edu

MANUEL LUCENA GIRALDO

E-mail: mlucena@faculty.ie.edu

Dr. Manuel Lucena-Giraldo is Research Scientist in the Spanish Council for Scientific Research, CSIC, and Adjunct Professor in IE Business School/IE University since 2010. He is the director of the Chair of Spanish and Hispanic Heritage of the Universities of Madrid. He was Visiting Scholar at Harvard University, Lecturer BOSP in Stanford University and Visiting Professor at Tufts University (Boston), Javeriana University (Colombia), IVIC (Venezuela), Colegio de Mexico, University of the Andes (Chile and Colombia) and St. Antony's College, University of Oxford. He was Education Attaché in the Spanish Embassy in Colombia and held foreign education positions. He was representative of the CSIC at the European Science Foundation, COST Universities Network Manager and Research Advisor at the Carolina Foundation, SEPIE and ERC. His publications include a number of books on travels, scientific expeditions, cities, images of nations, empires or globalization. He is Assistant Editor in Culture & History; Member of the board of Revista de Occidente and the Advisory Committee of National Geographic in Global History. He is a member of the boards of Hispania Nostra and the European Academy.

OFFICE HOURS BY APPOINTMENT

OTHER INFORMATION

SOCIAL AND LABOR POLICY

IE University

Professor: **JUAN MARÍA MENÉNDEZ-VALDÉS ÁLVAREZ**

E-mail: jmenendezvaldes@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2º

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

Work, a curse or a gift? work and life, in conflict or synergy? How does society deal with the most vulnerable and ensures individuals are not left behind?

Human progress is based on large-scale collaboration, where a division of work and roles is indispensable. But this comes with imbalances and inequalities. Many find satisfactory ways to participate in society and a good distribution of tasks, others have to take less favourable roles or are in disadvantaged positions, and some simply find very difficult to participate and become vulnerable.

Social policies try to ensure that society meets human needs for wellbeing, decent work, security, education, and health for all citizens. Labour policies deal with challenges in the labour market and at employment. International organisations, governments, social partners and the broader society promote social and labour policies to respond to existing and emerging social challenges, ensure minimum standards and foster quality of life and work.

Moreover, rapid technological, demographic, environmental and global changes are transforming work and employment as we knew. What can be expected in the future? What forms of work and employment are emerging or growing? Will robots, artificial intelligence and technologies replace the demand of labour? and, if so, who will sustain welfare systems with less contributions from workers? And how will the society ensure that every citizen can make a decent living in these new scenarios?

These kind challenges in the fields of social, employment and work-related policies will be analysed and discussed in this course.

OBJECTIVES AND SKILLS

Through regular attendance and active participation in the course, students will be able to:

1. To understand the role of work in society and how it is changing, and to critically analyse related emerging challenges.
2. To look at how policies addressing social and labour challenges have evolved from a historic multidisciplinary perspective, developing different welfare and social models, including the European Social model, and how they are currently challenged.

3. To understand how quality of work, life and society can be measured, and to identify and interpret indicators and tools that can help to learn about wellbeing and better life and work in society.
4. To understand, through examples, the roles of policy makers at different levels, including international organisations, national and international labour law and social dialogue, and to critically discuss potential impact and limitations of different measures.
5. To analyse and critically discuss, through examples, employment and work-related policies dealing with issues such as job creation, productivity and wages, work-life balance, lifelong learning, etc.
6. To interpret how labour markets are going through structural change, and how the nature of work is being transformed by digital and game-changing technologies, low carbon transition, and demographic and global changes
7. To discuss how people will work in the future, identify new forms of employment, recognise game-changers, and debate about their needs in terms of long life, new skills, cooperation, management approaches...
8. To critically analyse future scenarios of work, including to what extent jobs will be massively replaced by automated systems and how minimum income and social protection will be ensured.
9. To debate how policy makers should address these challenges at all levels, from international organisations to local and sectoral actors.

Students are expected to read readings and watch media material in advance to each session and be ready to debate about them from a critical perspective in class. Readings will be posted in advance on Blackboard.

METHODOLOGY

The course will include a good conceptual and knowledge base delivered through presentations, media and reading material, accompanied with practical examples open to discussion and debates on policy options and future challenges.

The course will be guided by an interdisciplinary approach, including socio-economic analysis of statistics and indicators, labour law approaches to regulations, international relations particularly focused on International Organisations and the European Union and psychological elements, among others.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	15 hours
Discussions	4.0 %	3 hours
Exercises	20.0 %	15 hours
Group work	20.0 %	15 hours
Other individual studying	36.0 %	27 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introductory session.

Course overview. Expectations of students and instructor. Evaluation.

Initial presentation: What is work, what social role does it play and why social, employment and work-related policies are needed?

Video: Eurofound overview (Youtube)

SESSION 2 (LIVE IN-PERSON)

Evolution of Social policies.

Historical perspective, including origins of social action, social protection provided by law or insurance and social security systems, and modern welfare and social states.

Book Chapters: Social and Labour Market Policy. The basics (Routledge; CED)

SESSION 3 (LIVE IN-PERSON)

Evolution of labour policies.

Historical perspective of protection of workers, labour law and collective bargaining, minimum standards, etc.

SESSION 4 (LIVE IN-PERSON)

Employment Policies.

Understanding labour market dynamics and modern employment policies in areas such as job creation, employment protection and employability, wages and active labour market policies.

SESSION 5 (LIVE IN-PERSON)

Industrial relations and the role of regulation and social dialogue.

Video: Centenary of the International Labour Organisation (ILO; Youtube)

SESSION 6 (LIVE IN-PERSON)

European Social Model from a global perspective.

Other / Complementary Documentation: European Pillar of Social Rights (European Union)

SESSION 7 (LIVE IN-PERSON)

Evidence-based social policies.

Gathering some evidence. Social research and how to measure and monitor wellbeing, and quality of life, work, and society.

Video: Josef Stiglitz Beyond GDP (OECD; Youtube)

Video: Measuring job quality (OECD; Youtube)

SESSION 8 (LIVE IN-PERSON)

Education and lifelong learning policies. What skills for the future?

SESSION 9 (LIVE IN-PERSON)

Multiple choice test on content of sessions 1 to 8

A life course perspective. Needs in a 100 year life.

Video: 100-year life (LBS; Youtube)

SESSION 10 (LIVE IN-PERSON)

A VUCA world in rapid change: megatrends, drivers of change, game-changers, main disruptions and challenges

Video: The never normal (Youtube)

SESSION 11 (LIVE IN-PERSON)

Future of social policies: main challenges and scenarios for welfare, public services, housing, health, education, pensions...

Video: Universal basic income explained (Kurzgesagt; Youtube)

SESSION 12 (LIVE IN-PERSON)

Structural changes in the labour markets, scenarios and future projections, digital and green transitions.

Article: Routine-biased technical change and job polarization in Europe (Socio-Economic Review, 2016, Vol. 0, No. 0, 1–23) (CED)

SESSION 13 (LIVE IN-PERSON)

New ways of work, new forms of employment.

Video: Telework during pandemic (EWCS CATI 2021 Eurofound) (Youtube)

SESSION 14 (LIVE IN-PERSON)

Future of work. Potential scenarios and challenges Analysis on potential scenarios and main challenges related to replacement of jobs by automated systems and machines, sustainable funding social security systems, and potential growing number of unemployed and people with insufficient income.

Video: The big debate on the future of work explained (Vox; Youtube)

Video: Should the robots be taxed (Financial Times; Youtube)

Video: The case for a four-day week (TED Talks)

SESSION 15 (LIVE IN-PERSON)

Wrapping up: Policy makers and future social and labour policies. International, national, sectoral and local action.

Groups presentation will be followed by general debate.

Potentially, second test (to be confirmed)

Wrapping up: What have you learned?

BIBLIOGRAPHY

Recommended

- BENT GREVE. (2018). *Social and Labour Market Policies. The basics.* Routledge. ISBN 9781138557291 (Digital)

Introduction to the subject, which explores the broad historical, social and economic factors which have affected the differing types of social and labour market policies found in welfare states

- JAMES SUZMAN. (2021). *Work. A deep history from the stone age to the age of robots.* PENGUIN PRESS. ISBN 9780525561750 (Digital)

history of humankind through the prism of work

- ILO. The Global Commission on the future of work. (2019). *WORK FOR A BRIGHTER FUTURE..* ILO. ISBN 9789221327967 (Digital)

Report of the Global Commission on the future of work, requested by the ILO among the initiative of the ILO centenary and as a major document to prepare the Centenary Declaration.

- DANIEL SUSSKIND. (2020). *A world without work.* Metropolitan books. ISBN 1250173515 (Digital)

Machines no longer need to think like us in order to outperform us and, as a result, more and more tasks are coming within their reach. The author defends that the threat of technological unemployment is now real and analyse its consequences.

- Enrique Fernández Macías, John Hurley. (2017). *Routine-biased technical change and job polarization in Europe.* Oxford Socio-economic Review. Volume 15, Issue 3. Oxford University Press. ISBN ISSN1475146 (Digital)

Examination of the hypothesis linking routine-biased technical change and job polarization.

EVALUATION CRITERIA

Evaluation will be based on overall performance, including:

- Class participation
- Individual and group activities and assignments
- multiple choice tests

Criteria	Percentage	Comments
Intermediate Tests	50 %	
Workgroups	20 %	
Individual Work	20 %	
Class Participation	10 %	

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 8 Decent Work and Economic Growth, 9 Industry, Innovation and Infrastructure, and 10 Reduced Inequalities. Secondly, this course is committed to an inclusive learning environment and looks to be enriched and enhanced by diversity along numerous dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion.

ATTENDANCE

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

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

Extreme cases involving emergencies such as; extended hospitalizations, accidents, serious illnesses and other cases of force majeure; are to be consulted with the Program Management (bir.biemadrid@ie.edu / bir.biesegovia@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/>

THIRD CALL RETAKE POLICY

Any student in their third call of a course, also known as a "Retaker", is obliged to observe the following rules:

- Third call students must contact their professors before or during the first session to ask which work and or *sessions will be required to obtain a passing grade. The professor will determine which work will be required in their course.
*(e.g. when presenting group work, sitting for examinations or other work done in class)
- Retakers are exempt from failing the call due to absences; however, they are not exempt from work the professor designates as necessary to obtain a passing grade. This means some sessions may be mandatory to attend in order to complete the work within.
- Students in their third call are responsible for managing the conflicts in their schedule, should

students need advice on how to manage their conflicts they should visit the program office.

EXTRAORDINARY EXAMINATION POLICY

Any student whose weighted final grade is below 5 will be required to sit for the extraordinary 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 extraordinary call 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: **JUAN MARÍA MENÉNDEZ-VALDÉS ÁLVAREZ**

E-mail: jmenendezvaldes@faculty.ie.edu

Juan M Menéndez-Valdés is Adjunct Professor at IE University and freelance consultant, advising to improve policies, services and organisations working for better work and life at national and international level.

Between 2010 and December 2020, he was the Executive Director of the European Foundation for the Improvement of living and Working Conditions (EUROFOUND), the European Union Agency providing knowledge to assist in the development of better social, employment and work-related policies. In this role, he intensively supported the EU Institutions, Governments and Social Partners in the development of numerous EU social initiatives.

He was Chair of the EU Agencies Network in 2015-2016, representing the (40+) European Union decentralised bodies specialised in a broad range of policies, employing 8000+ EU staff members.

In his previous career, he worked as Head of Employment, Immigration, Education and Training Policies at the Spanish Business Confederation (CEOE), as Manager of Active Labour Market programmes at the Spanish Public Employment Service (INEM, currently SEPE), and as independent HR professional.

He was Chair of the Management Board of the European Centre for the Development of Vocational Training (CEDEFOP), the EU Agency specialized in Vocational Education and Training policies, from 2007 to 2009 (Vicechair since 2005).

He has a long experience of cooperation with other international organisations like the ILO and OECD in numerous activities. He has also been a negotiator of Social Dialogue agreements at national, European and international level.

Juan M. Menéndez-Valdés holds a degree (Licenciatura) in Psychology and a master in Industrial Psychology/Human Resources (Universidad Comillas-ICADE, Madrid), postgraduate diplomas in European Communities (University of A Coruña and Diplomatic School of Spain) and the Senior Executive Programme of the London Business School (LBS).

OTHER INFORMATION

ADDITIONAL MATERIALS

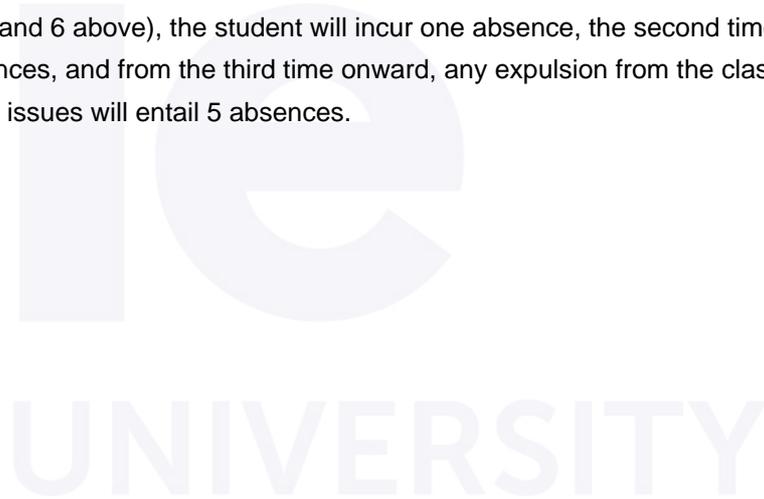
- ILO. (2019). ILO Centenary Declaration for the Future of work. ILO Declaration on their Centenary Declaration.
- European Union. (2017). European Pillar of Social Rights. Publications Office of the European Union. The European Parliament, the Council and the Commission of the EU proclaimed the European Pillar of Social Rights in 2017 at the Gothenburg Summit. The Pillar sets out 20 key principles which represent a compass for a stronger social Europe that is fair, inclusive and full of opportunity in the 21st century.

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.



SPANISH FOR ENVIRONMENT & SUSTAINABILITY

(no native speakers)

IE University

Professor: **COVADONGA JULIA BARRIGA**

E-mail: cjulia@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

- Español 2.1
- Placement Test

SUBJECT DESCRIPTION

This course is designed to introduce students to the basics of professional and social communication in Spanish regarding Sustainability and Environment, and to develop their language skills for interacting on matters such as climate change, energy and waste management.

Students will learn about fundamental concepts in environmental sustainability as well as the challenges faced in the current climate crisis and relevant vocabulary. They will start off by learning the key concepts and terminology used in the field of environmental sustainability, and they will come to better understand the complex balance between meeting current development needs and ensuring a sustainable use of the earth's resources.

It offers a perfect opportunity to acquire environmental and sustainability awareness and opens the door to students to acquire Spanish language skills through learning about and sharing their knowledge on the topic. The linguistic content will come together with role-play and task-based methodology. The cases and tasks developed by the students in this course will address the following issues:

- The Sustainable Development Agenda (NU)
- Global warming and Climate change
- Waste management and recycling
- Fossil fuels and alternative energy sources
- Home and Business
- Human rights and social equity

OBJECTIVES AND SKILLS

This course is designed for students working at the B1/B2 level in Spanish. The content in Spanish will work with 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 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.

In this case, students will work in the Spanish language on tasks specific to sustainability and the environment that align with the established level/s.

METHODOLOGY

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 face-to-face and 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 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	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

SYLLABUS SESSION SCHEDULE

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, based on and in the service of the benefit of the class (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)

“Introducción a la sostenibilidad. Globalización: aplicación y consecuencias. Los Objetivos de Desarrollo Sostenible de Naciones Unidas, y la Agenda 2030.”

A. Léxico y comunicación (vocabulary and communication).

B. Contenido gramatical (grammar points):

- Presente de indicativo (repaso de las irregularidades).
- Verbos ser y estar.
- Repaso de pasados (contraste pretéritos imperfecto/indefinido/perfecto).
- Recursos para ordenar un relato.

C. Ejercicio práctico (estudio de caso/juego de rol/debate/entrevista)

SESSION 2 (LIVE IN-PERSON)

“Introducción a la sostenibilidad. Globalización: aplicación y consecuencias. Los Objetivos de Desarrollo Sostenible de Naciones Unidas, y la Agenda 2030.”

A. Léxico y comunicación (vocabulary and communication).

B. Contenido gramatical (grammar points):

- Presente de indicativo (repaso de las irregularidades).
- Verbos ser y estar.
- Repaso de pasados (contraste pretéritos imperfecto/indefinido/perfecto).
- Recursos para ordenar un relato.

C. Ejercicio práctico (estudio de caso/juego de rol/debate/entrevista)

SESSION 3 (LIVE IN-PERSON)

“Introducción a la sostenibilidad. Globalización: aplicación y consecuencias. Los Objetivos de Desarrollo Sostenible de Naciones Unidas, y la Agenda 2030.”

A. Léxico y comunicación (vocabulary and communication).

B. Contenido gramatical (grammar points):

- Presente de indicativo (repaso de las irregularidades).
- Verbos ser y estar.
- Repaso de pasados (contraste pretéritos imperfecto/indefinido/perfecto).
- Recursos para ordenar un relato.

C. Ejercicio práctico (estudio de caso/juego de rol/debate/entrevista)

SESSION 4 (LIVE IN-PERSON)

“Introducción a la sostenibilidad. Globalización: aplicación y consecuencias. Los Objetivos de Desarrollo Sostenible de Naciones Unidas, y la Agenda 2030”.

A. Léxico y comunicación (vocabulary and communication).

B. Contenido gramatical (grammar points):

- Presente de indicativo (repaso de las irregularidades).
- Verbos ser y estar.
- Repaso de pasados (contraste pretéritos imperfecto/indefinido/perfecto).
- Recursos para ordenar un relato.

C. Ejercicio práctico (estudio de caso/juego de rol/debate/entrevista)

SESSION 5 (LIVE IN-PERSON)

"Energía y cambio climático. Conceptos de huella ambiental, huella hídrica y huella de carbono. Responsabilidad Social Corporativa y Grupos de interés."

A. Léxico y comunicación (vocabulary and communication).

B. Contenido gramatical (grammar points):

- Modo subjuntivo (verbos de influencia).
- Debatir en español: opiniones/ideas; acuerdo/desacuerdo; duda/certidumbre; réplicas y contrarréplicas ...

C. Ejercicio práctico (estudio de caso/juego de rol/debate/entrevista).

SESSION 6 (LIVE IN-PERSON)

"Energía y cambio climático. Conceptos de huella ambiental, huella hídrica y huella de carbono. Responsabilidad Social Corporativa y Grupos de interés."

A. Léxico y comunicación (vocabulary and communication).

B. Contenido gramatical (grammar points):

- Modo subjuntivo (verbos de influencia).
- Debatir en español: opiniones/ideas; acuerdo/desacuerdo; duda/certidumbre; réplicas y contrarréplicas ...

C. Ejercicio práctico (estudio de caso/juego de rol/debate/entrevista).

SESSION 7 (LIVE IN-PERSON)

"Energía y cambio climático. Conceptos de huella ambiental, huella hídrica y huella de carbono. Responsabilidad Social Corporativa y Grupos de interés."

A. Léxico y comunicación (vocabulary and communication).

B. Contenido gramatical (grammar points):

- Modo subjuntivo (verbos de influencia).
- Debatir en español: opiniones/ideas; acuerdo/desacuerdo; duda/certidumbre; réplicas y contrarréplicas ...

C. Ejercicio práctico (estudio de caso/juego de rol/debate/entrevista).

SESSION 8 (LIVE IN-PERSON)

"Energía y cambio climático. Conceptos de huella ambiental, huella hídrica y huella de carbono. Responsabilidad Social Corporativa y Grupos de interés."

- A. Léxico y comunicación (vocabulary and communication).
- B. Contenido gramatical (grammar points):
 - Modo subjuntivo (verbos de influencia).
 - Debatir en español: opiniones/ideas; acuerdo/desacuerdo; duda/certidumbre; réplicas y contrarréplicas ...
- C. Ejercicio práctico (estudio de caso/juego de rol/debate/entrevista).

SESSION 9 (LIVE IN-PERSON)

“Economía circular. Gestión y tratamiento de residuos: minimización, reutilización, reciclaje, valorización y vertido”.

- A. Léxico y comunicación (vocabulary and communication).
- B. Contenido gramatical (grammar points):
 - Modo subjuntivo.
 - Expresar hipótesis, causas y consecuencias.
 - Usos del futuro y su uso con el subjuntivo.
- C. Ejercicio práctico (estudio de caso/juego de rol/debate/entrevista).

SESSION 10 (LIVE IN-PERSON)

“Economía circular. Gestión y tratamiento de residuos: minimización, reutilización, reciclaje, valorización y vertido”.

- A. Léxico y comunicación (vocabulary and communication).
- B. Contenido gramatical (grammar points):
 - Modo subjuntivo.
 - Expresar hipótesis, causas y consecuencias.
 - Usos del futuro y su uso con el subjuntivo.
- C. Ejercicio práctico (estudio de caso/juego de rol/debate/entrevista).

SESSION 11 (LIVE IN-PERSON)

“Economía circular. Gestión y tratamiento de residuos: minimización, reutilización, reciclaje, valorización y vertido”.

- A. Léxico y comunicación (vocabulary and communication).
- B. Contenido gramatical (grammar points):
 - Modo subjuntivo.
 - Expresar hipótesis, causas y consecuencias.
 - Usos del futuro y su uso con el subjuntivo.
- C. Ejercicio práctico (estudio de caso/juego de rol/debate/entrevista).

SESSION 12 (LIVE IN-PERSON)

“La protección de los océanos. El Tratado Global de los Océanos de la ONU”.

- A. Léxico y comunicación (vocabulary and communication).
- B. Contenido gramatical (grammar points):
 - Estilo indirecto.

- Los pronombres personales.
- Oraciones relativas.
- Los pronombres personales.

SESSION 13 (LIVE IN-PERSON)

“La protección de los océanos. El Tratado Global de los Océanos de la ONU”.

- Léxico y comunicación (vocabulary and communication).
- Contenido gramatical (grammar points):
 - Estilo indirecto.
 - Los pronombres personales.
 - Oraciones relativas.
 - Los pronombres personales.

SESSION 14 (ASYNCHRONOUS)

Preparación de la presentación final del curso.

SESSION 15 (LIVE IN-PERSON)

PROYECTO FINAL: PRESENTACIÓN ORAL (final presentation cannot be changed, please make the necessary arrangements to be present in this session).

EVALUATION CRITERIA

Criteria	Percentage	Comments
Evaluations	30 %	oral presentations, essays, quizzes, interviews, etc
Active class Participation	10 %	
Homework	15 %	
Session work	15 %	
Final evaluation	30 %	oral and written presentation

RE-SIT / RE-TAKE POLICY

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or “re-sit”) in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

All students must abide to the attendance policy for AY 2022-23 where physical (in-person) attendance to class is compulsory for all regular Face-to-Face courses. Those students connecting remotely to on-line class sessions are required to fully connect their camera and microphone at all times and must actively participate during the sessions (using all necessary audiovisual equipment).

The Extraordinary Call Evaluation criteria will be subject to the following rules:

- Students failing the course in the ordinary call (during the semester) will have to re-sit

evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).

- It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.)
- The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., “notable” in the extraordinary call.
- Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

Students **failing more than 18 ECTS credits** after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.

In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker, and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

PROFESSOR BIO

Professor: **COVADONGA JULIA BARRIGA**

E-mail: cjulia@faculty.ie.edu

With a Bachelor's Degree in Law from the University of Navarra and a Master's degree in Environmental Management at Escuela de Organización Industrial, Covadonga Juliá has an extensive learning and professional experience in environmental law as an environmental adviser to small and medium-sized enterprises. She has trained as a teacher of Spanish language in different institutions such as the University Complutense, the University Antonio de Nebrija and the Instituto Cervantes, and she is currently teaching Spanish as a foreign language, as much from a general perspective as that applied to the legal and business world. She is DELE examiner accredited by Instituto Cervantes. and a member of an examining board. In addition, she usually collaborates as a Spanish teacher at the Red Cross.

E-MAIL: cjulia@faculty.ie.edu

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

OTHER INFORMATION

There is no required text for this course. All course materials will be uploaded and available to the students on blackboard (additional documentation).

Online resources:

- Agencia Europea del Medioambiente: <https://www.eea.europa.eu/es>
- Programa de las Naciones Unidas para el Medioambiente: <https://www.unep.org/es>
- Objetivos de Desarrollo Sostenible de las Naciones Unidas:
<https://www.un.org/sustainabledevelopment/es/>
- Convención de Naciones Unidas sobre Cambio Climático: <https://unfccc.int>
- Greenpeace: <https://es.greenpeace.org/es/>
- The Free Dictionary: <http://www.thefreedictionary.com/> (English Dictionary, Spanish Dictionary and English-Spanish Dictionary)
- Word Reference: <http://www.wordreference.com/>
- Diccionario de la lengua española: <http://dle.rae.es/?w=diccionario>
- English-Spanish translation tool: <https://www.deepl.com/translator>

SYLLABUS:

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 exam date, however, will not change.

SPORTS AND POLITICS

IE University

Professor: **ANDREW BERTOLI**

E-mail: abertoli@faculty.ie.edu

Academic year: 23-24

Degree course: **FOURTH**

Semester: 2^o

Category: **OPTIONAL**

Number of credits: 3.0

Language: English

PREREQUISITES

There are no prerequisites for this course. Some background in social science and research methodology would be helpful.

SUBJECT DESCRIPTION

Over the last century, sports have become one of the most important cultural features of the modern era. Many people take sports as seriously as religion and politics, if not more so. Governments invest enormous resources in hosting sporting events, many people spend hours a week watching sports on TV, and some individuals even devote a great deal of time and energy to trying to become elite athletes. Put simply, sports matter. They likely impact your life in many ways, whether you care about them or not.

In this course, we will explore how sports affect the political realm. Many people claim that sports have an important impact on politics. For instance, some people believe that international sporting events like the World Cup and Olympics bring the world together and foster peace between countries. Similarly, many people think that sports have the power to promote racial and gender equality. Some people also claim that hosting a major international sporting event provides important benefits to a city or country, like encouraging economic growth. Is any of this true? We will assess these claims, and many others, by examining what academic research has to say about these subjects.

OBJECTIVES AND SKILLS

The primary objective of this course will be to gain a better understanding of how sports impact the political realm. In the process, students will also learn a great deal about theory testing and research methodology. Lastly, students will have the opportunity to practice their writing and speaking skills through short writing assignments, in-class discussions, and a final essay.

METHODOLOGY

This course is primarily based on lectures. There will also be several discussion/debate sessions throughout the course. At the end of the course, students will have an opportunity to demonstrate what they learned by writing a short response essay that addresses a general question about sports and politics.

For each class, students should complete all readings beforehand so that they can discuss the readings in class.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	9.33 %	7 hours
Discussions	8.0 %	6 hours
Exercises	16.0 %	12 hours
Group work	0.0 %	0 hours
Other individual studying	66.67 %	50 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction

SESSION 2 (LIVE IN-PERSON)

Sports and International Conflict

Article: The Olympics Can't Bring World Peace and We Know It (Journal of International Affairs, VOL. 74, NO. 1 - FALL/WINTER)

Article: The Sporting Spirit (The Orwell Foundation, 14 December 1945)

Article: The Soccer Wars Bono Says the World Cup Is a Peacemaker. Not Quite. (The Washington Post, June 4, 2006)

Article: Why the Olympics and Other Sports Cause Conflict (Newsweek, Fri, Jul 29, 2022)

SESSION 3 (LIVE IN-PERSON)

Sports and National Unity

Article: How Winning Big Football Matches Promotes Peace (The Economist, June 20th, 2020) (CED)

Article: How Nelson Mandela Used Rugby as a Symbol of South African Unity (history.com)

SESSION 4 (LIVE IN-PERSON)

Case Study: Celtics/Rangers

Handout 1

Video: Football's Most Dangerous Rivalry (YouTube)

SESSION 5 (LIVE IN-PERSON)

Dictators and Sports

Article: The Dictators Discover Sport (Foreign Affairs Vol. 14, No. 4 (Jul., 1936), pp. 606-617) (CED)

SESSION 6 (LIVE IN-PERSON)

Case Study: North Korea Basketball

Handout 2

Video: The Hermit Kingdom (YouTube)

SESSION 7 (LIVE IN-PERSON)

Sports Sanctions

Working Paper: Weaponizing International Sports: When Does It Work? (andrewbertoli.com)

SESSION 8 (LIVE IN-PERSON)

Sports and Gender Equality

Article: The Contribution of Sports to Gender Equality and Women's Empowerment (International Conference on Gender Equity on Sports for Social Change, Kigali, 2007) (CED)

SESSION 9 (LIVE IN-PERSON)

Sports and Racial Equality

Article: Mo Salah's Goals Help to Tackle Islamophobia in Liverpool (The Economist, June 8th, 2019) (CED)

Article: On Racism and Football, It's England vs. Their Fans (Politico, Friday, July 29, 2022)

SESSION 10 (LIVE IN-PERSON)

Case Study: Civil Rights in the United States

Handout 3

Video: The History of Black Protest in Sport (YouTube)

Video: The Story Behind the Iconic Olympic Protest (YouTube)

SESSION 11 (LIVE IN-PERSON)

Hosting Major Sporting Events

Article: Predicting the Costs and Benefits of Mega-Sporting Events: Misjudgement of Olympic Proportions? (Economic Affairs, Vol:29, Pub:2, Pp:62-66) (ced)

SESSION 12 (LIVE IN-PERSON)

Sports and Civic Engagement

Article: Cycling, Bread and Circuses? When Le Tour Came to Yorkshire and What It Left Behind (Sport in Society. 2021; 24(3): 459-472) (ced)

SESSION 13 (LIVE IN-PERSON)

Case Study: eSports

Handout 4

Video: Millionaire Gaming Prodigies: Welcome to eSports (YouTube)

Video: Inside Korea's Gaming Rehab Clinic (YouTube)

Video: Meet KSI - Gaming's Celebrity Anti-Hero (YouTube)

Video: The Dark Side of Non-Stop Gaming (YouTube)

Video: The Million Dollar Game (YouTube)

SESSION 14 (LIVE IN-PERSON)

Review

SESSION 15 (LIVE IN-PERSON)

Final Essay Discussion

EVALUATION CRITERIA

Your final grade in the course will be determined as follows:

Criteria	Percentage	Comments
Handout 1	15 %	
Handout 2	15 %	
Handout 3	15 %	
Handout 4	15 %	
Final Essay	40 %	

The handouts will involve answering some discussion questions about the videos. These questions will form the basis of our discussion/debate in class.

General Policies

Each student has four attempts over two consecutive academic years to pass this course. Students whose final average grade is below 5 do not pass the class. As well students whose final exam grade is below 5 will not pass the class (Unplugged and elective classes exempt from this rule). In these cases, students will be required to take the extraordinary retake exam. The retake exam will be scheduled in and the date/time is not subject to change. The exam should be comprehensive (cover the entire course), and the passing grade is 5/10 with a max grade of 8/10.

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. 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 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.
- receiving excessive and/or unreported help from personal tutors.

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. Students using external tutorial support should report it to the professor and the BIE Program from the moment they began receiving this support.

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 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.

PROFESSOR BIO

Professor: **ANDREW BERTOLI**

E-mail: 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. After graduating in 2016, he held research positions at the University of Southern California and Dartmouth. At IE, he has taught courses on global governance, sports and politics, and data analysis.

OTHER INFORMATION

E-mail: abertoli@faculty.ie.edu

Office Hours: By Appointment

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. If connecting remotely, leave video feed on at all times.
4. 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).
5. 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".
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: the first time you are asked to leave the classroom it will be counted as an absence. If it happens a second time, it will be counted as 3 absences, and an Academic Review Panel will be consulted to discuss other possible sanctions, up to an including possible failing of course and in extreme cases expulsion from program.



THE FOREIGN POLICY OF RUSSIA

IE University

Professor: **MIRA MILOSEVIC**

E-mail: mmilosevic@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

There are no specific prerequisites for this course other than to be aware and interested in learning more about Russia's foreign policy.

SUBJECT DESCRIPTION

This course will provide students with a background on the major developments that have characterized the foreign policy of Russia since disintegration of the Soviet Union in 1991 until the Russia's invasion of Ukraina on February 24, 2022. The main goal of this course is to outline developments in Russia's foreign policy in order to evaluate the impact of its re-emergence as a power and independent actor in the international arena through analysis and evaluation of Russia's political, economic and security relations with United States, the European Union, China, the MENA region, CIS member states, the Balkans and Latin América .

The course is divided into 2 parts:

- Part-I: Understanding change and continuity in Russia's foreign policy: The first part of the course provides an overview of the post-Cold War realities and the changing domestic basis for Russia foreign policy as well as an introduction to the key conceptual debates and theoretical pillars of the foreign policy of Russia. The aim is to understand core concepts of traditional thinking of Russia's foreign and security policy and explore the formation and consequences of distant visions of national interest since 1991: integration with the West, Great Power Balancing, Pragmatic cooperation, Great Power Assertiveness and decoupling between Russia and the West.
- Part II: Russia's relations with international players: This part of the course will pay special attention to the war in Ucraina, as well as, will analyzes Russia's relations with international players and the contemporary image of Russia these relations produce. The aim is to conceive the place of Russia in the specific regions and wider international system.

References to the contemporary role of Russia in current geopolitical context will be made continuously during the sessions in order to help the students apply their knowledge. Students will have to undertake group work on specific cases, which they will write and present during the course.

OBJECTIVES AND SKILLS

- To expand the theoretical, historical and contextual knowledge of students in the field of Russia's foreign policy
- To become acquainted with change and continuity in Russia's foreign policy and understand Russia as an international actor.
- To identify the key of current war in Ukraine
- To identify the key of current conflict between the West (the USA, the EU, NATO) and Russia
- To identify the key of strategic aims of Russia in different regions (post Soviet space, the EU, the Balkans, Middle East, Latin America).
- To identify the key of strategic aims of Russia in global power competition with China and USA.
- To acquire skills and confidence necessary to engage in debates about the object of study.
- To encourage critical thinking through the analysis of the course literature and class discussions
- To develop students' drafting and presentation skills through essay writing and oral presentations in class.

METHODOLOGY

The course is face-to-face.

The teaching methodology is composed of several activities. Discussion and participation of students during lectures on the lessons will be the usual teaching practice. Students are expected to actively contribute to class discussions and group dynamics. In addition, students must be up-to-date on contemporary political affairs, which will also be addressed throughout the course. Individual exercises consist of short essays (about 500 words). Group work will be a mock exercise on the specific situations and conflicts in which the Russian Federation is involved. This group work replaces the midterm exam. At the end of the course there will be an open book exam, which should be submitted in essay format to the Turnitin program.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	53.33 %	40 hours
Discussions	13.33 %	10 hours
Exercises	13.33 %	10 hours
Group work	6.67 %	5 hours
Other individual studying	13.33 %	10 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Lecture: Introduction: Framework for understanding Russia's foreign policy and current role of Russia in the world order

Reading assignment:

Book Chapters: Introduction "Current policy and traditional principles of Russian security thinking", in Haas, M. de. Russia's Foreign Security Policy in the 21st Century: Putin, Medvedev and Beyond

(Contemporary Security Studies; Routledge; pp.3-7) (CED)

Article: Dialectic Relations between Foreign Policy and Russian National Identity. (Miami-Florida European Union Center of Excellence; Vol.11, No. 9, June 2011) (CED)

Questions for reading and in-class discussion:

- 1) What are the determinants of the foreign policy of Russia?
- 2) What are the traditional principles of Russian security thinking?
- 3) Can you link any traditional principle of Russian security thinking with its current policy in Ukraine or another region?
- 4) What is the role of Russia in the current world order?

SESSIONS 2 - 3 (LIVE IN-PERSON)

Lecture: Post-Cold war realities: the changing domestic basis for Russia's foreign policy

Reading assignment:

R.A. : Gorbachev's New Thinking in Soviet Foreign Policy: Utopia or pragmatism? (sc)

R.A. : Boris Yeltsin's foreign policy legacy (sc)

R.A. : Gorbachev's New Thinking, Foreign Affairs, 1988 (sc) (Recommended)

Lecture: From Yeltsin to Putin and Medvedev: foreign and security policy

Reading assignment:

B.C. : The official mind of Russian foreign policy , part of Chapter 1, pp.16-21 (Compulsory) (Book)

B.C. : Structure of Putin's foreign security policy (2000-2008), Chapter 1, pp. 15-39 (s-c)

B.C. : Structure of Medvedev's foreign security policy (2008-2009), Chapter 3, pp. 83-109 (s-c)

Article: Gorbachev's New Thinking in Soviet Foreign Policy: Utopia or pragmatism? (CENTRE THUCYDIDE) (CED)

Article: Boris Yeltsin's foreign policy legacy. (41st Annual Meeting of the International Studies Association, Los Angeles, California, March 18, 2000) (CED)

Article: Gorbachev's New Thinking (Foreign Affairs; 1989; 68, 1) (CED)

Book Chapters: The official mind of Russian foreign policy , part of Chapter 1, pp.16-21, in Jeffrey Mankoff. (2012). Russian Foreign Policy. The Return of Great Power Politics. 2nd. Rowman & Littlefield publishers, INC. (See Bibliography)

Book Chapters: Structure of Putin's security policy (2000-2008), in Haas, M. de. Russia's Foreign Security Policy in the 21st Century : Putin, Medvedev and Beyond; Contemporary Security Studies; Routledge (See Bibliography) (CED)

Book Chapters: Structure of Medvedev's security policy (2008-2012), in Haas, M. de. Russia's Foreign Security Policy in the 21st Century : Putin, Medvedev and Beyond; Contemporary Security Studies; Routledge (See Bibliography)

I Individual work: Students have to choose to respond to one of the following four questions in the form of a commentary (between 600 and 1000 words), based on the readings and submit it in Turnitin.

- 1) Was Gorbachev's New Thinking utopian?
- 2) What role did the collapse of the Soviet Union play in Russian foreign policy?
- 3) What were Gorbachev's and Yeltsin's foreign policy goals? What lessons could be learned from their foreign policy choices?
- 4) Russia's foreign policy and security priorities (1993-1999)
- 5) Compare Yeltsin-Kozyrev political agenda to Yeltsin-Primakov "pragmatic nationalism"

- 6) What were Putin's main achievements in his first and second terms of presidency in the foreign policy realm?
- 2) Continuity and change: Did Medvedev's foreign policy vectors differ from that of Putin's?
- 3) How would you describe Russia's world-view as portrayed in the Foreign Policy concepts

SESSIONS 4 - 5 (LIVE IN-PERSON)

Lecture: Russia and the "Near Abroad" : The Common Wealth of Independent States (CIS), East Europe, Central Asia and the Caucasus.

Reading assignment:

R.A. Mira Milsoevich: Russia's Westpolitik and the European Union (CSIS, July 2021) (Compulsory)

B.C. : Playing with Home Field Advantage? Russia and Its Post-Soviet Neighbors, Chapter 5, pp. 219- 262 (Book) (Compulsory)

Lecture:

Reading assignment:

R.A. Fiona Hill and Angela Stent, "The World Putin wants", Foreign Affairs, September-October 2022 (Compulsory)

R.A. Dale C. Copland: "When Trade leads to War, Foreign Affairs, 23 August, 2022 (Recommendable)

R.A. Anna Reid, "Imagining a Postwar Ukraine", Foreign Affairs, July, 2022 (Compulsory)

R.A. William MackAskil, "The Begining of History", Foreign Affairs, August, 2022 (Compulsory)

Article: Mira Milosevich: "Russia's Westpolitik and the European Union" (CSIS, July 2021) (CED)

Book Chapters: Playing with Home Field Advantage? Russia and Its Post-Soviet Neighbors, Chapter 5, pp. 219- 262, in Mankoff, J. Russian Foreign Policy : The Return of Great Power Politics, 2nd ed.; Rowman & Littlefield: Lanham, Md. (See Bibliography)

Article: The World Putin wants (Foreign Affairs, September/October 2022) (CED)

Article: When Trade leads to War (Foreign Affairs, August 23, 2022) (CED)

Article: Imagining a Postwar Ukraine (Foreign Affairs, May 11, 2022) (CED)

Article: The Beginning of History (Foreign Affairs, September/October 2022) (CED)

Questions for reading and in-class discussion:

- 1) Discuss the EU's and Russia's prospects in foreign policies of Belarus, Ukraine and Moldova
- 2) What are Russia's interests in the region of Central Asia, and what role did Russia play in the 1990s?
- 3) How did the actions of Russia, Europe and the US shape developments in the region?

Questions for class discussion:

- 1) Why did Russia invade Ukraine ?
- 2) What are the possible agreement of peace ?
- 3) Where is heading the great power competition?

SESSIONS 6 - 7 (LIVE IN-PERSON)

Lecture: Close enemies: Russia and the USA and NATO

Reading assignment:

B.C. : Resetting Expectations: Russia and the United States, Chapter 3, pp. 89-133, in Mankoff, J. Russian Foreign Policy : The Return of Great Power Politics, 2nd ed.; Rowman & Littlefield: Lanham, Md. (See Bibliography)

B.C.: Russia and NATO part of Chapter 4, pp. 151-165, in Mankoff, J. Russian Foreign Policy : The Return of Great Power Politics, 2nd ed.; Rowman & Littlefield: Lanham, Md (See Bibliography)

Lecture: Frenemies: Russia and the EU

Reading assignment:

B.A.: Russian Revisionism. Putin's Plan For Overturning the European Order (Foreign Affairs , March, 2014) (ced)

B.C.: Between Integration and Confrontation , part of Chapter 4, pp. 133-151, in Mankoff, J. Russian Foreign Policy : The Return of Great Power Politics, 2nd ed.; Rowman & Littlefield: Lanham, Md. (See Bibliography)

B.C.: Europe and Russian Energy Diplomacy , part of Chapter 4, pp. 165-175, in Mankoff, J. Russian Foreign Policy : The Return of Great Power Politics, 2nd ed.; Rowman & Littlefield: Lanham, Md. (See Bibliography)

B.A.: Richard Young, "The Awakening of Geopolitical europe?", Carnegie Europe, July, 28, 2022

Book Chapters: Resetting Expectations: Russia and the United States, Chapter 3, pp. 89-133, in Mankoff, J. Russian Foreign Policy : The Return of Great Power Politics, 2nd ed.; Rowman & Littlefield: Lanham, Md. (See Bibliography)

Book Chapters: Russia and NATO part of Chapter 4, pp. 151-165, in Mankoff, J. Russian Foreign Policy : The Return of Great Power Politics, 2nd ed.; Rowman & Littlefield: Lanham, Md (See Bibliography)

Article: Russian Revisionism. Putin's Plan For Overturning the European Order (Foreign Affairs , March, 2014) (CED)

Book Chapters: Between Integration and Confrontation , part of Chapter 4, pp. 133-151, in Mankoff, J. Russian Foreign Policy : The Return of Great Power Politics, 2nd ed.; Rowman & Littlefield: Lanham, Md. (See Bibliography)

Book Chapters: Europe and Russian Energy Diplomacy , part of Chapter 4, pp. 165-175, in Mankoff, J. Russian Foreign Policy : The Return of Great Power Politics, 2nd ed.; Rowman & Littlefield: Lanham, Md. (See Bibliography)

Article: The Awakening of Geopolitical europe? (Carnegie Europe, July, 28, 2022)

Questions for reading and in-class discussion:

- 1) NATO and Russia: imagine scenarios of partnership through the meses of theoretical approaches studied earlier in the course
- 2) Compare relationship between Russia and NATO before and after annexation of Crimea (2014)?³
- 3) What are the main characteristics of Russian Policy towards the US before and after 9/11?
- 4) How would you describe the current relations between the US and Russia?

Questions for reading and in-class discussion:

- 1) What is the the framework of strategic partnership between the EU and Russia?

II Individual work: Students have to choose to respond to one of the following four questions in the form of a commentary (between 600 and 1000 words), based on the readings and submit it in Turnitin.

Topic: What is the future of relationship between the EU and Russia?

SESSIONS 8 - 9 (LIVE IN-PERSON)

Mock exercise : preparation

Students will be divided into groups of three to four, depends on the number of students in the course Each group will have to offer a solution to a conflict - explain the causes of the conflict, its current situation and offer a solution.

Possible topics: war in Ukraine; Russian gas cuts in Europe, disinformation campaigns, crisis around nuclear centrals, possible conflict between Russia and USA.

The cases will be hispothetical and true.

Each group will receive the necessary material for the mock exercise.

Mock exercise : presentation and discussion of diferent cases of conflict and solutions

SESSIONS 10 - 11 (LIVE IN-PERSON)

Lecture: Russia's ambition in the MENA (Middle East and North Africa) region

Reading assignment:

B.A.: Russia in the Middle East: Moscow's objectives, priorities, and policy drivers (Carnegie Endowment for International Peace, 2016) (ced)

Working Paper : Mira Milosevich, "The 2010s: "Grand strategy" or Tactical opportunism?" in The role of Russia in the Middle East and North Africa Region" (pp. 31-53) (EuroMesco Joint Policy Study , 2019)

Lecture: Russia in Latin América

Reading assignment:

B.A.: Russia: Playing a geopolitical game in Latin Americahttps, (Carnegie Endowment for International Peace, 2018) (ced)

B.A : Richard Miles: Virtual Russian Influence in Latin America. (Center for Strategic and International Studies, 2018) (ced)

Article: Russia in the Middle East: Moscow's objectives, priorities, and policy drivers (Carnegie Endowment for International Peace, 2016) (CED)

Working Paper: The 2010s: "Grand strategy" or Tactical opportunism?" in The role of Russia in the Middle East and North Africa Region. (pp. 31-53) (EuroMesco Joint Policy Study, April 2019) (CED)

Article: Russia: Playing a geopolitical game in Latin America (Carnegie Endowment for International Peace, May 2018) (CED)

Article: Richard Miles: Virtual Russian Influence in Latin America. (Center for Strategic and International Studies, May 9, 2018) (CED)

Students have to choose to respond to one of the following two questions in the form of a commentary (between 600 and 1000 words), based on the readings :

1) Does Russia has a "grand strategy" for the MENA región?

2) Is Russia a constructive actor in the MENA region?

1) What is the role of Russia in Latin America?

SESSIONS 12 - 13 (LIVE IN-PERSON)

Lecture: Russia and China

Reading assignment:

B.C.: Rising China and Russia's Asian Vector, Chapter 5, pp. 133-151

B.A.: leon Aron., "Are Russia and China Really Forming an Alliance?", Foreign Affairs, 2018

B.A.: Alexandr Gabueb, "China's New Vassal", Foreign Affairs, September-October, 2022

Lecture: Russia, China and the West in the Balkans

Reading Assignment:

B.A.: Ana E. Junkos: Vaccine Geopolitics and the EU's Ailing Credibility in the Western Balkans (Carnegie Endowment for International Peace, July 8, 2021) (ced)

B.A: Harun Karcic: The Chinese Honey Money Moon in the Western Balkans (rusieurope.eu/, December, 23, 2020) (ced)

Book Chapters: Rising China and Russia's Asian Vector, Chapter 5, pp. 133-151 (See Bibliography)

Article: Are Russia and China Really Forming an Alliance? (Foreign Affairs, April 4, 2019) (CED)

Article: China's New Vassal (Foreign Affairs, August 9, 2022) (CED)

Article: Ana E. Junkos: Vaccine Geopolitics and the EU's Ailing Credibility in the Western Balkans (Carnegie Endowment for International Peace, July 8, 2021) (CED)

Article: Harun Karcic: The Chinese Honey Money Moon in the Western Balkans (RUSI, December, 23, 2020) (CED)

Questions for reading and in-class discussion:

Questions for reading and in-class discussion:

- 1) Is Russia afraid of China?
- 2) Deliberate the importance of the Asian vector for Russian foreign policy
- 3) Are Russia and China partners or allies? Why?

Questions for reading and in-class discussion:

- 1) What is the role of Russia, of China and of the West in great power competition in the Balkans ?

III Individual work: Students have to choose to respond to one of the following four questions in the form of a commentary (between 600 and 1000 words), based on the readings and submit it in Turnitin.

Topic: Are China and Russia allies?

SESSIONS 14 - 15 (LIVE IN-PERSON)

The final exam (open book exam) .

Students may choose to answer one of the five questions that are posed and submit their responses in Turnitin program

Lecture: Course outline: Russia en the new World Order

Students should demonstrate what they have learned during the course, give a forecast about the future role of Russia in international relations.

Reading Asigmnet:

B.A.: Shivshankar Menon, "Nobody Wants the Current World Order", Foreign Affairs, August, 2022.

B.A.: Dmitri Trenin, "Russia has made a decisive break with the West and is ready to help shape a new world order", RIAC, July, 2022

Questions:

What is the future of relations between Russia and the West?

What is the future of relations between Russia and China?

What is the future role of Russia in the Balkans, Latin America and Africa?

Will Russia be a great power in the 21st century?

Article: Nobody Wants the Current World Order (Foreign Affairs, August 3, 2022) (CED)

Article: *Russia has made a decisive break with the West and is ready to help shape a new world order* (Russian International Affairs Council, July 6, 2022) (CED)

BIBLIOGRAPHY

Compulsory

- Jeffrey Mankoff. (2011). *Russian Foreign Policy. The Return of Great Power Politics*. 2nd. Rowman & Littlefield publishers, INC.. ISBN 9781442208254 (Printed)
- Marcel de Haas. (2011). *Russia's Foreign Security Policy in the 21st Century: Putin, Medvedev and Beyond*. 1st. London and New York: Rutledge Taylor and Francis. ISBN 9780415681933 (Printed)

EVALUATION CRITERIA

GRADING:

Student's final grade in the course will be based on both individual and group work.

Criteria	Percentage	Comments
Individual Work	10 %	
Individual Work	10 %	
Individual Work	10 %	
Group Presentation	25 %	
Class Participation	10 %	
Final Exam	35 %	

COMENTARIES

Students will have to submit their comentaries about reading materials.

FINAL EXAM

The final exam will be a open book exam. Students will answer to one of the five essay questions and submit them to the Turnitin program. The purpose of this written assignment is to test student's knowledge of the course material, both in terms of key concepts, as well as their application to the empirical studies analyzed as part of the course. The aim is not for to learn by heart but rather to use your critical thinking and analytical capabilities to answer the exam questions to the best of your knowledge.

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.

GROUP PRESENTATION - DRILL EXERCISE

GROUP PRESENTATION

All group members will be graded equally on the basis of the quality of the presentation; it is up to students to decide who will be presenting. The group presentation should be clear, analytical and rigorous. Students will present key findings and relevant political aspects of the chosen topics.

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 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) 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: **MIRA MILOSEVIC**

E-mail: mmilosevic@faculty.ie.edu

Dr. Mira Milosevic

Dr. Mira Milosevic obtained her PhD in European Studies from the University Complutense of Madrid, and BA in Sociology and Political Science from the University of Belgrade.

She is Senior Research Fellow for Russia, Eurasia and the Balkans at the Elcano Royal Institute for international and Strategic Studies and Professor of Russia's Foreign Policy at the IE University, School of Global and Public Affairs.

She has been teaching at Instituto Universitario Jose Ortega y Gasset in PhD programs on democratic transition in post communist countries. At the IE University, Milosevic has been teaching the subject "History of International Relations since 1945.

Her areas of research are the Russia's disinformation campaigns as an asymmetric military instrument, global power competition between Russia, China and the U.S., Russia's role in international security, European-Russian and American-Russian relations, Russia's ambitions in the post-Soviet space, the Balkans, Latin America and the Middle East.

She has authored three books: two of them about the Yugoslav wars: *Los Tristes y los Heroes. Historias de los nacionalistas serbios* (2000) and *El Trigo de la Guerra. Nacionalismo y Violencia en Kosovo* (2001). Her most recent book is *Breve Historia de la Revolución Rusa* (2017, 7 editions).

She has been advising the European Parliament, the Spanish Parliament, the UK Parliament, NATO's Joint Air Power Competence Center and STRATCOM, the State Department of the USA, on security issues related to Russia.

Since the current war in Ukraine, she has been advising the Spanish companies about geopolitical risk

In 2020, Milosevic was visiting fellow at CSIS (Washington). She is member of the Contact Group on West-Russia relations, and the Action Group Russia-NATO of ELN (European Leadership Network).

Contact: by e-mail: mmilosevic@faculty.ie.edu or by appointment

OTHER INFORMATION

Office hours: by appointment

Contact details: mmilosevic@faculty.ie.edu

ADDITIONAL MATERIALS

RECOMMENDED

Mira Milosevic. (2020). *Russia's Weaponization of Tradition: The Case of the Orthodox Church in Montenegro*. CSIS.

Dina Moulioukova. (2011). *Dialectic Relation between Foreign Policy and Russian National Identity*. Vol.11, No. 9. Miami-Florida European Union Center of Excellence.

Mira Milosevic. (2019). *The role of Russia in the Middle East and North Africa Region. Strategy or opportunism?*. 1st. IEMED.

Camille GINDRE. (2016). *Gorbachev's New Thinking in Soviet Foreign Policy: Utopia or pragmatism?*. Thusydide, University Paris II.

Robert H. Donaldson. (2000). *Boris Yeltsin's foreign policy legacy*. Volume 7 Issue 2. *Tulsa Journal of Comparative and International Law*.

Mira Milosevic. (2021). *Russia's Westpolitik and the European Union*. CSIS.

Julia Gurganus. (2018). *Russia Playing Geopolitical game in Latin America*. Carnegie Endowment for International Peace.

Jean Carlos Báez Rosario, Richard Miles. (2018). *Virtual Russian Influence in Latin America*. Compulsory. CSIS.

Ana E. Juncos. (2021). Vaccine Geopolitics and the EU's Ailing Credibility in the Western Balkans. Carnegie Europe.

Harun Karcic. (2020). The Chinese Honey Money Moon in the Western Balkans. RUSI.

SHIVSHANKAR MENON. (2022). Nobody Wants the Current World Order. Foreign Affairs.

Fiona Hill and Angela Stent. (2022). The World Putin Wants. Foreign Affairs.

Dale C. Copland. (2022). When Trade Leads to War. Foreign Affairs.

Anna Reid. (2022). Imagining a Postwar Ukraine. Foreign Affairs.

William MackAskil. (2022). The Beginning of History. Foreign Affairs.

Ivan Krastev. (2014). Russian Revisionism: Putin's Plan For Overturning the European Order. Foreign Affairs.

Richard Youngs. (2022). The Awakening of Geopolitical Europe. Carnegie Europe.

Alexandr Gabuev. (2022). China New Vassal. Foreign Affairs.

Dmitri Trenin. (2022). Russia has made a decisive break with the West and is ready to help shape a new world order. RIAC.

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). Students attending online must always have their cameras on during the session or risk being marked absent.

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.

THE FUTURE OF HEALTHCARE: INNOVATION, ECONOMICS, BIOTECH

IE University

Professor: **MARCOS GALLEGO LLORENTE**

E-mail: mgallegol@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

This course aims to introduce the worlds of healthcare, biotechnology, and digital health. The course briefly discuss the current frontiers of knowledge, and then dive deep into the different businesses around care delivery (e.g. telemedicine, etc), innovative therapies (e.g. gene therapies), data and Artificial Intelligence in health (e.g. personalised medicine), digital health (e.g. Digital Therapeutics), and the evolving regulatory landscape (digital health regulations). This will be discussed from a very practical mindset, in order to understand where the trends are going.

The different industries, such as the traditional big pharma, the smaller biomedical companies, biotechnology startups and digital health startups will then be explored. We will also explore how digital health is being taken up at different speeds in different world regions. At the end of the course, the students will be divided into groups and encouraged to ideate and present a healthcare-based business idea.

OBJECTIVES AND SKILLS

- Understand the flow of innovations from the laboratory to the patients.
- Understand that innovations now come from biomedical research and also from digital developments.
- Understand the basics of disease, diagnosis, and treatment.
- Understand the very basics of the pharma business.
- Recognise the emerging importance of AI, data and emerging technologies in healthcare.
- Recognise the changes in the practice of healthcare after the Covid-19 crisis.
- Recognise the different key players in the healthcare landscape (big pharma, medtech companies, SMEs, startups)
- Be able to discuss the evolving nature of the patient, and what it means for future business models.

- Discuss different case studies and analyse factors towards their success.
- Design a healthcare startup idea, briefly discuss the science, and then think about regulation, data, business model and potential profitability.

METHODOLOGY

The course will be centered around face-to-face lectures. Two pieces of coursework will be compulsory, as well as a presentation and an exam.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	20 hours
Discussions	6.67 %	5 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

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction to Healthcare. From the lab to the patient.

- What is healthcare
- Symptoms, diagnosis and treatment
- Disease
- Drugs and how they act
- How research is conducted
- Translation of research
- Drug development
- Patient care
- The world after Covid-19

Basis of innovation in Healthcare.

- Artificial Intelligence
- Wearables
- Telemedicine
- Patient care
- Data

No materials needed, as it is an introductory lecture.

Lecture 1 and 2 will introduce the course and explore what we understand by healthcare, and how we diagnose and treat illnesses. We will discuss the topics of prevention vs treatment, and discuss how research allows the development of new drugs and treatments. Finally, we will touch on patient care, and on how new business models are appearing around this.

SESSIONS 3 - 4 (LIVE IN-PERSON)

Frontiers in therapeutics and biotech (I)

- Introduction to molecular biology and human biology.
- Introduction to the biological basis of disease.

Frontiers in therapeutics and biotech (II)

- Unsolved challenges: Oncology & cancer treatment. Autoimmunity. Mental health. Infectious diseases.
- How are companies approaching them?
- Examples of recent breakthroughs. Vaccine development. Clinical trials.

Materials will be sent to students before this session.

Lecture 3 will explore some of the most pressing problems in healthcare. This lecture is taught early in the programme, because through this lecture, students will contextualise all the developments discussed in previous lectures with a specific medical problem in mind.

Lecture 4 will discuss oncology and cancer treatment, infectious diseases and pandemics, autoimmunity, mental health, antibiotics, limb replacement, genetic therapies for congenital traits, etc. Then, we will have a discussion period to discuss treatments that are appearing, driven by either large companies, small companies or startups. We will finalised by a Q&A session to discuss ideas of projects, startups.

The final part of lecture 4 will be used for a student-led discussion, and to set up the first piece of coursework (Coursework 1).

SESSIONS 5 - 6 (LIVE IN-PERSON)

The pharma business: Landscape, pricing and business models.

- The pharma industry
- Clinical trials
- Pricing of medicaments

The pharma business: Applications

- From the pharma lab to the market
- Go to market strategies

Lecture 5 will discuss in depth the pharma business. Currently, the global pharmaceutical and healthcare industries struggle for sustainable drug development as well as care provision and financing models. Long and costly development and commercialisation of increasingly more complex medications targeting challenging diseases in small target populations make pharma productivity plummet. At the same time, regulators and national health technology assessment agencies call for new and differentiated interventions as well as additional 'patient-relevant' benefits.

- financial sustainability in healthcare and pharma industries (healthcare and drug development stages and costs, ROI on pharma R&D)
- regulatory approval (by e.g. FDA, EMA, MHRA) requirements
- market access (health technology assessment, pricing, reimbursement)

Lecture 6 will discuss in depth the developments in pharma business. In light of these challenges and demands, the validity and feasibility of randomized controlled trials is questioned, with the traditional phase I-III clinical trials increasingly complemented by pragmatic (naturalistic) studies and the use of real-world data. The rise of digital technologies for improved and novel data collection and analytics further supports this change. As a consequence, the industry now prepares to embrace value-based purchasing and reimbursement models, and make a transition to an integrated evidence development model supporting adaptive licensing drug registration pathways. This lecture covers the following concepts:

- financial sustainability in healthcare and pharma industries (healthcare and drug development stages and costs, ROI on pharma R&D)
- regulatory approval (by e.g. FDA, EMA, MHRA) requirements
- market access (health technology assessment, pricing, reimbursement)
- evidence generation (classical randomised clinical trials (RCTs), pragmatic RCTs, observational studies, real world data & evidence)
- novel market access models (breakthrough indication, orphan drugs, accelerated access, integrated evidence model, adaptive licensing)
- patient-centricity and outcomes/value-based payments

The final part of lecture 6 will go towards a student-led discussion on the lectures, followed by and a short student-led discussion on the Coursework 1 learning points as they progress. Coursework 1 will be due soon after this session.

SESSIONS 7 - 8 (LIVE IN-PERSON)

Artificial Intelligence.

- Medical record recognition
- Image pattern recognition
- Useful data
- AI for drug discovery

Article: Artificial Intelligence in Healthcare (Academy of Medical Royal Colleges) (CED)

Article: High-performance medicine: the convergence of human and artificial intelligence (Nature Medicine Vol. 25, January 2019, 44-56) (CED)

The professor will have sent corrections to Coursework 1 to the students before the session.

Lecture 7 will discuss AI in depth. The availability of large volumes of digitized clinical data, combined with the arrival of powerful artificial intelligence (AI) algorithms, may have very deep implications for healthcare. From diagnosis to clinical decision-making, from empowering the patient to redefining the role of the physician, big data is becoming one of the cornerstones of medical research and practice. This lecture will cover the different kinds of algorithms, digitalised medical records, unstructured text analysis in medicine, image pattern recognition in medicine, and how the traditionally linear route between science and healthcare is being circularised by AI.

Lecture 8: The students will be sent the appropriate material prior to the session.

This session will finally introduce the Business Idea Project, which will be presented by student groups during sessions 13 and 14.

SESSIONS 9 - 10 (LIVE IN-PERSON)

Regulation, data, integration.

- Skills and expertise gap -> The medical curriculum
- Healthcare AI perception
- Data sharing
- Integration in hospital settings

Materials will be sent to students before this session.

Lectures 9 and 10 will discuss how AI-based technologies (explained in lectures 7 and 8) are expected to be increasingly used in the healthcare system over the coming years and decades. However, while it can be confidently assumed that rapid technological advances in AI technology will continue, how readily and efficiently these advances can be assimilated into the clinic is less clear. This lecture will focus on (1) the readiness of healthcare professionals for maximising the benefits of AI-based healthcare technologies, (2) the perception of these technologies by the public, (3) the legal implications of data sharing, and (4) the economics around their integration in hospital settings.

Lecture 10: The students will be sent the appropriate material prior to the session.

This session will finally have a small Q&A session on the Business Idea Project, as students progress and choose projects.

SESSIONS 11 - 12 (LIVE IN-PERSON)

The evolving nature of the patient and case studies.

- Bringing back the “health” to healthcare
- When does a patient become a patient?
- Apps
- Prevention: Sport, lifestyle
- A variety of case studies to explore:
 - How they’ve been developed.
 - What’s worked and what has not.
 - Economics.
 - Regulation.
 - Strengths.
 - Possible use.
 - Integrate knowledge into action.
 - Discuss student ideas.

Covid-19 and its aftermath

- Infectious diseases and pandemics
- Flu vs. coronavirus
- What was SARS-CoV1?
- What is SARS-CoV2?
- Pharmacological vs non-pharmacological action
- Treatments and vaccines
- Immunology
- AI and data for pandemics

Materials will be sent to students before this session.

The professor will have sent corrections to Coursework 2 to the students before the session.

Lecture 11 will wrap up all the previous lectures in an entrepreneurial way. The emerging data-based way of doing medicine means that clients might not be diagnosed through symptoms, rather through data. This means that “healthy” patients who might already show biomarker data disparities could be subject to early action to prevent an illness to develop. At the same time, new business models around this are appearing, where healthy individuals are constantly tracked and monitored in real time through apps and wearables. This lecture will explore the future models of healthcare, the emerging apps, business models and technologies, and will discuss some of the emerging case studies around this area.

The lecture 12 will discuss Covid-19 in depth, from its biology, to the course of action taken during 2020, to treatments and vaccines. The final part of the lecture will give practical guidance for the Business Idea Project presentations of sessions 13 & 14.

SESSIONS 13 - 14 (LIVE IN-PERSON)

Startup Idea Presentations.

The student groups will present their Business Idea Project.

SESSION 15 (LIVE IN-PERSON)

Final exam.

EVALUATION CRITERIA

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.

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Criteria	Percentage	Comments
Final Exam	35 %	
Group Presentation	25 %	Startup Idea
Individual Work	30 %	Weekly coursework
Class Participation	10 %	Participation in discussions

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:

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PROFESSOR BIO

Professor: **MARCOS GALLEGO LLORENTE**

E-mail: mgallegol@faculty.ie.edu

Marcos has extensive experience working on the technology, business and policy sides of healthcare. He holds a PhD from the University of Cambridge, has worked as a consultant at Cambridge Innovation Consulting and Vintura, has collaborated with the OECD, at the Science, Technology and Innovation Directorate on the Future of AI in Healthcare, and also works as research lead at the IE School of Global and Public Affairs CGC program on the Future of Healthcare. He is currently based between Munich (Germany) and Madrid (Spain).

He holds 6+ years of experience at the interface between science, technology, healthcare, business and policymaking, helping companies and governments identify technology-enabled opportunities, exploit emerging market gaps, anticipate the future needs of different stakeholders, and develop the right use cases for developing innovative products and services.

OTHER INFORMATION

Office hours: To be confirmed at the start of the course.

Email: mgallegol@faculty.ie.edu

Telephone: +34 684 168 105



THE FUTURE OF MULTILATERALISM- CONTEMPORARY DEBATES ON REFORM & REFUND

IE University

Professor: **ANGEL ALONSO ARROBA**

E-mail: aalonsoa@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

The current international system is increasingly questioned. Established in the aftermath of World War II more than 75 years old, the inter-state and multilateral architecture built around the United Nations and Bretton Woods system –in which a myriad of international organizations and actors have proliferated–, is showing increasing signs of exhaustion. While the objectives of preserving international peace and promoting economic and social progress have not changed, the obstacles to achieving them have considerably evolved because of greater interdependence. New concerns such as the climate emergency or the governance of emerging technologies have also transformed the agenda of global cooperation. The urgent need to reform the multilateral system is taking root in our populations. However, the way these reforms should look and the way they should be implemented is unclear, giving ground to a fascinating debate in the field of international relations. Although the end of the Cold War and the expansion of hyper-globalization in the 1990s opened up a credible window for reform, the past decades have witnessed stagnation in the ability to update and upgrade the multilateral system, resulting in a gradual erosion in its perceived ability to meet the demands of a rapidly changing interdependent world. This course will provide an insight into the existing debates on multilateralism, at a time when its future is at stake. We will focus on the nexus between globalization and its governance, looking at the evolution of the debate during the past 30 years, including key moments such as the emergence of the anti-globalization movement in the late 1990s, 9/11 and the War on Terror, the 2008 crisis, the adoption of the 2030 Agenda, the Brexit and Trump years, and the most recent development brought about by the Covid-19 pandemic and the War in Ukraine. We will study how the debate on the future of multilateralism has been shaped by these episodes and analyse the different positions and alternatives that multilateralism confronts today: reversal, restoration, reform or reinvention. Regarding the latter, we will look at several proposals and out-of-the-box thinking on how global governance may look like in the next 75 years, drawing on schools of thought such as world federalism, global constitutionalism, renewed parliamentarism or regional integration, among others.

OBJECTIVES AND SKILLS

The objective of this course is that students acquire a sound knowledge of the current debates on multilateralism and its future, with a focus on the different alternatives and lines of thought regarding its rethinking. Students are expected to leave with a solid understanding of how developments in the past 30 years have shaped the state of play on global governance. They are expected to develop their own critical thinking on the topic of multilateral reform, and be exposed to different initiatives and traditions that normally are not covered in more standard courses focused on existing international organizations. Students are requested to be fairly familiar with the multilateral system, and keep an open mind about the pathways and scenarios for how it may look like in the years to come. will receive a strong foundation in the history, role, and governance efforts of international institutions. They will also analyze challenges and problems in global governance, and come up with possible solutions to them. This course will take a practical, interactive and applied approach to international organization through the analysis of real case studies, presentations and active class discussion. It will also encourage students to follow up closely and monitor the daily activities and work carried out by major international organizations throughout the course period, in order to enhance their understanding of how international organizations operate and function. We will also be looking in detail at most recent debates and thinking in this domain.

METHODOLOGY

This class will apply a dynamic, hand-on methodology. Students will be requested to actively contribute to class dynamics building on their reading of the materials prior to the sessions as well as their continued research and monitoring of debates in the field and the activity of the world's leading international organizations. Sessions will also incorporate presentations by guest speakers who will provide students with the latest information on priorities and activities by the institutions studied in the course.

Course Policies:

- Attendance: Attendance is required for this course and has a direct impact on your participation grade (see below). If you need to be absent from the class, it is your responsibility to notify the professor in advance.
- Late assignments: Assignments are due on the dates specified in the syllabus. Late submissions will receive half a letter grade reduction per day unless accompanied by a medical certificate.
- General points on written assignments:
 - References should be cited where appropriate within the text and a reference list should be provided at the end of the document.
 - Sources of information presented in any table, figures or graphs should also be cited.
 - When in doubt regarding proper citation, please refer to the IE Ethical Code of Conduct. [CLICK HERE FOR IE ETHICAL CODE OF CONDUCT](#)
- Plagiarism: Plagiarism in this course is not tolerated. Please refer to the IE Code of Ethical Conduct.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	20 hours
Discussions	6.67 %	5 hours
Exercises	6.67 %	5 hours
Group work	13.33 %	10 hours
Other individual studying	46.67 %	35 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

An introduction to our topic: Multilateralism and its future

This will be an introductory session to the course. We will discuss the concept of multilateralism and its limitations, taking a first approach to the state of the debate on the future of multilateralism in light of recent international developments, especially the current geopolitical situation.

Article: Multilateralism Matters (New Zealand Ministry of Foreign Affairs)

Article: Toward global paradigm change: beyond the crisis of the liberal world order (Economics: The Open-Access, Open-Assessment E-Journal, Vol. 13, 2019-25) (CED)

Article: Global Governance Reform for the 21st Century (Brookings, 2005) (CED)

BLOCK 1: WHERE DO WE COME FROM?

SESSION 2 (LIVE IN-PERSON)

Where do we come from? (1): The 1990s – from optimism to a hard awakening

The first of our three sessions covering recent history and its impact on the international order and the debate around multilateralism will take us to the 1990s. We will study the perceived sense of opportunity that emerged with the end of the Cold War and the apparent triumph of the liberal order during a period of globalization deepening, as well as the return to a certain realism later in the decade and the emergence of the first antiglobalist movement.

Article: Multilateralism: An Agenda for Research (International Journal, Autumn, 1990, Vol. 45, No. 4, Multilateralism: Old & New. Autumn 1990, pp. 731-764) (CED)

Article: Multilateralism: the Anatomy of an Institution (Organization, Vol. 46, No. 3, Summer 1992, pp. 561-598) (CED)

Article: A Brief History Of The Anti-Globalization Movement (University of Miami International & Comparative Law Review, volume 12, 2005) (CED)

SESSION 3 (LIVE IN-PERSON)

Where do we come from? (2): The 2000s – from crisis to crisis

The second session in this block will focus on the impact that 9/11 and the War on Terror had on the advancement of multilateralism. What did it mean for the MDGs and for global cooperation? We will also look at the overall halt that European integration confronted during this period. Finally, we will analyze the enormous impact that the 2008 crisis had on global governance, especially with regard to international finance and the emergence of the G20.

Article: "Principled Multilateralism" versus "Diminished Multilateralism:" Some General Reflections (Multilateralism in a Changing World Order) (CED)

Article: G7 to G8 to G20: Evolution in Global Governance (CIGI, 2011)

Article: New Coalitions for Global Governance: The Changing Dynamics of Multilateralism (Global Governance; Apr-Jun 2006; 12, 2) (CED)

SESSION 4 (LIVE IN-PERSON)

Where do we come from? (3): The 2010s – a rollercoaster

The final session in our historical tour will take us through the ups and downs of the last decade, ranging from the expectation created by the 2030 Agenda and the Paris Agreement to the blow that multilateralism endured with Brexit and the Trump Presidency. We will assess what this has meant for the international order, including growing demands by the BRICS to have a greater say in global governance.

Article: The backlash against globalization and the future of the international economic order (Policy Network, 2018) (CED)

Article: Overcoming Crisis Of Globalisation: Rebuild Politics, Rethink International Cooperation (Social Europe)

Article: Multilateralism is the only way forward (Project Syndicate, 2018)

Article: The G20 at a Crossroads: The Future of Global Governance (CARI, 2018)

Article: Let the Torch of Multilateralism Light up Humanity's Way Forward (Special Address by President Xi Jinping at the World Economic Forum Virtual Event of the Davos Agenda, January 2021) (worldcommercereview.com)

BLOCK 2: WHERE ARE WE TODAY?

SESSION 5 (LIVE IN-PERSON)

Reverse: Are we witnessing a retreat in multilateralism?

In this class we will be looking at the state of global governance today, marked by the aftermath of the Covid-19 crisis (which shows both lights and shadows in terms of international cooperation) and the most recent effect of the War in Ukraine. We will assess whether rising geopolitical tensions point to a retreat in multilateralism, and to an eventual return of power politics.

Article: The malaise of multilateralism and how to manage it (ORF, 2020)

Article: Why the Ukraine Crisis Is the West's Fault (Foreign Affairs, 2014) (CED)

Article: The rise and fall of multilateralism (Dissent, 2021) (CED)

Article: Multilateralism has lost its way (RIE, 2020)

SESSION 6 (LIVE IN-PERSON)

Restore: Can multilateralism be built back?

We will look at attempt to patch the current multilateral system without effecting major structural changes to it. Can the post WW2 system hold without transforming itself? Is it reasonable to build back the international system as we knew it? We will look at the most recent approaches to create closer cooperation among democratic countries, ranging from the Community of Democracies established in 2000 to the most recent Summit for Democracy hosted by President Biden in 2021.

Article: Competing for Order. Confronting the Long Crisis of Multilateralism (IE University & Brookings Institution, October 2020)

Article: What Future Role for the Gs in the Multilateral System? (Global Challenges, 2020)

Article: The Future of Bretton Woods (Speech by IMF Acting Managing Director David Lipton at the Bretton Woods 75 Years Later Conference hosted by the Banque of France in July, 2019) (IMF)

Technical note: Summit for democracy (By President Biden At The Summit For Democracy Opening Session in December, 2021) (U.S. Department of State)

Video: Uniting the Democracies (Citizens for Global Solutions) (Youtube)

SESSION 7 (LIVE IN-PERSON)

Reform: How far can we go within the existing frameworks?

Despite the difficult international context, there are solid attempts to reform multilateralism and try to make it fit for the purpose of managing a more complex, interdependent world. How far can reforms go? We will cover in this class some of the most important proposals to reform multilateralism, ranging from UN reform to other most audacious proposals that nonetheless are based on the current system of states.

Working Paper: Our Common Agenda (2021, Only pages 1-7) (UNSG)

Article: Overcoming Crisis Of Globalisation: Rebuild Politics, Rethink International Cooperation (Social Europe, 2018)

Article: Transforming Global Governance for the 21st Century (UNDP Papers, 2013)

Article: We Must Learn From the Failed Global Response to COVID-19 (Time Magazine, 2021)

Article: Debates on Multilateralism in the Shadow of World Order Controversies – Visions of Global Multilateralism Could Overwrite the Concept of Multipolarity (Goethe Universitat, 2022)

SESSION 8 (LIVE IN-PERSON)

Reinvent: Is this a unique moment to rethink multilateralism?

In this class we will go a step further. Many voices consider that the current international system is beyond repair and needs a deep refund, much alike the one that took place in 1945. This calls for transcending some of the principles that articulate the current order, starting with the concept of sovereignty and the monopoly that countries exercise over global governance schemes. Are these proposals credible and feasible in a world still dominated by nation-states? We will review the most interesting thinking in this camp.

Article: This is the moment to reset our multilateral institutions (DEVEX, 2022)

Article: Multilateralism after the Ukraine invasion: Escaping the road to Hell (VOX EU/CEPR, 2022)

Article: Beyond Multilateralism: The Pauli Principle (Global Challenges, 2020)

Working Paper: Executive Summary of the Report “Now for the Long Term” (October, 2013. Only pages 6-7) (Oxford Martin Commission for Future Generations)

Article: Patriots vs globalists replaces the left-right divide (Financial Times, 18 April 2022) (CED)

Video: Why we need to rethink global governance (WEF, 2015)

SESSION 9 (LIVE IN-PERSON)

In-class Debate

This mid-term session will be organized as a class debate in which students will divide in groups and defend, based on the reading and our learning in class, each of the 4 positions regarding multilateralism in the future: reverse, restore, reform or reinvent. This session will be assessed toward the final grading.

BLOCK 3: WHERE COULD WE HEAD IN THE FUTURE?

SESSION 10 (LIVE IN-PERSON)

Cosmopolitan constitutionalism

In this class we will review the proposals to create a world constitution as a pathway to a new form of global governance. How feasible is it and what could be the steps in this direction?

Article: The case for a global constitution (Brookings, 2019)

Article: Legal philosophy and cosmopolitan constitutionalism. Debates on morality, unity and power

(The Age of Human Rights Journal, 14 June 2020, pp. 77-107) (CED)

Video: Creating a world constitution (Citizens for Global Solutions) (Youtube)

SESSION 11 (LIVE IN-PERSON)

World Federalism

We will assess proposals to create a world federation, with different levels of integration and governance mechanism. In this class we will acknowledge the long tradition of the world federalist movement, and learn about its most recent campaigns.

Article: A World Parliamentary Assembly as a Catalyst for Enhanced International Cooperation (Global Governance Forum, 2021)

Article: Global Governance and the Emergence of Global Institutions for the 21st Century (Winning entry at the New Shapes Prize organized, 2018) (New Challenges Foundation)

Article: Rethinking World Government: A new approach (Journal on World Peace, Vol. 17, No. 1, March 2000, pp. 3-33) (CED)

Video: The United Nations Parliamentary Assembly (Citizens for Global Solutions) (Youtube)

SESSION 12 (LIVE IN-PERSON)

Regional integration

In this session we will consider how progressive integration in the different regions of the world could pave the way to new forms of global governance by simplifying the number of actors that operate globally. Does the EU offer a good example in this regard? Could other continents follow? At the same time, we will discuss the challenges posed by a scenario of lesser but bigger players, in terms of competition.

Article: Enhancing Global Governance Through Regional Integration (Governance, Vol. 12, No. 3 (July–September 2006), pp. 233-240) (CED)

Article: Speech Closing Ceremony of the Conference on the future of Europe at the closing ceremony of the conference on the future of Europe (9 May, 2022) (EU)

Video: Integrating the Regions (Citizens for Global Solutions) (Youtube)

SESSION 13 (LIVE IN-PERSON)

Power to the people

We will finalize our tour de force on the different approaches to reinvent and rethink multilateralism with a focus on views that transcend the role of existing political structures by placing the focus on the individual. We will cover different angles: the role of transnational networks, of technology as an empowering tool, cultural and mental frameworks, etc.

Article: The Role of Transnational Policy Networks in Contemporary Global Governance (Issue no. 7, April 2020) (Global Challenges)

Article: Opening up the order (Foreign Affairs, March-April 2021) (CED)

Article: Technological Change and the Frontiers of Global Governance (Council on Foreign Relations)

Article: Transnationalism, Cosmopolitanism and Glocalization (Sociology, January 2005, Vol. 53(1), Pp. 113–135) (CED)

SESSION 14 (LIVE IN-PERSON)

Ponencia / debate

This will be a class debate held in a very innovative format and including external referees expert in the topic. Students will have to defend and rebate the diverse approaches to rethink global governance covered in the previous four classes.

SESSION 15 (LIVE IN-PERSON)

Exam

Final exam. It will take place in class and be closed-book. It will consist of 2 short questions (20% each) and 1 longer essay-type question (60%). Students will have to complete it during the 80mn of duration of the class.

EVALUATION CRITERIA

Students must prepare the assigned reading materials, presentations and case studies before each session. Participation and active involvement in class discussions are highly encouraged.

The breakdown of the final grade is as follows.

Participation (10%)

- Missing 7 or more sessions will undermine your participation.
- Punctuality and attention, all contribute.
- Passive attendance to the class does not contribute positively to the participation grade.
Students must come to class prepared for active participation, having previously read the cases and articles assigned for the class.
- Depth and quality of the contribution (whether your comments are relevant and interesting) will contribute very positively to your final grade.
- Frequency of your contributions (whether you actively participate in every class and not just a few) will contribute very positively to your final grade.
- The Professor is fully aware that some students may be shier to speak in public. Note that you can also participate by sending me comments by email or relevant articles that add to the class discussion, or by sharing thoughts or ideas during the break/just after class. This will contribute positively to your final grade, and can make up for lesser participation in plenary sessions.

Renew Multilateralism Paper (25%)

- Students will be asked to produce a final paper in which they will lay out their own proposal on how to renew multilateralism.
- This work will be done individually and have a maximum length of 10 pages.
- The paper will be structured around a certain number of parameters to be shared by the professor during the first classes.

Debates (10%)

- Sessions 8 & 14 will feature in-class debates moderated by the Professor, on the topics covered in class.
- In order to actively participate in the debate and contribute to it, students will have to have read the assigned reading and followed the Professor's explanations in class.
- Students are expected to provide their insights, based on the knowledge acquired during the course and their own thinking.
- Each debate will contribute a maximum of 5% of the total final grade.

Mid-term Exam (20%)

- The mid-term will be an individual exam which will consist of one essay type questions.
- Student will have 24 to complete it.
- The exam will be open-book.
- Specific instructions will be provided prior to the day of the examination.

Final Exam (35%)

- The final exam will be an individual exercise which will consist of 2 short questions (20% each) and 1 longer essay-type question (60%).
- Students will have to complete it during the 80 min. of duration of the class.
- The exam will take place in class and will be closed-book.
- Specific instructions will be provided prior to the day of the examination.

Criteria	Percentage	Comments
Participation	10 %	Intervention in class and contribution to the regular sessions, including regular reviews of news and developments related to the topics covered in class and their sharing with the rest of the class
Renew Multilateralism Paper	25 %	Final individual paper with a proposal to renew multilateralism, based on the materials covered in class and the student's own individual reflections
Debates	10 %	Preparation and active contribution to in-class debates (5% x 2 debates)
Mid-Term Exam	20 %	Mid-term exam (open book, at home)
Final Exam	35 %	Final exam (closed book, in class)

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 4, 16 and 17 (Quality Education; 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

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 / bir.bieseovia@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/>

THIRD CALL RETAKE POLICY

Any student in their third call of a course, also known as a "Retaker", is obliged to observe the following rules:

- Third call students must contact their professors before or during the first session to ask which work and or *sessions will be required to obtain a passing grade. The professor will determine which work will be required in their course.
*(e.g. when presenting group work, sitting for examinations or other work done in class)
- Retakers are exempt from failing the call due to absences; however, they are not exempt from work the professor designates as necessary to obtain a passing grade. This means some sessions may be mandatory to attend in order to complete the work within.
- Students in their third call are responsible for managing the conflicts in their schedule, should students need advice on how to manage their conflicts they should visit the program office.

EXTRAORDINARY EXAMINATION POLICY

Any student whose weighted final grade is below 5 will be required to sit for the extraordinary 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 extraordinary call 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: **ANGEL ALONSO ARROBA**

E-mail: aalonsoa@faculty.ie.edu

Ángel Alonso Arroba is Vice Dean for Management and Development at the IE School of Global and Public Affairs. He is responsible for overseeing the daily management of the whole school and its different teams, as well as advancing an ambitious agenda to consolidate IEGPA's international profile, enhance its programs and activities and design and implement its future strategy.

Ángel has had a distinguished career in international affairs. Most recently he was Ambassador-at-large for Spanish Global Citizenry at the Spanish Ministry of Foreign Affairs, developing networks of Spanish professionals abroad. During his tenure at the Ministry, he was also a member of the Prime Minister's Covid19 task force during the first wave of the pandemic and played a critical role in the drafting of Spain's Foreign Policy Strategy 2021-2024.

Prior to moving to Madrid, Ángel spent more than 13 years at the Organisation for Economic Cooperation and Development (OECD), in Paris, where he held various senior responsibilities. He was the Head of Management and Communications in the Office of the Secretary-General, supporting Secretary-General Angel Gurría in the advancement of the OECD's strategic agenda and the Organisation's responses to upcoming policy challenges. During many years, he oversaw the daily management of the Secretary-General's private office, providing strategic advice, helping coordinate the team of senior advisors and supervising communications. Ángel joined the OECD in 2007, working for 3 years as a policy analyst and outreach coordinator at the Development Centre, where he contributed to the first editions of the OECD Latin American Economic Outlook and helped consolidate the Centre's work on Latin America.

Prior to joining the OECD, Ángel worked in Washington DC as an analyst for the Democracy Coalition Project, an initiative by the Open Society Institute. He also worked as a consultant for the World Bank in Malawi, consulted for various think tanks and non-for-profits in his native Spain and started his career as a journalist.

Ángel holds an MA in International Security Studies from the School of Foreign Service at Georgetown University. He completed postgraduate degrees in Political Science at the National Centre for Political and Constitutional Studies in Madrid and in International Relations at the University Institute Ortega y Gasset, also in Madrid. He holds Bachelor Degrees in Social Anthropology and Journalism from University of Sevilla. Before teaching at IE University, he was an Adjunct Professor at SciencesPo Paris.

OTHER INFORMATION

Office hours are available by appointment. To make an appointment please email: alonsoa@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).
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.



THE POLITICS OF EAST AND CENTRAL EUROPE

IE University

Professor: **NIKOLINA ZIDEK**

E-mail: nzidek@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

No prerequisites required except for interest in contemporary history and a minimum knowledge of the geography of Eastern Europe.

SUBJECT DESCRIPTION

This course aims to offer a broad-based analysis of the evolution of political regimes in Central, East, and Southeast European states from the fall of communism on their path to democracy and the current issues regarding the region. We will examine the ideological background of communism and how it shaped the current situation in Eastern Europe. Special attention will be on democratic development, economy, energy security, and political, social, and cultural constraints in which international relations of Eastern European countries were and are developing. The course will analyze the influence of China and Russia on the one side and the European Union and NATO on the other. The main focus is to reveal how such strong global forces have on Eastern Europe and the region's role in international politics. Special attention will be paid to the current war in Ukraine and its implications in terms of energy, economy, NATO and EU membership for the region.

OBJECTIVES AND SKILLS

- To provide students with the necessary political-science background to understand the current political situation
- To form the concept and identity of Eastern Europe
- To understand the context and observe political, economic, and cultural influences of Russia, China, NATO, and the European Union in Eastern Europe
- Create awareness of Russia and its international influence, especially in the context of the war in Ukraine
- To learn about the economic success of Eastern Europe and the success stories of innovation and competitiveness
- Identify and analyze current issues and challenges for Eastern Europe

METHODOLOGY

The course will be conducted in a seminar/ lecture format. The course is practically oriented; it will include lectures and seminar discussions both on scholarly readings and on students' work. A typical session might begin with an introduction to the covered topics and an overview of the assigned readings done by the professor. From there, a talk will follow with the remaining time devoted to class discussion or students will present case studies assigned to them in the previous class or will be engaged in in-class discussions. Due to the constantly changing political situation in the region, the up-to-date material will be uploaded to the Additional Documentation folder.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	20 hours
Discussions	13.33 %	10 hours
Exercises	0.0 %	0 hours
Group work	26.67 %	20 hours
Other individual studying	33.33 %	25 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

INTRODUCTION AND DEFINITION OF CENTRAL AND EASTERN EUROPE; THE 1989 – 1991 REVOLUTIONS AND THE FALL OF COMMUNISM; REGIONAL DIFFERENCES

Article: Dimensions of Europe - Dimensions of Europeanization (Contemporary Southeastern Europe 2019, 6(1), 10-19) (CED)

Book Chapters: The walls came tumbling down: The collapse of communism in Eastern Europe (Chapter 3) (CED)

Book Chapters: Routledge handbook of East European politics (Ch.1: Democracy and democratisation in post-communist Europe) (See Bibliography)

Book Chapters: Routledge Handbook on East European politics (Ch. 2: Belated Transitions in South Eastern Europe) (See Bibliography)

After introducing the subject and the methodology of the course, in this double-session introductory class, we will define Central and Eastern Europe and give a historical background of the fall of communism, a turning point for the region. After that, we will offer an overview of the regional differences and specificities.

SESSION 3 (LIVE IN-PERSON)

ASPECTS OF VIOLENT AND PEACEFUL TRANSITION: YUGOSLAVIA THIRTY YEARS AFTER THE DISINTEGRATION

Book Chapters: Central and East European politics: From communism to democracy (Chapter 17: Former Yugoslavia and Its Successors) (CED)

The session will analyze the case of "Yugoslav exceptionalism" and the violent dissolution of Yugoslavia in the 1990s, as well as offer an overview of the current state of affairs in the ex-Yugoslav countries 30 years after the dissolution of the Yugoslav federation.

SESSION 4 (LIVE IN-PERSON)

RUSSIA, UKRAINE AND BELARUS

Book Chapters: Politics in Russia (Chapter 9. Russia and the International Community) (CED)

Book Chapters: Routledge handbook of East European politics (Chapter 3: Explaining Ukraine) (See Bibliography)

Article: Belarus Near a Tipping Point: A Conflict Diagnostic of the post-Election Crisis (Carleton University)

This session will explain the politics in Russia, as well as the political situation in Ukraine (before the war), and Belarus, which will be connected with the next session 4, dedicated exclusively to the Russian invasion of Ukraine.

SESSION 5 (LIVE IN-PERSON)

THE RUSSIAN INVASION OF UKRAINE: SITUATION, PROSPECTS, IMPACT

Due to the constantly changing political situation in the region, the up-to-date material will be uploaded to the Additional Documentation folder.

Video: Russia-Ukraine: Conversation with Dimitar Bechev and Stanislav Secieru (May 2022) (Youtube)

Working Paper: Judy Asks: Is NATO Doing Anything for Ukraine? (Carnegie Europe)

Video: Economic Impact of War On Europe (Bloomberg Surveillance)

SESSION 6 (LIVE IN-PERSON)

ILLIBERAL DEMOCRACIES IN THE EU: HUNGARY AND POLAND

Article: Forging, Bending, and Breaking: Enacting the “Illiberal Playbook” in Hungary and Poland (March 2022; Vol. 20/No. 1) (CED)

Article: Illiberal Democracy in the Comparative Analysis of Hungary and Poland (PRZEGLAD PRAWA KONSTYTUCYJNEGO 2022/2) (CED)

Article: Patterns of competitive authoritarianism in the Western Balkans (EAST EUROPEAN POLITICS 2018, VOL. 34, NO. 3, 337–354) (CED)

This session will analyze the causes of democratic backsliding in Hungary and Poland and the current state of affairs in the two countries. It will also cover the case study of Serbia and its increasing democratic backsliding. Due to the constantly changing political situation in the region, the up-to-date material will be uploaded to the Additional Documentation folder.

The previously selected students will present case studies. After that, all the students will engage in a discussion on the topic.

SESSION 7 (LIVE IN-PERSON)

EUROPEAN UNION ACCESSION AND MEMBERSHIP

Book Chapters: The Routledge Handbook of East European Politics (Chapter 25: Enlargement and Europeanization in Central and Eastern Europe: accession and beyond) (See Bibliography)

Article: Why the EU’s enlargement process is running out of steam (The London School of Economics and Political Science)

Working Paper: Bouncing back: Completing the EU unification process (BIEPAG; CED)

Article: What Has Stopped EU Enlargement in the Western Balkans? (Carnegie Europe)

Working Paper: Western Balkans. From the Berlin Process to the Open Balkan Initiative. Prospects for the Accession Process (IEMed Mediterranean Yearbook 2022)

This session will cover the topic of EU membership as well as EU enlargement.

After the introduction by the professor, the previously selected students will present a country case study. After that, all the students will engage in a discussion on the topic.

Due to the constantly changing political situation in the region, the up-to-date material will be uploaded to the Additional Documentation folder.

SESSION 8 (LIVE IN-PERSON)

NATO ENLARGEMENT AND MEMBERSHIP

Book Chapters: The Routledge handbook of East European politics (Ch. 26: NATO enlargement and the post-communist states) (See Bibliography)

Article: Sweden and Finland are on their way to NATO membership. Here's what needs to happen next (atlanticcouncil.org)

This double session will cover the topics of NATO membership and enlargement, especially in the context of the current war in Ukraine.

After the introduction by the professor, the previously selected students will present a country case study. After that, all the students will engage in a discussion on the topic.

The up-to-date material will be uploaded to the Additional Documentation folder.

SESSION 9 (LIVE IN-PERSON)

RUSSIAN PRESENCE IN THE REGION

Working Paper: Russia's Westpolitik and the European Union (Center for Strategic and International Studies)

Working Paper: Russia Futures: Three Trajectories (May 2022; CSIS)

Working Paper: The image of Russia in Central & Eastern Europe and the Western Balkans (GLOBSEC)

Technical note: Russia's Influence in Southeast Europe (BEAR Network)

The professor will give an overview of the overall involvement of Russia in the region, and give some concrete examples. The previously selected students will present specific case studies of Russian involvement in certain CEE countries and areas. After that, all the students will engage in a discussion on the topic.

The up-to-date material will be uploaded to the Additional Documentation folder.

SESSION 10 (LIVE IN-PERSON)

CHINESE PRESENCE IN THE REGION

Article: China's Economic Diplomacy in Central and Eastern Europe: A Case of Offensive Mercantilism? (Europe-Asia Studies, 2019) (CED)

Video: China's gateway to Europe – the New Silk Road (1/2) (DW Documentary) (Youtube)

Article: BIRN Presents Online Platform on China's Activities in Western Balkans (BIRN)

Video: China's gateway to Europe – the New Silk Road (2/2) (DW Documentary) (Youtube)

This session will give an overview of the overall involvement of China in the region, and give some concrete examples (Chinese 17+1 initiative, Chinese investments in Eastern Europe etc.). The previously selected students will present specific case studies of Chinese involvement in certain CEE countries and areas. After that, all the students will engage in a discussion on the topic.

SESSION 11 (LIVE IN-PERSON)

ENERGY SECURITY- NATURAL GAS AND OIL SUPPLIES, ENERGY TRANSITION

Podcast: Impact of Russia-Ukraine War on Energy Markets Series – 17 – European Gas Markets (Oxford Institute for Energy Studies)

Working Paper: Current Energy Crises, the Energy Transition and the Design of Electricity Markets (Oxford Institute for Energy Studies)

This synchronous session will cover the topic of energy security in CEE, with a particular emphasis on the Russian gas supply to Europe and the overall performance of the CEE countries within broader energy security and energy transition at the EU level.

After the introduction by the professor, the previously selected students will present a country case study.

The up-to-date material will be uploaded to the Additional Documentation folder.

SESSION 12 (LIVE IN-PERSON)

ECONOMIC GROWTH, COMPETITIVENESS, AND INNOVATION

Article: The interplay between knowledge-based competitiveness, people's good health and well-being: new empirical evidence from Central and Eastern European countries (Quality & Quantity volume 55, pages441–466 (2021) (CED)

Article: Exploring smart economic development and competitiveness in Central and Eastern European countries (January 2020. Competitiveness Review An International Business Journal incorporating Journal of Global Competitiveness) (CED)

Other / Complementary Documentation: European Innovation Scoreboard 2021 (European Commission)

Article: The consequences of neoliberal capitalism in eastern Europe (Social Europe)

Article: The rise of eastern Europe is a forgotten economic success story (FT; CED)

In this synchronous session, the professor will give an overview of the economic growth in East and Central Europe, and the main issues related to innovation and competitiveness in the region. Furthermore, we will analyze two success stories from the region: Estonia and the Czech Republic, ranked 21st and 24th among the 132 economies featured in the Global Innovation Index 2021, as well as the case study of Infobip (Croatia), a global leader in omnichannel engagement and one of the world's largest providers of A2P SMS services.

The previously selected students will present the assigned case studies.

SESSION 13 (LIVE IN-PERSON)

FROZEN CONFLICTS, WEAK AND CONTESTED STATEHOOD (KOSOVO, CRIMEA, DONBAS, TRANSNISTRIA; NORTH MACEDONIA)

Book Chapters: Extreme Politics: Nationalism, Violence and the End of Eastern Europe (Chapter 6: The Benefits of Ethnic War) (CED)

Working Paper: "Frozen" conflicts: solution perspectives, dynamics and consequences, conference material (Centre for Geopolitical Studies) (CED)

Working Paper: Beyond Frozen Conflict Scenarios for the Separatist Disputes of Eastern Europe (CEPS)

In this session, after the professor introduces the topics, the previously selected students will present the specific case studies (the two working papers in the uploaded material are not mandatory, but for optional consultation).

SESSION 14 (LIVE IN-PERSON)

MIGRATIONS (TO AND FROM CEE) AND ETHNIC MINORITIES

Book Chapters: The Routledge Handbook of East European Politics (Chapter 15: Understanding ethnic minorities in Eastern Europe) (See Bibliography)

Working Paper: Migration and the Role of European Territorial Cooperation (ESPON)

Technical note: Addressing labour migration challenges in Europe (ESPON)

Article: Farmhands needed - When borders close, who will pick the crops? (The Economist, 2020) (CED)

This synchronous session will cover two topics: the issue of migration in CEE (both from the third countries to the EU, and from CEE to Western European countries), and the issue of ethnic minorities in the Central and Eastern Europe. The previously selected students will present case studies related to the topic: migrations to and from CEE and ethnic minorities in the region and their implications for the good neighbourly relations between the CEE countries.

SESSION 15 (LIVE IN-PERSON)

FINAL EXAM: essay type questions- 1 obligatory and 1 optional out of 3 offered

BIBLIOGRAPHY

Compulsory

- Adam Fagan and Petr Kopecky. (2020). *Routledge handbook of East European politics*. Routledge. ISBN 9780367500092 (Digital)
(e-book)

EVALUATION CRITERIA

The students will prepare for class with readings and assignments and participate in class debates where arguments express different points of view on an important question. Participation does not mean class attendance (mere presence in the classroom). Each student will write one short paper (5 pages) related to topics from the course syllabus.

Your final grade in the course will weighted in the following way:

Criteria	Percentage	Comments
Class Participation	10 %	
In-class presentation	25 %	
Short paper	25 %	
Examen Final	40 %	

A. 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.

B. IN - CLASS ASSIGNMENTS

During the course the students will prepare presentations on the topics given in previous class. The presentations are going to be concise summaries, case studies, 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, 10, and 16 (inclusive and equitable quality education, 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 ?slearning 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 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

Each student has 4 chances to pass any given course distributed in two consecutive academic years (regular period and June/July period).

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 next academic year).

Grading for retakes will be subject to the following rules:

- Students failing the course in the first regular period will have to do a retake in July (except those not complying with the attendance rules, which are banned from this possibility).
- Dates and location of the June/July retakes will be posted in advance and will not be changed. Please take this into consideration when planning your summer.
- The maximum grade that a student may obtain in any type of retake will be 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 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: **NIKOLINA ZIDEK**

E-mail: nzidek@faculty.ie.edu

Nikolina Židek is an Adjunct Professor at IE School of Global and Public Affairs since January 2016. She is also a 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, Argentina.

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 Ph.D. in political science from the Complutense University in Madrid and a Masters's degree in International Studies from the Diplomatic School of Madrid in cooperation with the Complutense University. She wrote her Ph.D. thesis on Transitional justice and EU enlargement to Croatia and Serbia. Before entering 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 processes of democratization.

OTHER INFORMATION

Office hours: according to the course schedule (an hour before or after class or by appointment - face to face or through Skype or Zoom)

Contact details: nzidek@faculty.ie.edu

THE POLITICS OF SEX AND SEXUALITY

IE University

Professor: **EVANGELOS LIARAS**

E-mail: eliaras@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 3.0

Language: English

PREREQUISITES

None

SUBJECT DESCRIPTION

This course is not primarily about gender; it about sex: as an aspect of the human body, a physical act, or social phenomenon. Sex belongs par excellence to the private sphere. But, to quote the feminist essayist Carol Hanisch, the personal is political. The course will explore how different societies approach and regulate sex, sexuality, sexual health, fertility, sex education, and sex work. Students will present and discuss readings drawn from various disciplines: medicine, sociology, anthropology, history, law, economics, and political science.

OBJECTIVES AND SKILLS

1. Introduce basic concepts from gender and sexuality studies.
2. Knowledgeably debate about public policies on sexuality.
3. Develop research skills for future work in this area.

METHODOLOGY

Students are expected to complete all readings assigned each week (except the first week) prior to coming to class in order to participate in a fruitful discussion.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	13.33 %	10 hours
Discussions	13.33 %	10 hours
Exercises	13.33 %	10 hours
Group work	6.67 %	5 hours
Other individual studying	53.33 %	40 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Is sex political?

Other / Complementary Documentation: Leviticus 18 (s-c)

Article: The personal is political (Introduction, January 2006) (CED)

Article: Defining and Regulating the Boundaries of Sex and Sexuality (Medical Law Review, 27(4), pp. 541-522) (CED)

SESSIONS 3 - 4 (LIVE IN-PERSON)

Queer sex

Article: British colonialism and the criminalization of homosexuality (Cambridge Review of International Affairs, 27 (2). pp. 268-288) (CED)

Other / Complementary Documentation: Glossary of terms (HRC)

Article: Mental health effects of same-sex marriage legalization (Health Economics. 2022;31:42–56) (CED)

Article: Transing and transpassing across sex-gender walls in Iran (Women's Studies Quarterly; Fall 2008; 36, 3/4; Research Library) (CED)

Article: Did Bioethics Matter? A History of Autonomy, Consent, and Intersex Genital Surgery (Medical Law Review, Vol. 0, No. 0, pp. 1–17) (CED)

SESSIONS 5 - 6 (LIVE IN-PERSON)

Sexual violence

Book Chapters: Sex offender typologies (Chapter 3, SMART) (CED)

Article: Should international relations consider rape a weapon of war? (Politics & Gender, 6 (2010), 343–371) (CED)

Article: Finding the balance: intoxication and consent (Liverpool Law Review (2019) 40:49–64) (CED)

Article: Women's Sexual Victimization Experiences as a Function of Alcohol Consumption (Psychology of Violence, American Psychological Association 2016, Vol. 6, No. 2, 271–279) (CED)

Article: The sexual victimization of men in America (June 2014, Vol 104, No. 6; American Journal of Public Health) (CED)

SESSIONS 7 - 8 (LIVE IN-PERSON)

Sexual health

Other / Complementary Documentation: Sexually transmitted diseases (CDC)

Working Paper: Global health sector strategy on sexually transmitted infections 2016-2021 (WHO)

Article: Sexually transmitted infections and female reproductive health (Nature Microbiology, VOL 7, August 2022) (CED)

Article: Sexual minorities, human rights, and public health strategies in Africa (African Affairs, April 2012, Vol. 111, No. 443 (April 2012), pp. 223-243) (CED)

SESSIONS 9 - 10 (LIVE IN-PERSON)

Reproductive rights

Article: Abortion rights as human rights (Social & Legal Studies 2016, Vol. 25(6) 765-782) (CED)

Article: The left turn and abortion politics in Latin America (Social Politics 2017 Volume 24 Number 4) (CED)

Article: Access to fertility treatment by gays, lesbians, and unmarried persons (Fertility and Sterility, Vol. 92, No. 4, October 2009) (CED)

Article: Transnational Surrogacy and International Human Rights Law (ILSA Journal of International & Comparative Law, Vol. 18:2) (CED)

SESSIONS 11 - 12 (LIVE IN-PERSON)

Selling sex

Article: The labyrinth of sex work regulations (The Euroculturur)

Article: Disability Rights Meet Sex Workers' Rights (Sexuality Research and Social Policy (2019) 16:214–226) (CED)

Article: Blinded by Beauty? Physical Attractiveness and Candidate Selection in the U.S. House of Representatives (Social Science Quarterly, Volume 96, Number 2, June 2015) (CED)

Technical note: The right look: Conservative politicians look better and voters reward it (Journal of Public Economics 146 (2017) 79–86) (CED)

SESSIONS 13 - 14 (LIVE IN-PERSON)

Sex education

Article: The wartime posters that tried to shame soldiers away from STDs (Atlas Obscura)

Article: Abstinence-only until marriage (Journal of Adolescent Health 61 (2017) 273-280) (CED)

Article: Sex education in modern and contemporary China (International Journal of Educational Development 29 (2009) 532–541) (CED)

Article: Relationships and sex education in the age of anti-gender movements: what challenges for democracy? (Sex Education 2022, Vol. 22, No. 4, 481–495) (CED)

SESSION 15 (LIVE IN-PERSON)

FINAL EXAMINATION

EVALUATION CRITERIA

The final grade will be calculated according to the following components:

Criteria	Percentage	Comments
Class Participation	20 %	
Individual Presentation	20 %	
Research Paper	40 %	
Final Exam	20 %	

Participation will be evaluated in terms of active listening, making relevant interventions during class discussions, demonstrating understanding of the readings, respecting classmates, and not disrupting the class. Students will be asked to volunteer for short presentations of readings. The final exam will be closed book. The research paper (8-10 double-spaced pages including the bibliography, approximately 2000-2500 words) can be on any topic relevant to the course subject to approval by the professor. The paper will be due at the end of the semester. Extensions will be granted only for extraordinary circumstances by notifying the instructor well in advance. Otherwise, late homework will be penalized by a full grade for every day past the due date.

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 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) 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/>

THIRD CALL RETAKE POLICY

Any student in their third call of a course, also known as a "Retaker", is obliged to observe the following rules:

- Third call students must contact their professors before or during the first session to ask which work and or *sessions will be required to obtain a passing grade. The professor will determine which work will be required in their course.
 - *(e.g. when presenting group work, sitting for examinations or other work done in class)
- Retakers are exempt from failing the call due to absences; however, they are not exempt from work the professor designates as necessary to obtain a passing grade. This means some sessions may be mandatory to attend in order to complete the work within.
- Students in their third call are responsible for managing the conflicts in their schedule, should students need advice on how to manage their conflicts they should visit the program office.

EXTRAORDINARY EXAMINATION 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: **EVANGELOS LIARAS**

E-mail: eliaras@faculty.ie.edu

Evangelos Liaras earned a BA in history from Harvard and MS and PhD in political science from MIT. Before joining IE he held fellowships in the United Kingdom (Chatham House), Spain (CEPC), the United States (George Washington University), Turkey (Koç University), and worked for the OSCE mission in Bosnia and Herzegovina.

OTHER INFORMATION

Please e-mail me (eliaras@faculty.ie.edu) to schedule an appointment.

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.

THE PRACTICE OF CONFLICT RESOLUTION

IE University

Professor: **JOSE LUIS HERRERO ANSOLA**

E-mail: jherreroa@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2^o

Category: OPTIONAL

Number of credits: 6.0

Language: English

PREREQUISITES

Students should possess a basic knowledge of international relations theory and be acquainted with the structure and functioning of the United Nations Organisation. Additionally, students should follow the news on current major conflicts in the world, specially those that may affect their country.

SUBJECT DESCRIPTION

Since the end of the Cold War, conflict prevention and resolution have become a permanent item at the top of the international agenda, attracting increasing attention and resources from governmental, intergovernmental and non-governmental structures, as well as from the academic and research community. A vast body of theory has been developed, yet reality seems to indicate that its effectiveness is very limited when it comes to implementation.

Intergovernmental organizations, the United Nations in particular but also regional organizations, and individual governments have put in place large structures and legal frameworks, and dedicated huge financial resources to the prevention and resolution of violent or potentially violent conflicts. Yet, violent conflicts continue to be a permanent feature in the contemporary world. The Ukraine crisis is now precipitating even more difficult and frightening challenges. It may even do away with most of what was built over the past decades and open a totally new scenario.

Within this context, the course will first review the main theoretical frameworks and terminology used in the field of conflict resolution and, second, present the existing institutional mechanisms and legal framework. It will then use concrete cases to critically assess their functioning and effectiveness.

Conflict situations, be they local, regional or global, are never exempt from geopolitical determinants. The course will attempt to look ahead to potential future scenarios within the new, emerging global geopolitical architecture.

OBJECTIVES AND SKILLS

Students will become familiar with the main concepts and models of contemporary conflict resolution theory. They will, as well, become aware of the impact of theory in the real world during the past decades, and of its shortfalls, contradictions and limitations. They will incorporate the vocabulary used in this field to their analytical skills and be able to apply it to other domains of international relations.

A summary overview of current armed conflicts in the world and trends in organized violence over the past decades will be presented and discussed, in order to set the global context before addressing specific conflict cases.

Students will acquire an understanding of conflict dynamics, of their complexity and potential intractability. They will, as well, understand the tools used by the "international community" as represented by the United Nations and regional organizations, for addressing conflict situations, and the history and instruments of international third party intervention. The course will dedicate particular attention to the framework for conflict resolution under the United Nations Charter, and provide a critical view regarding its effectiveness, current relevance and prospects for the future. Peace operations and their evolution since their inception will be discussed, together with human rights and cosmopolitan democracy as responses to armed conflict.

The case of the Kosovo conflict and subsequent international intervention will be presented and discussed in detail, and will be used as an illustration of some of the most relevant tools that have been used for conflict resolution in complex situations. The Kosovo case is at the core of the debate on the legal use of force, and constitutes one of the most relevant examples of state building under international auspices.

The Ukraine crisis will also be addressed as its impact is altering the foundations of international dynamics in most dimensions, most importantly concerning international peace and security. The sessions dedicated to Ukraine will first recapitulate the main events and developments leading to the situation at the time of the course and, second, discuss the events from the perspective of the conflict in the Ukraine itself, and from the perspective of its repercussions in the international system.

Through group presentations, students will acquire detailed knowledge of at least one current or recent conflict, and will be exposed to a number of additional cases presented by their peers. They will examine their complexities, their geopolitical implications and their impact on politics and the economy.

Finally, the course aims at providing some insights and illustrations of the actual functioning of international organizations, and of career development in this environment, thus contributing to the professional orientation of students.

METHODOLOGY

The textbook of the course is *Contemporary Conflict Resolution*, Ramsbotham, Woodhouse, Miall, 2016.

The first part of the course will be dedicated to the theory and terminology of conflict resolution, using chapters 1 to 4 of *Contemporary Conflict Resolution*, and Johan Galtung's article *Cultural Violence* (1990). Students should read the materials prior to the class and be ready to contribute to the discussions.

The second part will be dedicated to conflict resolution in practice, and discuss the different responses to armed conflict following the sequence presented in *Contemporary Conflict Resolution* (chapters 5 to 11). Specific conflict situations will be used to illustrate the responses presented in the textbook. Discussions will be aimed at developing the students' analytical capacity and their individual critical views on the often controversial issues addressed.

Students will be exposed directly to official documents, in particular the United Nations Charter and selected UN Security Council and General Assembly resolutions.

In addition to the course readings, students must conduct their individual research on the themes of their choice and develop a curious, inquisitive attitude vis-à-vis the issues addressed. Frequent consultation of media outlets and think tanks' websites reflecting a plurality of viewpoints is strongly encouraged. In particular, regular reading of opinions emanating from diverse geographical and political origins is crucial for developing an understanding of the often contradictory interpretations of events involved in conflict situations. Thus, students are advised to regularly consult a broad selection of outlets presenting views from political leaders and commentators from assorted geographical areas and countries.

In a number of sessions, a short time will be dedicated to taking stock and discussing current developments effecting international peace and security.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	40.0 %	60 hours
Discussions	13.33 %	20 hours
Exercises	36.67 %	55 hours
Group work	10.0 %	15 hours
Other individual studying	0.0 %	0 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction to the field and to the course.

SESSION 2 (LIVE IN-PERSON)

Definitions and typologies (1)

Book Chapters: Contemporary Conflict Resolution (Chapters 1 and 2) (See Bibliography)

In addition to reading the book chapters, students should visit the Uppsala University Conflict Data Program webpage and get acquainted with the terms presented in: <https://www.pcr.uu.se/research/ucdp/definitions/>

SESSION 3 (LIVE IN-PERSON)

Definitions and typologies (2)

SESSION 4 (LIVE IN-PERSON)

Theoretical models (1): Johan Galtung's models of conflict, violence and peace.

Article: Cultural Violence (Journal of Peace Research, vol. 27. no. 3, 1990. pp. 291-305) (CED)

This session will be dedicated to discussing Galtung's article Cultural Violence.

SESSION 5 (LIVE IN-PERSON)

Theoretical models (2)

Escalation and de-escalation - Hourglass model

Book Chapters: Contemporary Conflict Resolution (Chapter 2) (See Bibliography)

SESSION 6 (LIVE IN-PERSON)

Overview of conflicts in the world (1)

Article: Organized violence 1989-2021 and drone warfare (Journal of Peace Research 2022, Vol.

59(4) 593–610) (CED)

SESSION 7 (LIVE IN-PERSON)

Overview of conflicts in the world (2)

Article: Organized violence 1989-2021 and drone warfare (Journal of Peace Research 2022, Vol. 59(4) 593–610) (CED)

SESSION 8 (LIVE IN-PERSON)

Third Party intervention: actors and tools (1)

The UN System and the UN Charter - The use of force under international law

Other / Complementary Documentation: UN Charter (Chapters I, VI and VII) (United Nations)

SESSION 9 (LIVE IN-PERSON)

Third Party intervention: actors and tools (2)

The UN System and the UN Charter - The use of force under international law

SESSION 10 (LIVE IN-PERSON)

Third Party intervention: actors and tools (3)

Regional organizations

Other / Complementary Documentation: UN Charter (Chapter VIII) (United Nations)

SESSION 11 (LIVE IN-PERSON)

Third Party intervention: actors and tools (4)

International Criminal Justice

Other / Complementary Documentation: Rome Statute of the International Criminal Court (Part 2) (ICC)

SESSION 12 (LIVE IN-PERSON)

Midterm Exam

SESSION 13 (LIVE IN-PERSON)

Prevention and Peacekeeping (1)

Book Chapters: Contemporary Conflict Resolution (Chapter 5 and 6) (See Bibliography)

SESSION 14 (LIVE IN-PERSON)

Prevention and Peacekeeping (2)

Book Chapters: Contemporary Conflict Resolution (Chapter 5 and 6) (See Bibliography)

SESSION 15 (LIVE IN-PERSON)

Peacemaking and Postwar Reconstruction (1)

Book Chapters: Contemporary Conflict Resolution (Chapters 7 and 8) (See Bibliography)

SESSION 16 (LIVE IN-PERSON)

Peacemaking and Postwar Reconstruction (2)

Book Chapters: Contemporary Conflict Resolution (Chapters 7 and 8) (See Bibliography)

SESSION 17 (LIVE IN-PERSON)

Peacebuilding and Reconciliation (1)

Book Chapters: Contemporary Conflict Resolution (Chapters 9 and 10) (See Bibliography)

SESSION 18 (LIVE IN-PERSON)

Peacebuilding and Reconciliation (2)

Book Chapters: Contemporary Conflict Resolution (Chapters 9 and 10) (See Bibliography)

SESSION 19 (LIVE IN-PERSON)

Case discussion: Kosovo (1)

Book Chapters: Postconflict Development, Meeting New Challenges (Chapter 3: Building State Institutions) (See Bibliography)

Other / Complementary Documentation: Security Council Resolution 1244 (UN)

SESSION 20 (LIVE IN-PERSON)

Case discussion: Kosovo (2)

SESSION 21 (LIVE IN-PERSON)

Case presentations

SESSION 22 (LIVE IN-PERSON)

Case presentations

SESSION 23 (LIVE IN-PERSON)

Case discussion: Ukraine (1)

Materials will be circulated prior to the sessions.

SESSION 24 (LIVE IN-PERSON)

Case discussion: Ukraine (2)

SESSION 25 (LIVE IN-PERSON)

Case presentations

SESSION 26 (LIVE IN-PERSON)

Case presentations

SESSION 27 (LIVE IN-PERSON)

Cosmopolitan Conflict Resolution

Book Chapters: Contemporary Conflict Resolution (Chapters 11 and 20) (See Bibliography)

SESSION 28 (LIVE IN-PERSON)

Wrap up

SESSIONS 29 - 30 (LIVE IN-PERSON)

Final Exam

BIBLIOGRAPHY

Compulsory

- Olivier Ramsbotham, Tom Woodhouse, Hugh Miall. (2016). *Contemporary Conflict Resolution*. Fourth Edition. Polity. ISBN 9780745687223 (Printed)

Text book to be used throughout the course

Recommended

- Jose Luis Herrero. (2005). *Postconflict development : meeting new challenges*. Lynne Rienner Publishers. ISBN 9781626371651 (Digital)

EVALUATION CRITERIA

The evaluation will be based on four elements:

- 1. Final exam:** essay type exam to be written within 3 hours, with all materials available (books, notes, internet). It will contain one question only, of a disertative nature. Sound arguments based on the course, relevant factual information and quotes, as well as clarity in the presentation and a clear structure of the essay will be relevant.
- 2. Group presentation:** a case of a contemporary conflict will be presented by a group students, following the Conflict guide presented in class and commented by their peers.
- 3. Class participation:** face to face classes will often take the form of a discussion, based on the readings for that session. Students are also encouraged to follow current news related to the course (from a variety of media outlets representing a plurality of national and ideological views) and be ready to discuss them in class.
- 4. Short individual writtten assignment** (by the middle of the course) addressing a specific aspect of the topics presented and discussed in class.

Criteria	Percentage	Comments
Class Participation	5 %	Oral and forum contributions
Intermediate Tests	25 %	Individual written assignment
Group Presentation	20 %	

Final Exam	50 %	
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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: **JOSE LUIS HERRERO ANSOLA**

E-mail: jherreroa@faculty.ie.edu

Jose Luis Herrero has a Master in Public Administration from Harvard University and a Master in Political Science and Sociology from the Universidad Complutense de Madrid. He was Head of the Council of Europe offices in Morocco and the Republic of Moldova, Head of Mission of the Organisation for Security and Cooperation in Europe in Northern Macedonia and Azerbaijan, and Director of the Spanish think tank FRIDE. Previously, he worked in the United Nations in the areas of political and civil affairs, and human rights.

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. If connecting remotely, leave video feed on at all times.
4. 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).
5. 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".

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: the first time you are asked to leave the classroom it will be counted as an absence. If it happens a second time, it will be counted as 3 absences, and an Academic Review Panel will be consulted to discuss other possible sanctions, up to an including possible failing of course and in extreme cases expulsion from program.



INTERNSHIP

IE University

Professor: **ANDREW BERTOLI**

E-mail: abertoli@faculty.ie.edu

Academic year: 23-24

Degree course: FOURTH

Semester: 2nd

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 4th year, the internship could not continue after the 30th 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 6ECTS 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

SESSION 2

SESSION 3

SESSION 4

SESSION 5

SESSION 6

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SESSION 8

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SESSION 15

SESSION 16

SESSION 17

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SESSION 90

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

OTHER INFORMATION

If you wish to contact me or arrange a meeting use my email address abertoli@faculty.ie.edu