

IE-HUMANITIES

IE University

Professor: **MIGUEL LARRAÑAGA**

E-mail: mlarranaga@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2º

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

No prerequisites.

SUBJECT DESCRIPTION

With a really practical and experiential vocation, and in line with the spirit of the Applied Humanities, this course is organized around the key questions that Archaeology asks about the Past and details the theoretical and methodological ways in which answers to those questions are sought. All the questions and answers that are posed in the course about the Past through Archeology, can be applied to the Present.

The course is a general introduction to Archaeology and will be organized in different topics related to the archaeological methodology and the main aspects of human existence: daily life, society, economy, death, war, landscape and human settlement.

VERY IMPORTANT INFORMATION: As we have mentioned, this course wants to be eminently practical. For that reason, the topics will be studied through trips to different archaeological sites. For this reason, some of the sessions that were to be held during the week and in the classroom will be concentrated on some Saturdays, either only in the morning or throughout the day. Attending the trips is mandatory for all students enrolled in the course.

OBJECTIVES AND SKILLS

- Development of analytical, critical, and creative thinking.
- Comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

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.

Trips to different archaeological places will be mandatory. These trips will be held on Saturdays and they will replace some classroom sessions. The course will include also a practical approach to the basics of the Archaeology methodological work. Besides, both lecturing and discussion related to the trips and Archaeological methodology will be important components of the course.

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	20.0 %	30 hours
Group work	20.0 %	30 hours
Other individual studying	20.0 %	30 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

This session will deal first with the concept and importance of Humanities. Besides, we will explore what ideas are most commonly associated with the Archaeology, the history of archaeological research, and we will limit the scope and means of the present course.

Archaeological methodology: Material evidences and sources.

Reading. Top 10 discoveries of 2020 (Archaeology Magazine): <https://www.archaeology.org/issues/406-2101/features/9263-top-10-discoveries-of-2020>

SESSIONS 3 - 4 (LIVE IN-PERSON)

Prospection and excavation of archaeological sites. Dating methods and chronology. Drawing & cataloging archaeological materials: Practice with the IEU Archaeology Unit.

Archaeology of society and Power. How were societies organized? Medieval examples: From primitive communities to Feudal hierarchical villages, 5th-11th C. The Mena valley, North of Burgos (Spain).

Reading. Wharran Percy, medieval village (English Heritage): <https://www.english-heritage.org.uk/visit/places/wharram-percy-deserted-medieval-village/>

SESSION 5 (LIVE IN-PERSON)

Sessions 5, 6, 7 and 8 will be concentrated and moved to Saturday (exact date to be set): Mandatory trip to the archaeological site of Tiermes (Soria).

SESSIONS 6 - 8 (LIVE IN-PERSON)

Sessions 5, 6, 7 and 8 will be concentrated and moved to Saturday (exact date to be set): Mandatory trip to the archaeological site of Tiermes (Soria).

SESSIONS 9 - 14 (LIVE IN-PERSON)

Industrial archaeology. Landscape Archaeology. Sessions 9, 10, 11, 12, 13 and 14 will be concentrated and moved to Saturday, February 22: Mandatory trip to North Castile. The "Canal de Castilla" (18thC) and the Roman villa of La Olmeda (Palencia).

SESSIONS 15 - 16 (LIVE ONLINE)

Sessions 15 & 16 (exact date to be set): Mid-term exam. Written individual essay.

SESSIONS 17 - 18 (LIVE IN-PERSON)

Daily life and war archaeology. In Ancient World, defensive systems and weapons were part of daily life, as were domestic technology, pottery, clothing, or food. Sessions 17, 18, 19 and 20 will be concentrated and moved to Saturday, March 28: Mandatory trip to the city of Ávila and the archaeological site of Las Cogotas (province of Ávila).

Reading. Inside a Medieval Gaelic castle (Archaeology Magazine): <https://www.archaeology.org/issues/371-2003/features/8423-ireland-lough-key-medieval-castle>

SESSIONS 19 - 20 (LIVE IN-PERSON)

Daily life and war archaeology. In Ancient World, defensive systems and weapons were part of daily life, as were domestic technology, pottery, clothing, or food. Sessions 17, 18, 19 and 20 will be concentrated and moved to Saturday, March 28: Mandatory trip to the city of Ávila and the archaeological site of Las Cogotas (province of Ávila).

Reading: Inside a Medieval Gaelic castle (Archaeology Magazine): <https://www.archaeology.org/issues/371-2003/features/8423-ireland-lough-key-medieval-castle>

SESSIONS 21 - 22 (LIVE IN-PERSON)

Archaeology of economy and trade, religion and death. Production, distribution, consumption, money. The evolution of the Mediterranean economy and trade in the Antiquity. A trip throughout time and art: From ancient Egypt to the Middle Ages.

Sessions 21, 22, 23 and 24 will be concentrated and moved to Friday afternoon-evening (exact date to be set). Mandatory visit to Museo Arqueológico Nacional, Madrid.

Reading. The Ancient pursuit of wellness (Archaeology Magazine): <https://www.archaeology.org/issues/437-2109/features/9899-ancient-wellness>

SESSIONS 23 - 24 (LIVE IN-PERSON)

Archaeology of economy and trade, religion and death. Production, distribution, consumption, money. The evolution of the Mediterranean economy and trade in the Antiquity. A trip throughout time and art: From ancient Egypt to the Middle Ages.

Sessions 21, 22, 23 and 24 will be concentrated and moved to Friday afternoon-evening (exact date to be set). Mandatory visit to Museo Arqueológico Nacional, Madrid.

The Ancient pursuit of wellness (Archaeology Magazine): <https://www.archaeology.org/issues/437-2109/features/9899-ancient-wellness>

SESSIONS 25 - 26 (LIVE IN-PERSON)

Archaeology of Architecture. Sessions 25 and 26 will take place during a guided tour in the campus of IE University in Segovia: 800 years of evolution of a historical building.

SESSION 27 (LIVE IN-PERSON)

Applied Archaeology. Selecting human settlement (National Geographic): <https://www.nationalgeographic.org/activity/selecting-settlement-sites/>

Archaeology and sustainable development. Heritage and economic development: International reference models.

SESSION 28 (LIVE IN-PERSON)

Applied Archaeology. Selecting human settlement (National Geographic): <https://www.nationalgeographic.org/activity/selecting-settlement-sites/>

Archaeology and sustainable development. Heritage and economic development: International reference models.

SESSION 29 (LIVE ONLINE)

Final examination: Written individual essay.

SESSION 30 (LIVE ONLINE)

Final examination: Written individual essay.

BIBLIOGRAPHY

Recommended

- Renfrew, Colin & Bahn, Paul. (1996). *Archaeology: Theories, Methods and Practice*. 2nd. Thames & Hudson, London. ISBN 0500278679 (Digital)

A complete introduction to modern Archaeology

EVALUATION CRITERIA

Evaluation will be based on the combination of the following elements: Midterm and final exams; class participation; and individual work.

Criteria	Percentage	Comments
Final Exam	30 %	Essay
Intermediate Tests	20 %	Midterm exam: Essay
Class Participation	20 %	Group work

Individual Work	30 %	Readings
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The midterm and final evaluations will be individual essays.

A) About the Spanish grading system, which is the one used at IE:

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.)

B) About the retake policy:

Retake Policies: Students have four opportunities to pass a course distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

- Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).

- Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students.

- The maximum grade a student can obtain in the second exam session is 8 out of 10.

Please add the information about what your retake will consist on. A common practice is to ask the students to submit all the work they did not turn in or failed during the course, but feel free to do something different if preferred.

C) About the 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.

IE IMPACT

This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge.

IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

PROFESSOR BIO

Professor: **MIGUEL LARRAÑAGA**

E-mail: mlarranaga@faculty.ie.edu

St Sebastian, Spain, 1961. Profesor Larrañaga is a specialist in the social and cultural History of the European Middle Ages. Since his doctorate in 1994, he has been a university professor and researcher in Spain (Alcalá; Consejo Superior de Investigaciones Científicas), and visiting professor in Germany (Münster), USA (Minnesota), and UK (Oxford). Currently he is Vice-Rector and professor of IE University, director of the IEU Antiquity & Middle Ages Research Center, professor of Stanford University, member of the advisory board of the "Journal of Medieval Iberian Studies" (USA), and member of CARMEN (acronym for the Co-operative for the Advancement of Research through a Medieval European Network).

His interest in the Middle Ages began during his undergraduate studies of Philosophy in Madrid. After a specialization in Paleography he dedicated his doctoral thesis to the transformations of Medieval society during the 14th and 15th centuries. All his academic and research career has been focused on that historical period, on which he has published a number of scientific articles and books. His last books are: "Palabra, Imagen, Poder: Enseñar el Orden en la Edad Media" (2015); "Art and History in the convent of Santa Cruz la Real of Segovia" (2018).

OTHER INFORMATION

Office hours: Daily, under appointment.

Email: miguel.larranaga@ie.edu

IE-HUMANITIES

IE University

Professor: **REGINA LLAMAS**

E-mail: rllamas@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

Culture, History, and Commerce in Pre-Modern China

This class will provide a broad introduction to Chinese history from the beginning of written history to contemporary times. We will explore the dominant themes in the formation of Chinese culture and how these were formed, endured, evolved or disappeared over time. We will look at early Chinese thinkers and their ideas of government, the examination system and power distribution, the formation of its laws, foreign relations, commerce and its taboos, the introduction and incorporation of Buddhism, society and familial relations, and the vast continuing large culture of entertainment (performance, poetry and novels). From each unit, we will select a specific topic to compare with the present moment for what it can tell us about how certain issues inherent to the Chinese tradition evolve over time, and more recently, how they make headway in an increasingly competitive contemporary world.

OBJECTIVES AND SKILLS

In this class you will further develop:

In this class you will further develop:

Analytical, critical, and creative thinking skills.

Comprehensive reading of complex texts.

Writing and argumentation.

Research and information competence.

Sensitivity to other cultures and human experiences.

By the end of this class, you should have a general idea of the history and culture of China. You will have learnt about some of the main historical events and the people participating in them, you will know some of the most important thinkers and the relevance of their ideas in Chinese society. You will have a grasp of the institutional and social functioning of Chinese society, and their relations with the outside world. You will have read some of the most important pieces of literature and seen some of its most extraordinary works of art. And finally, you will get a glimpse of how history can be interpreted from various viewpoints. In short, it is an overview that will give you some basic yet fundamental tools to learn about and to keep on exploring Chinese culture.

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.

Classes are a mixture of lectures, reading and writing, short videos or movies, discussions on the readings and presentations. Every class will have a presentation by a group of students, so that we do not have to present altogether at the end of the term. The presentations will be based on simple research carried out by the students each week and pertinent to that week's class.

Please come to class prepared. This means that before you come to class, you should read your assignments from *The Cambridge History of China* and any additional reading you may have. The book will serve as support to our class. It will help you organize information.

Required Textbook: Patricia Buckley Ebrey, *The Cambridge Illustrated History of China*, 2nd ed. (Cambridge UP, 2010). This is a great textbook and it will help you go back to things we have discussed in class and remember some of the names mentioned. It has all the basic information you need. It also has wonderful images that will help you better understand Chinese material culture.

http://static-library.ie.edu.s3-eu-west-1.amazonaws.com/ie.idm.oclc.org/ScanQuar/THE_CAMBRIDGE_ILLUSTRATED_HISTORY_OF_CHINA_913108173.pdf

I will also provide materials over announcements. **So please look at your Announcements.**

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	16.67 %	25 hours
Discussions	10.0 %	15 hours
Exercises	33.33 %	50 hours
Group work	6.67 %	10 hours
Other individual studying	33.33 %	50 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

China: Introduction and Historical Concepts

This section will introduce the course. I will explain briefly how to pronounce Chinese names. We will also look at a map of China and see how familiar we are with its geography and political borders. We will discuss the dominant narrative model used in Chinese history which emphasizes the importance of the dynastic cycle--that Chinese history is a collection of dynasties ruled by a series of emperors (and imperial families), that can be traced back five thousand years. We tend to discuss "China" as if it were a continuous political entity within one geographical space, while downplaying the contribution of other peoples, their culture and governing models. While in this class I have adopted a chronological approach, for clarity and simplicity's sake, we will see that what we now call "China" was and is an evolving, non-politically uniform entity, but ethnically and culturally very diverse.

Other / Complementary Documentation: The Cambridge Illustrated History of China

Practical Case: Blank Map of China

SESSION 3 (LIVE ONLINE)

Since this is a short class, I will explain how the class works: organization, mode of communication, readings, short written assignments, midterm papers and exams. I will also explain your short assignment for lesson four. These assignments should be fun and informative

SESSION 4 (ASYNCHRONOUS)

CHOOSE ONE

Here are a few short documents on contemporary China. I have chosen them on different topics, since your interests may differ. Please **CHOOSE ONE TOPIC** and read it/watch it carefully.

In two paragraphs of 300 words each, explain to me:

- 1. What did you know about China before you came to class.**
- 2. On the basis of the article you have chosen, explain what you find interesting/important about this topic and why do you think learning about China (past and present) matters.**

a) **Education:** Look at the very short documentary in Kanopy (you will have to sign in through the library: <https://ielib.kanopy.com/video/under-same-sky>) called Under the Same Sky, by Yoyo Li, and read about the current crackdown on tutoring here <https://www.theguardian.com/world/2021/aug/03/chinas-crackdown-on-tutoring-leaves-parents-with-new-problems>

b) **Youth:** Listen to Karoline Kan in WBUR presenting her book, and how her experience growing up contrasts with Liu Xinting's article. <https://www.wbur.org/hereandnow/2019/03/14/under-red-skies-karoline-kan> Liu Xinting, "Why are Contemporary Youth Increasingly Unhappy?" <https://www.readingthechinadream.com/liu-xinting-contemporary-youth.html>

c) **Gender Issues:** Women in China: What do these two pieces of information have in common— Han Zhang's article on a recent court ruling: #MeToo and how single women are perceived in China: "How a Sexual-Harassment Suit May Test the Reach of #MeToo in China" and watch https://www.youtube.com/watch?v=4mCVS20gj_8 on single or "leftover" women.

d) **Society:** Read this very interesting article on how China's rise has influenced Chinese ideas on China in the world. <https://www.thewirechina.com/2021/08/08/chinas-new-nationalism/> Please compare with this propaganda video from the Government's TV channel CGNT: <https://www.youtube.com/watch?v=nKd8pasRMKk>

e) **Identity and Politics:** This is a very interesting piece on a student who went to the US to study, remained for a period of time working there and returned to China. Once back, she understood that politics and identity in China dangerously conflate. Connie Mei Pickart <https://supchina.com/2019/12/19/nationalism-ruined-my-chinese-friendships/>

f) **Technology:** Jack Ma is the founder of Alibaba and Ant. Last year China started cracking down on tech firms. It all began with Jack Ma's Ant Group: <https://www.youtube.com/watch?v=gIDfJOMr4C4> and <https://www.youtube.com/watch?v=Bmsz3Jn8z2Q> Why China is cracking down on technology? <https://www.bloomberg.com/news/newsletters/2021-07-31/why-china-is-cracking-down-on-its-technology-giants-new-economy-saturday>

g) **Food:** Watch one (or two if you like it) of the episodes of the following documentary **A Bite of China** (2 better) <https://www.youtube.com/watch?v=AizamOIZijs> and <https://www.youtube.com/watch?v=B8ITWruUaQc> and read "Tasting a Good Life" by Rui Kunze, <https://journals.openedition.org/chinaperspectives/7674> where she discusses how Chinese state sponsored documentaries present the understanding of traditional culinary culture as a way of perceiving and pursuing happiness.

Video: a) Under the Same Sky

Article: a) China's Crackdown on Tutoring Leaves Parents with New Problems

Podcast: b) Karoline Kan Under the Red Skies

Article: b) Liu Xinting, "Why are Contemporary Youth Increasingly Unhappy?"

Article: c) Han Zhang "How a Sexual-Harassment Suit May Test the Reach of #MeToo in China"

Video: c) Leftover Women

Article: d) "China's New Nationalism"

Video: d) What are today's Chinese Youth Really Like?

Article: e) Nationalism Ruined My Chinese Friendships

Video: f) "How China Lost Patience with Its Loudest Billionaire"

Video: f) What happened to China's Superstar Entrepreneur Jack Ma?

Article: f) The Real Reason China Is Cracking Down on Its Tech Giants

Video: g) A Bite of China (1)

Video: g) A Bite of China (2)

Article: g) Tasting a Good Life

SESSIONS 5 - 6 (LIVE IN-PERSON)

Technology and Thought

In this class we will look at the early structure of power and the formation of the idea of merit as well kinship in power succession. We will look at the importance of ancestor worship and the continuity of this practice. We will look at early technological advances and the importance of writing and historical record. We will also discuss the appearance of a class of professional political advisors called Shi, the different schools of thought and their engagement with governance.

Reading: The Cambridge Illustrated History of China, Ch.1 and Ch. 2.

Presentation: What and how important is filial piety? What did Confucius say? Introduce the Singapore video <https://www.youtube.com/watch?v=ybxNkpS5q-g> to students in class and discuss the question above. See a little bit of this from the Washington post https://www.youtube.com/watch?v=w_ybkzHg6-E

Video: Filial Piety Singapore

SESSIONS 7 - 8 (LIVE IN-PERSON)

Empire Building and the Inroads of a New Religion

We will discuss the formation of the first Chinese empire and what ideas made it possible. We will also look at the second empire, how in the historical imagination it became a model for subsequent dynasties, and how it influenced China's idea of itself throughout history. As the Han dynasty opened a corridor to Central Asia and made possible commercial exchanges, it also allowed the influx of new religions that had an enormous impact in peoples beliefs, as well as in their everyday habits. In the second part of this class we will look at the effect Buddhism had on the Chinese conception of the world: on its ethics, ways of living (monasticism) and conceptions of the afterlife, but also on its art, household furniture, the size of houses, tax payments, and public works among other things.

Reading: The Cambridge Illustrated History of China, Ch.3 and Ch.4.

Presentation: The Silk Road and the New Silk Road(s). What was and is the contribution of merchants to the culture of the Silk Road?

SESSION 9 (ASYNCHRONOUS)

Short readings from Chinese Civilization: A Sourcebook. Short readings from Chinese Civilization: A Sourcebook. Please read the Confucian, Legalist, Daoist and Mencian (within Confucianism) texts and in no more than 600 words (one page and a half double spaced) discuss how these different schools compare in their ideals of the ruler and how he governs. Here are some questions you may consider, but use them as guidelines. You do NOT have to answer all of these questions: What are Confucius ideas of government? What do Confucians want from the ruler? How do Daoists differ and Legalists differ from Confucians in their mode of governing and what they want from the ruler? How would you fit Zhuangzi's story of Cook Ding (Daoists, p.30) into ideas of government and governing? Use your textbook chapter 2 (pp. 42-53) as context.

Article: Confucian Teachings

Article: Daoist Teachings

Article: Legalist Teachings

SESSIONS 10 - 11 (LIVE IN-PERSON)

From Cosmopolitanism to "This Culture of Ours"

In this class we will look at how China was, in fact, a multi-ethnic society for much of its early history. We will consider what this means for its politics, culture, commerce and religion. We will look at questions of social structure, political organization, cultural creativity and the influence all these aspect of Chinese culture had well beyond its borders. We will also discuss the traumatic An Lushan rebellion and its legacy, and the curious romantic story woven into this violent period of history. In the second part of this class, we will see how after the end of this brilliant cosmopolitan period, society turned inward to focus on strengthening and developing the local economy and social ties. The urban aristocracy vanished, and a new class of administrators educated in the classics and selected through an examination process took their place. Studying for these exams created shared Confucian values and a shared culture, and established a cultural bond among the officials employed to administer the country. This was also a period in China of great advances in agriculture, industry and the economy.

Reading: The Cambridge Illustrated History of China, Ch.5 and Ch.6.

Presentation: On Education. Compare the role of education in China in the past with modern times. Think about the benefits of becoming a graduate. Discuss the reason why Xi Jinping is currently clamping down on tutoring. See, for example, The Economist (David Rennie, Chaguan Columnist at The Economist) video: <https://www.youtube.com/watch?v=4CDPk6EV57U> and inform yourself through other media outlets such as The Wire China, SUP China, The New York Times, Bloomberg News, The WSJ, the Financial Times, Pengpai (or The Paper) if you can read Chinese, or any other newspaper/news outlet that is "trustworthy."

Video: "Chaguan" Columnist at The Economist

SESSIONS 12 - 13 (LIVE IN-PERSON)

Foreigners, Despotism and the Rise of Literacy

The history of continental East Asia (much of it is what we now call China) involves a multiplicity of kingdoms, some of which are considered part of Chinese history, others not. In this class we will discuss the various people that established their kingdoms in north and northwest of what is now the People's Republic of China. We will discuss their foundational myths, their contribution to Chinese culture, and discuss how they have been portrayed in Chinese history. The second part of the class, will discuss issues of ethnicity and its cultural tensions. And we will address once again the problems of securing power and imperial expansion in diplomacy and trade. We will also see how a rise in literacy affected society and in what specific ways: for example, the increasing interest in popular cultural forms.

Reading: The Cambridge Illustrated History of China, Ch.7 and Ch.8.

Presentation: Zheng He and his voyages to India and Africa. Explain who were Zheng He, Zhu Di and describe the voyages. Think beyond the political meaning of these voyages to how they were financed, their commercial value, and the ecological footprint of these ships. If you address these questions comparatively (Christopher Columbus) you may understand these voyages more in depth.

SESSION 14 (ASYNCHRONOUS)

Short paper on 6 issues due.

SESSION 15 (LIVE ONLINE)

In this class, we will discuss what issues you chose, and why you thought these were important in understanding Chinese history.

SESSIONS 16 - 17 (LIVE IN-PERSON)

Conquest, Imperialism, and the End of the Empire

In this class we will discuss the high and low points of Chinese civilization from the 17th century to almost the end of the 20th century. We will look at the expansion of the empire, extreme works of engineering, commerce and the economy, and the beginning of Western encroachment and the opium wars. As China became enmeshed in imperialist aspirations, it began to look inward, at what it needed to strengthen itself. This is one of the most interesting periods in Chinese modern history. We will look at the tensions created between past and present, the desire to move ahead with the world while trying to preserve Chinese identity.

Reading: The Cambridge Illustrated History of China, Ch.9 and Ch.10.

Presentation: Much has been written about the Opium War. This is also considered by China the height of the One Hundred Years of Humiliation, when Western Powers started to encroach on its land. There is a good documentary on this matter in kanopy: go to library.ie.edu—video on demand—kanopy— and watch A Century of Humiliation part 2, which begins about half way through. Particularly interesting are how different scholars and journalists look at the past history of China.

SESSIONS 18 - 19 (LIVE IN-PERSON)

Establishment of The Peoples Republic: Industrialization and Mismanagement

After the fall of the last dynasty, China started to experiment with many different form of government until finally, the People's Republic was established. We will briefly discuss the Sino-Japanese war, Mao's victory and the establishment of the People's Republic of China. Almost as soon as Mao entered Beijing, rectification campaigns began. Some were quite successful, but others were disastrous for the country. Two of these: The Great Leap Forward, Mao's ambitious attempt at industrializing the country in record time, and The Cultural Revolution, launched as an attempt to preserve the ideals of Chinese communism, both ended in disaster. The first with a terrible famine that took the lives of over forty million people, and the other destroyed part of its national cultural heritage, damaged China's economy and more importantly, killed hundreds of thousands of people.

Reading: The Cambridge Illustrated History of China, Ch.11.

Presentation: The Cultural Revolution and its legacy. I will introduce the Cultural Revolution in class. Your presentation will deal with the personal and social experience of people who underwent the Cultural Revolution. Go to library.ie.edu—video on demand—kanopy— watch “Morning Sun.” Read your text book.

SESSION 20 (ASYNCHRONOUS)

Read Lu Xun's short story “**My Old Home.**”(1921). What do you think Lu Xun is criticizing about the society at the time? 300 words.

Article: My Old Home (1921)

SESSIONS 21 - 22 (LIVE IN-PERSON)

Opening to the World: From Deng to Xi.

After the death of Mao, Deng Xiaoping became China's leader. Deng had a very different idea (from Mao) of how to develop China economically. In this class we will discuss Deng's reforms all the way to Zhu Rongji who bought China into the WTO. In the second part of the class, we will discuss Xi's ascent to power and the changes we have seen during his time. Hereafter, our classes are going to be a mixture of lecturing, reading newspaper articles and discussion.

Reading: The Cambridge Illustrated History of China, Ch.12.

Presentation: Tiananmen. There is an immense amount of information on Tiananmen out there. But not all is correct or believable. So please use the materials available in the library. In addition, there is the very long and excellent documentary by Carma Hinton “The Gate of Heavenly Peace.” (<https://www.youtube.com/watch?v=1Gtt2JxmQtg> and <https://www.youtube.com/watch?v=o0lgc4fWkWI>.) You do not need to watch it all, but please do watch the first part. Use parts of it on your presentations.

Video: The Gate of Heavenly Peace

Video: The Gate of Heavenly Peace Part II

SESSIONS 23 - 24 (LIVE IN-PERSON)

Dissent in China: Human Rights and the New Intellectuals

China claims it has a good human rights record. But is this true? What happens with the Uighurs, Mongolian Culture? Hong Kong? Dissent? We will discuss outspoken dissidents, their opinions on human rights, including events that happen in other countries, like Black Lives Matter. Outspoken dissidents routinely disappear in China, but what happens, for example, to professors of Law in prestigious universities like Peking University that speak directly of the need in China for constitutional change?

Presentation: The Hong Kong Democracy Movement. Here again, there is a lot of information on the web. Please use reliable sources such as the NYT, WSJ etc. (mainstream media) as well as The Wire, SUP China and so forth (websites included in your syllabus). Tell us what happened, how and why it began, who is Carrie Lam, who are the most outspoken students, what did they want and so forth. See also most recently: <https://edition.cnn.com/2021/09/18/asia/hong-kong-university-nsl-china-intl-hnk-dst/index.html>. The underlying question to explore here is how different acquired values affect differently cultural development and political expectations.

Article: One of Asia's most prestigious universities is on the frontline of a battle for democracy

Article: "I Try to Talk Less": A Conversation with Ai Weiwei and Liao Yiwu"

SESSION 25 (ASYNCHRONOUS)

Paper 2 Due

SESSIONS 26 - 27 (LIVE IN-PERSON)

China's Dream and a New World Order

The problem of waste in China's massive cities is enormous (as it is in the rest of the world) and the idea of convenience only helps to exacerbate the problem. In this class we will look at how China's wealth has created, in record time, a series of additional environmental problems. How does this affect society and what China is doing about it and about the environment in general.

Presentation: The Uighurs of XINJIANG.

Article: Inside Xinjiang Prison State

SESSION 28 (LIVE IN-PERSON)

I am cutting this class in half to address the following discussion/presentation.

Presentation: A class led by students: In your opinion, what are the most pressing problems China has right now?

SESSION 29 (LIVE IN-PERSON)

We will do both classes online. Short oral exams where I will question you about the issues you chose in your papers.

SESSION 30 (LIVE ONLINE)

We will do both sessions 29 and 30 online. Thus, class 28 will be in class discussion lead by students. And the two last classes will be the same day as class 30.

This will be a short oral exams where I will question you about the issues you chose in your papers.

BIBLIOGRAPHY

Compulsory

- Patricia Buckley Ebrey. (2010). *The Cambridge Illustrated History of China*. 2nd ed. (Cambridge UP, 2010). ISBN 0521124336 (Digital)

- Patricia Buckley Ebrey. (1993). *Chinese Civilization, A Sourcebook*,. 2nd ed.. The Free Press, NY,. ISBN 0029087520 (Digital)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Preparation and Presentation	20 %	
Other	20 %	
Assignments	30 %	
Final Exam	30 %	

IE Impact

This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge.

IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

Grade description and equivalents:

·**Excellent/Sobresaliente:** 9.0-10.0 (A- to A+)

Consistently produces work of the highest quality and craft; exhibits notable progress and development over the course of the semester; meets all course objectives at highest level; attendance is near-perfect, and contributions to course discussions are extremely valuable.

·**Very Good/Notable:** 7.0-8.9 (B- to B+)

Completes all assignments with work of above-average quality and craft; exhibits significant progress and development; meets most course objectives; attendance and participation are very good.

·**Good/Aprobado:** 6.0-7.0 (C- to C+)

Completes all assignments with work of acceptable quality and craft; exhibits some progress and development; meets a majority of course objectives. Attendance and participation are acceptable.

·**Pass/Aprobado:** 5.0-6.0 (D)

Assignments are delivered but are incomplete and/or of low quality and craft; exhibits little progress and development; meets few course objectives. Attendance and participation are poor, but absences do not total more than 30%.

·**Fail/Suspenso:** 0-4.9 (F)

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

·**Automatic Failure/Suspenso:** 0 (F)

Please note that a student who misses 30% or more of the scheduled sessions receives an automatic 0.0, and loses his or her right to the second chance or call (convocatoria.)

Retake 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.

Retake will require you to complete all the assignments and a final meeting with me to discuss your assignments.

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 20, 2020)

PROFESSOR BIO

Professor: **REGINA LLAMAS**

E-mail: rllamas@faculty.ie.edu

Regina Llamas

Associate Professor in the Humanities

rllamas@faculty.ie.edu

Regina Llamas holds a BA from Beijing University, an MA in Regional Studies East Asia (Harvard University), and a PhD in East Asian Languages and Cultures (Harvard University). Her earlier work, both in English and Spanish, focused on southern Chinese drama, dramatic historiography, modern ethnography and dramatic performance, and the later Qing commentarial dramatic tradition. She is currently working on a monograph on the historiography of Chinese drama and how the discipline was formed. She is the author of *Top Graduate Zhang Xie: The Earliest Chinese Extant Chinese Southern Play* (CUP, 2020) and is currently co-editing a book together with Patricia Sieber (Ohio State University) entitled *How to Read Chinese Drama* (CUP).

She is currently Associate Professor in the Humanities at IE University where she teaches Chinese History and Culture.

OFFICE HOURS BY APPOINTMENT (But you can always catch me after class.)

OTHER INFORMATION

Websites of Interest:

The Wire: <https://www.thewirechina.com/>

Sup China: <https://supchina.com/>

South China Morning Post: <https://www.scmp.com/>

IE-HUMANITIES

IE University

Professor: **SUSANA TORRES PRIETO**

E-mail: storres@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

No prerequisites are needed, but substantial reading and discussion will be requested.

SUBJECT DESCRIPTION

INTRODUCTION TO CRITICAL MANAGEMENT THINKING

In order to face the world around us with a minimum degree of hope for success in achieving what we want or in creating what is most needed, a certain reevaluation of ideas we hold as truisms is needed. An idea, as a message, has a transmitter, a receiver and a means through which it is communicated. An idea is developed, evaluated, communicated, sold. In order for the last step to be fruitful, all previous ones should have contributed to make this final product unique, inimitable. And it should arrive at the right audience.

Stemming from different humanistic approaches, from theory of knowledge to the history of the printing press, touching on clinical psychology and the market of modern art, the present course aims at presenting practical examples of how reflective thinking on our generally accepted values and concepts might contribute to a better education in order to face the challenges of a changing society.

OBJECTIVES AND SKILLS

Effective management, robust decision-making and inspired leadership derive from more than rules and knowledge; imagination, creativity and lateral thinking are also integral, as innovation often derives not from looking at things, but from looking at them differently, with a critical eye. Looking around critically and judging things differently is what Humanities have always done, and in this course we will explore ideas beyond the traditional management curriculum to consider different ways to ask questions, ponder problems, discover opportunities and engage key concepts. Built around a set of core themes (Truth, Innovation, communication, Value and Judgment), the course will encourage students to develop an individual and creative approach to how they think about the challenges they will encounter over their career.

In this course you will learn:

- Development of analytical, critical, and creative thinking.
- Comprehensive reading of complex texts.
- Writing and argumentation.

- Research and information competence.
- Sensitivity to other cultures and human experiences.

METHODOLOGY

The course will be taught employing IE's Liquid Learning methodology, which combines three essential elements for a complete and dynamic learning experience: synchronous interactions, asynchronous interactions and individual inquiry and discovery. Synchronous Interaction is learning that happens in live, in real-time. For example, attending classes (lectures, discussions, labs, studios) in-person or virtually, working with classmates on team projects in a work-room or video-conference platform, or getting help and feedback from professors in-person or online. Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

The course is divided into big topics or themes (Knowledge, Truth, Innovation, Communication, Value and Judgment). After the professor's presentation of the material, a practical discussion/case related of the reading material will follow. The aim of the present course is to engage in discussing and discovering the weak points of certain truisms, as well as the application of certain timeless reflections to current management questions. Participation, therefore, in class debates is of the essence, both in taking the floor and in rearguing others.

As this is a course deeply rooted in the Humanities, two main things are necessary: to like reading and to enjoy writing, since both the understanding of the ideas of others' and the clarity and precision in expressing our own are fundamental skills to be practiced in this course.

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

PROGRAM

SESSION 1 (LIVE IN-PERSON)

The Thinking Animal:

It is true, humans, unlike other species, can think. There are many decisions, however, that we take without thinking, and we might be thinking when, in fact, we are obeying, or conforming. The first step is to realise what do we know, and think we know, and be aware of what do we do when we think we think.

Multimedia Documentation: The Invention of the Alphabet

SESSION 2 (LIVE IN-PERSON)

The Tricks of the Mind:

Very often we think we know why we do things, why we take certain decisions, in life, but also in business. More often than not, we are unaware of the great number of biases we are subject to. The more aware we are, the less we will fall into delusion, which is the worst companion in taking business decisions.

Book Chapters: Thinking Fast and Slow

SESSION 3 (LIVE ONLINE)

Decision making and decision taking (VIA ZOOM)

Most of the times, the problems we face in our professional lives, as in our personal ones, derive from decisions whose reasons we have long forgotten. Taking the right decision for the right reason not only can save our company, it can also help us in our professional lives.

Book Chapters: Intentions (excerpt)

SESSION 4 (ASYNCHRONOUS)

Reading Response via Turnitin about decision-making.

SESSION 5 (LIVE IN-PERSON)

Certainties and Truths

Once we have established that we are not deluding ourselves, a much more relevant part arrives. What is truth? How can we know where truth is? Can we actually know it? We will explore the relevance of such concept, because whether we acknowledge it or not, we put trust in ventures and people precisely because we consider them, to a certain extent, truthful.

Book Chapters: The Problem of Knowledge

SESSION 6 (LIVE IN-PERSON)

The Value of the Unmeasurable

Very often we hold tightly to data, to numbers, to statistics, but...what about the things that we cannot measure? What about trust, loyalty, reliability, honesty? All those are essential to make a company work, indeed, to make any human enterprise work, but how can we know where to find it and how to evaluate them?

Video: Margin Call (film)

SESSIONS 7 - 8 (LIVE IN-PERSON)

The relevance of the measurable

We are in a world ruled by economy, the new 'homo economicus', despite all its human attributes, thinks and processes information in numbers. Sometimes, though, expectations can be crashed in times of crises, in situations where nobody expected things to happen. Thinking about past crisis may help us see the unexpected future with other eyes.

Book Chapters: The Rise and Fall of Nations

SESSION 9 (ASYNCHRONOUS)

Value and Price

A Spanish poet used to say: "Every fool mistakes value for price". Indeed, value and price is not the same thing. The problem is not that there are certain things that are priceless, the problem is how to measure value. Bernoulli elaborated his paradox thinking about how to win playing cards, but in fact betting is just one of the ways of measuring value. A reading response will be set in this block.

SESSIONS 10 - 11 (LIVE IN-PERSON)

Luxury and the value of trademark

Using the case study of the market of modern art, we will see how can value can be priced.

All the things money can't buy

After having analysed the differences between price and value, and having researched the luxury market, we turn to analyse those things that money can't buy. Sometimes they coincide with those things previously seen as immeasurable, sometimes they don't. Understanding the difference between them is also key for critically understanding reality.

Book Chapters: The 12 million Stuffed Shark

SESSIONS 12 - 13 (LIVE IN-PERSON)

Invention and Innovation

Though often interchanged, these two terms are not really the same. A brief historical survey of the history of innovation will also show that, in the vast majority of cases, innovation is birth out of crises, that without the challenges posed by a crisis innovation might never even happen.

Article: What is disruptive Innovation?

SESSION 14 (ASYNCHRONOUS)

The metaphoric mind and the metonymic mind

What is the key to inventions? How can one learn to think out of the box? Originality is always sought after, and innovation is greatly cherished in our society, but how to know when to innovate and when not? A reading response on the contents of the practical case will be posted on this day.

Practical Case: The Faber-Castell case

SESSION 15 (LIVE ONLINE)

Midterm Exam

SESSIONS 16 - 17 (LIVE IN-PERSON)

The means and the message

A quick introduction to Marshall MacLuhan's classic theory of communication will provide the framework for discussing the main aspects of communication.

Book Chapters: The Gutenberg Galaxy

SESSION 18 (LIVE IN-PERSON)

The challenges of the Digital World

Changing the platform of distribution of messages might or might not change the message. We will have to analyse whether we are also becoming 'homo digitalis'. No reading will be needed for this session.

SESSION 19 (LIVE IN-PERSON)

Communication in the Horizontal World

The democratic access to new technologies is proving to be challenging when authority is contested. Whom to believe, which papers to read, which news to pass on? At the end of the day, whom to vote? Are we becoming members of digital hamlets? We will use excerpts of Carl Sunstein's #e-democracy to discuss certain points. Materials will be available in class.

Book Chapters: #democracy - cybercascades

SESSION 20 (ASYNCHRONOUS)

Forum online about the challenges of the digital world

SESSION 21 (LIVE IN-PERSON)

Artificial Intelligence – The man and the machine

The emergence, some would say the explosion, of the digital world is creating constant issues about how do we or should we interact with machines, and the big painful question of whether they are going to take over. This issue is particularly pressing in designing the future of the job market, and it will affect us all, whether we like it or not. Science fiction is certainly here, and it is creating as many moral issues as problems of workflkow is solving. Clips of classical Science-Fiction films debating this problem will be screened and discussed in class.

Article: Beyond Modernization Theory

SESSION 22 (LIVE IN-PERSON)

Big Data, Small People

Our data are constantly used, we are data carriers, but who is protecting us from the Big Borthor? George Orwell's futuristic novel is increasingly becoming a reality. Is that what the future will bring? And what are the dangers to the privacy of the individual upon which our fundamental rights have been based? We will watch a clip of the film adaptation of George Orwell's 1984 novel.

Video: The Great Hack

SESSIONS 23 - 24 (LIVE IN-PERSON)

Future Challenges (debate)

SESSION 25 (ASYNCHRONOUS)

Globalization - a future proposal

When George Soros wrote a whole book on Globalization in 2002, few could envisage the future reality that it would entail. Many are the questions posed by this new reality, so we will try to analyse the pros and cons of such new reality. A reading response will be set for this day.

Article: Globalization

SESSION 26 (LIVE IN-PERSON)

A new economy

Beyond the economic schools that polarised the economical the world during the twentieth century, new developments in micro-economy in Asia and Africa have favoured. Some of the most innovative ideas have come from the Indian South Continent, represented by Muhammad Yunus and Amartya Sen, and they will be analysed in this class.

Article: Freedom as Progress

SESSION 27 (LIVE IN-PERSON)

The Open Society and its Enemies

Karl Popper coined the term the Open Society many decades ago, but, after Danni Rodrik's trilemma, the analysis of the challenges to democracy and economic growth is more necessary than ever. The texts will be provided in advance.

Article: Open Society

SESSION 28 (LIVE IN-PERSON)

Group Project Presentation

SESSION 29 (LIVE IN-PERSON)

Group Project Presentation

SESSION 30 (LIVE ONLINE)

FINAL EXAM

EVALUATION CRITERIA

During the semester you will have the opportunity of accumulating grades towards a higher goal, the maximum of 100 points, corresponding to the 100% of your evaluation criteria. Even if you did both exams (mid-term and final) absolutely perfect that would only grant you 50%, this is 50 points, at the end of the course, barely a pass. So, get ready for start accumulating points from day one.

Preparation and Participation. This means you do all your readings BEFORE coming to class, that you prepare questions, if any, that you can answer the questions I ask in class, that you actively participate in discussions, etc. Within this criteria is the forum prepared for the asynchronous session 20 which can grant you a maximum of 5 points. The rest of your day-to-day participation can grant you up to 15 points.

Continuous assesment and evaluation. This is almost a third of your final grade, so please take it seriously. There are four reading responses (between 500-700) words on thematic blocks coinciding with asynchronous sessions (Sessions 4, 9, 14 and 25). These are not simply opinion papers, but rather commentaries on the readings of the blocks and reasoned argumentations based on the prompts given. Take time in advance to read and fully understand the readings so you can excell in the reading responses. You will submit these via Turnitin, and they can ONLY BE SUBMITTED BEFORE THE FOLLOWING CLASS. Each reading response carries a maximum of 5 points (a total of 20 max.).

Additionally, you will be distributed in groups with whom you will do group presentations either proposing a business ideal, or model, or analysing the reasons why a given company had a great success or failed miserably. In the presentation, the members of your team and you had to provide a multi-layered analysis based on ALL THE CONTENTS of the course. The members of your team and yourself will be granted THE SAME GRADE, regardless of individual performance in the final presentation, so it is your responsibility, and in your interest, to work cohesively together to obtain the best possible final result. The maximum points for group presentation is 10.

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Criteria	Percentage	Comments
Preparation and Participation	20 %	
Midterm evaluation	20 %	
Final Exam	30 %	
Continuous assesment/Evaluation	30 %	

A. Class attendance and participation

It is expected from students to participate in class discussions. There are two ways for individual participation: In the discussions that each seminar will hold and in the group project presentation that students will have to give based on their readings and project results.

Key criteria to consider class participation will be the constructive engagement with class discussions and activities. It is expected that participation should be oriented to enrich the intellectual climate of the class, participating in debates, carefully listening to peers and engaging in dialogues with them.

B. Group Presentation (Part of Continuous Evaluation)

Students will form groups and together explore key aspects in the analysis of the success or failure of the company/venture according to the topics studied in the course. The joint presentations via videoconference will take place at the end of the course.

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/Suspensio: 0-4.9 (F)

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

- Automatic Failure/Suspensio: 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.)

A) About the retake policy:

Retake Policies: Students have four opportunities to pass a course distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

- Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).
- Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students.
- The maximum grade a student can obtain in the second exam session is 8 out of 10.

Please add the information about what your retake will consist on. A common practice is to ask the students to submit all the work they did not turn in or failed during the course, but feel free to do something different if preferred.

B) About the 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: **SUSANA TORRES PRIETO**

E-mail: storres@faculty.ie.edu

Susana Torres Prieto is PhD. 'Doctor Europeus' in Slavic Philology by Cambridge University and Universidad Complutense. She did her postdoctoral studies on history in Paris (EPHE) and in the US (Ohio State University). Professor Torres has developed her academic and research career in the areas of Slavic and Medieval Studies. She has specialized on the literature and culture of Russia from the Middle Ages until now, as well as on the means and context of transmission of knowledge and critical thinking. She has taught in several universities in Spain and abroad has been member of several international research groups, some under her own supervision. She is also member of several scientific societies worldwide. She has been a professor of Critical Management Thinking at IE Business School for the last five years and invited as guest speaker on this topic at several international fora.

OTHER INFORMATION

- Office hours: by appointment only. Please arrange the appointment by email in advance.
- Contact details: storres@faculty.ie.edu.

IE-HUMANITIES

IE University

Professor: **CHRIS ATANASOV KOSTOV**

E-mail: catanasov@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

There are no prerequisites for this course. However, students are expected to read the assigned readings and to assess critically cross-cultural interactions.

SUBJECT DESCRIPTION

When Cultures Meet: Cross-Cultural Communication and Its Impact

In the 21st century, thanks to the globalization of culture, travel, and technologies when we engage in interpersonal communication, very often it leads to cross-cultural interactions. Hence, knowing how to deal with other cultures becomes increasingly a valuable skill in our globalized world. This is an interdisciplinary course that tackles cross-cultural communication from various viewpoints and contexts to assess its social, religious, political and business facets among others. After defining and evaluating culture, communication and identity and how cross-cultural communication competence can affect us both personally and professionally, we will focus on case studies of countries and cross-cultural interactions, as well as different theories, values and dimensions, including privilege and power which affect all our interpersonal communication encounters. Throughout the semester, students will engage these issues through an array of different readings, audiovisual materials and class discussions.

OBJECTIVES AND SKILLS

The course aims to give students the concepts, tools and confidence to understand and engage the theories, practices, and field of cross-cultural communication, to develop skills to research, observe, and analyze cross-cultural communication in everyday life, and popular media. Students will be better able to identify and understand various benefits and challenges involved in competent and smooth cross-cultural communication. Throughout this course, the students will be also involved in:

- Development of analytical, critical, and creative thinking.
- Comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

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.

Classes use a mixture of lectures, discussions and exercises. Discussions are based on the course material and the assigned readings. The participation of students in these discussions is vital. Students are also expected to prepare an individual paper of 2,000 words on a relevant topic.

Class participation

The grade reflects students' pro-active contribution to class discussion and online task completion.

Continuous Assessment

Students have to prepare and submit 2 individual papers (1000 words each). One about their cultural identities and 1 about the cultural identity of a person they choose to interview. Papers must be submitted online. Up to 1-day-late submissions will be penalized with 10% off the grade.

Students have to submit as well reading responses during each of the five asynchronous sessions this semester.

Midterm Exam

The midterm exam will cover the material from Sessions 1 to 14. Any student found responsible for plagiarism in any piece of work submitted for assessment will be penalized by receiving a '0' for that assignment and an ethics warning. A second case of plagiarism will lead to the convening of a university ethics committee, and failing the class.

Final Exam

The final exam will cover the material from Sessions 16-29. Any student found responsible for plagiarism in any piece of work submitted for assessment will be penalized by receiving a '0' for that assignment and an ethics warning. A second case of plagiarism will lead to the convening of a university ethics committee, and failing the class.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35 hours
Discussions	23.33 %	35 hours
Exercises	16.67 %	25 hours
Group work	10.0 %	15 hours
Other individual studying	26.67 %	40 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

SESSIONS 1&2: Course introduction. Setting the Terms Right: Culture, Communication and Identities (Chapter 1)

Description: An introductory lecture introducing key definitions such as culture, subculture, communication, identities, sources of identity and why it is important to tackle these issues.

Book Chapters: Textbook, Chapter 1: Defining Culture and Communication

Video: How Racial Residue: How Race Alters Perception of People, Places, and Things

SESSION 3 (LIVE ONLINE)

SESSION 3: Intercultural Communication Competence (Chapter 2)

Description: Distinguishing between stereotypes, prejudice, and racism and demonstrate how these are barriers to cross-cultural communication as well as the ethical lines of cross-cultural communication

Book Chapters: Textbook, Chapter 2: Intercultural Communication Competence

Article: Understanding White Privilege

Video: What kind of Asian are you?

SESSION 4 (ASYNCHRONOUS)

SESSION 4: How Culture Affects Perception? (Chapter 3)

Description: high vs. low context cultures, perceptions of human rights, major conflict and explain the relationship between culture and sensation

Book Chapters: Textbook, Chapter 3: How Culture Affects Perception

Article: Context is Everything. State Department

Article: "Cultural Harm and Engaging the Limits of a Right to Cultural Identity"

SESSIONS 5 - 6 (LIVE IN-PERSON)

SESSIONS 5 & 6: Nonverbal Communication (Chapter 4)

Description: Learn the functions of nonverbal communication and its misinterpretations. How gestures' meaning may differ in various cultures

Book Chapters: Textbook, Chapter 4: Nonverbal Communication

Article: "Non-verbal barriers to effective intercultural communication"

SESSIONS 7 - 8 (LIVE IN-PERSON)

SESSIONS 7 & 8: Language as a Barrier (Chapter 5)

Description: The relationship between culture and language, translation issues that may impede cross-cultural communication, how language affects nationalism

Book Chapters: Textbook, Chapter 5: Language as a Barrier

Article: Pidginization and Creolization of Languages: Their Social Contexts

SESSION 9 (ASYNCHRONOUS)

SESSION 9: Case Study: USA (Ch. 7)

Description: Values and identity and the dominant cultural patterns in the USA. Regional differences in the USA resulting from the different immigration waves

Book Chapters: Textbook, Chapter 7: Values and Identity: Dominant U.S. Cultural Patterns

Article: The Washington Post. Which of the 11 American Nations Do You Live In?

Article: Immigration to the United States: Current Trends in Historical Perspective

SESSIONS 10 - 11 (LIVE IN-PERSON)

SESSIONS 10 & 11: Dimensions of Nation State Cultures (Chapter 6)

Description: Hofstede and his dimensions, communication practices associated with these dimensions; describing Japanese culture via Hofstede dimensions

Book Chapters: Textbook, Chapter 6: Dimensions of Nation-State Cultures

Article: Dimensionalizing Cultures: The Hofstede Model in Context

Article: Why not everybody loves Hofstede? What are the alternative approaches to study of culture?

SESSIONS 12 - 13 (LIVE IN-PERSON)

SESSIONS 12 & 13: Religion and Identity (Chapter 8)

Description: Describe the world's major religions, attempts to combine religion and nation-state identity, identify difficulties in cross-cultural communication between Islamic and western cultures

Book Chapters: Textbook, Chapter 8: Religion and Identity

Article: Comparison between Western and Middle Eastern Cultures: Research on Why American Expatriates Struggle in the Middle East

SESSION 14 (ASYNCHRONOUS)

SESSION 14: Case Study: India

Description: Indian culture and its peculiarities. Why foreigners struggle with cross-cultural communication in India?

Article: Cultural Communicative Styles: The Case of India and Indonesia

Article: Cross Cultural HR Practices Impact in Indian Context

SESSION 15 (LIVE IN-PERSON)

SESSION 15: Midterm

SESSIONS 16 - 17 (LIVE IN-PERSON)

SESSIONS 16 & 17: Culture and Gender (Chapter 9)

Description: The status of women varies worldwide and it is related very often to cultural factors. Comparison of the status of women in Nordic countries to other parts of the world.

Book Chapters: Textbook, Chapter 9: Culture and Gender

Article: How Culture Impacts Our Value of Women

Article: Women, Culture and Africa's Land Reform Agenda

SESSIONS 18 - 19 (LIVE IN-PERSON)

SESSIONS 18 & 19: Migration and Acculturation (Chapter 10)

Description: How immigration affects various countries and their mainstream cultures. Compare the immigration experience in Israel, Brazil and the USA. How immigrants are changing different countries in Europe

Book Chapters: Textbook, Chapter 10: Migration and Acculturation

Article: Divided Community with Identity Problems

Article: Understanding and Explaining Islamophobia in Eastern Europe

SESSION 20 (ASYNCHRONOUS)

SESSION 20: Case Study: Thailand

Description: Thai culture and its peculiarities. Why foreigners struggle and get confused with cross-cultural communication in Thailand?

Article: A Pilot Study on Cross Cultural Communication of Thai Expatriate Managers working in Taiwan-Based Thai Organizations

Article: Cultural Atlas. Thai Culture

SESSIONS 21 - 22 (LIVE IN-PERSON)

SESSIONS 21 & 22: Cultures Within Cultures (Chapter 11)

Description: Why some immigrant groups have maintained a separate identity and their cross-cultural communication challenges. Amish cultural patterns vs. dominant US cultural patterns. Spanish language in the USA

Article: Cultural Insights: Communicating with Hispanics/Latinos

Book Chapters: Textbook, Chapter 11: Communities: Cultures Within Cultures

Article: Multicultural Perspectives Strengthen Native American Identity, Says Stanford Scholar

SESSIONS 23 - 24 (LIVE IN-PERSON)

SESSIONS 23 & 24: Identity and Communities (Chapter 12)

Description: The use of language by various communities. The communication challenges of big corporations. Cultural values and attitudes toward homosexuality

Book Chapters: Textbook, Chapter 12: Identity and Communities

Article: Top 10 Internal Communication Problems Within Big Corporations

Article: Cross-Cultural Perspectives of LGBTQ Psychology from Five Different Countries: Current State and Recommendations

SESSION 25 (ASYNCHRONOUS)

SESSION 25: Case Study: Sweden

Description: Swedish culture and its peculiarities. What difficulties do foreigners face in Sweden?

Article: Cultural Atlas. Sweden

Article: How the Swedish culture affects education in compulsory schools

Article: Sweden's Pandemic Experiment

SESSIONS 26 - 27 (LIVE IN-PERSON)

SESSIONS 26 & 27: The Impact of Cultures on Other Cultures (Chapter 13)

Description: The concept of cultural imperialism, cultural icons, critical factors for today's marketing communication

Book Chapters: Textbook, Chapter 13: The Impact of Cultures on Other Cultures

Article: Five Important Factors of Marketing Communications

Article: Cultural Imperialism Theories

SESSIONS 28 - 29 (LIVE IN-PERSON)

SESSIONS 28 & 29: Future Challenges (Chapter 14)

Description: The challenges for cross-cultural communication. What can be learned from taking a global perspective on the world's identities and conflicts

Book Chapters: Textbook, Chapter 14: Future Challenges

Article: Working on Common Cross-cultural Communication Challenges

Article: Six Barriers to Cross-Cultural Communications

SESSION 30 (LIVE ONLINE)

Video conference: SESSION 30: FINAL EXAM

BIBLIOGRAPHY

Compulsory

- Jandt, Fred E.. (2020). *An Introduction to Intercultural Communication*. 10th. SAGE. ISBN 9781544383866 (Digital)

Recommended

- Carroll, Raymonde. (1994). *Cultural Misunderstandings: The French-American Experience*. University of Chicago Press. ISBN 9780226094977 (Printed)

- Hofstede, Geert H., Gert Jan Hofstede, and Michael Minkov. (2010). *Cultures and Organizations: Software of the Mind*. London: McGraw-Hill. ISBN 9780071664189 (Printed)

- Holliday, Adrian. (2011). *Intercultural Communication and Ideology*. Los Angeles: Sage. ISBN 9781847873873 (Printed)

- Meyer, Erin. (2021). *The Culture Map: Decoding How People Think, Lead, and Get Things Done across Cultures*. PublicAffairs. ISBN 9789047015529 (Printed)

- Murray, Douglas. (2021). *The Madness of Crowds: Gender, Race and Identity*. London: Bloomsbury Continuum. ISBN 9781472979575 (Printed)

- Sorrells, Kathryn, and Sachi Sekimoto. (2016). *Globalizing Intercultural Communication: A Reader*. Thousand Oaks (Calif.): Sage. ISBN 9781452299334 (Printed)

- Szablowski, Witold. (2018). *Dancing Bears: True Stories of People Longing for the Old Days*. Melbourne, Australia: Text Publishing. ISBN 9780143129745 (Printed)

EVALUATION CRITERIA

A. Class participation

The grade reflects students' pro-active contribution to class discussion. All readings are mandatory and students are expected to do the readings prior to each class. Lack of preparation, passive or zero participation and inappropriate behavior in class (e.g. classroom disruptions, side conversations, etc.) will affect negatively the grade.

B. Continuous Assessment

Students have to prepare and submit 2 individual papers (1000 words each). One about their cultural identities and 1 about the cultural identity of a person they choose to interview. Papers must be submitted online. Up to 1-day-late submissions will be penalized with 10% off the grade.

Students have to submit as well reading responses during each of the five asynchronous sessions this semester.

Students should make sure that all submitted work is their own. Plagiarism is copying or paraphrasing another's work, whether intentionally or otherwise, and presenting it as one's own. Any student found responsible for plagiarism in any piece of work submitted for assessment will be penalized by receiving a '0' for that assignment and an ethics warning. A second case of plagiarism will lead to the convening of a university ethics committee, and failing the class.

C. Mid-term and final exams

Both examinations will be online. The mid-term will cover the material from Sessions 1-14 and the final exam will be on the material discussed on Sessions 16-29.

Any student found responsible for plagiarism in any piece of work submitted for assessment will be penalized by receiving a '0' for that assignment and an ethics warning. A second case of plagiarism will lead to the convening of a university ethics committee, and failing the class.

Criteria	Percentage	Comments
Class Participation	20 %	preparation and participation
Intermediate Tests	20 %	Midterm Exam
Continuous Assessment	30 %	Continuous Assessment
Final Exam	30 %	

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/Suspension: 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.)

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- 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.
- The students have to submit as a retake all the assignments they missed throughout the semester.

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.

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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.

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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)

This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge.

IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

PROFESSOR BIO

Professor: **CHRIS ATANASOV KOSTOV**

E-mail: catanasov@faculty.ie.edu

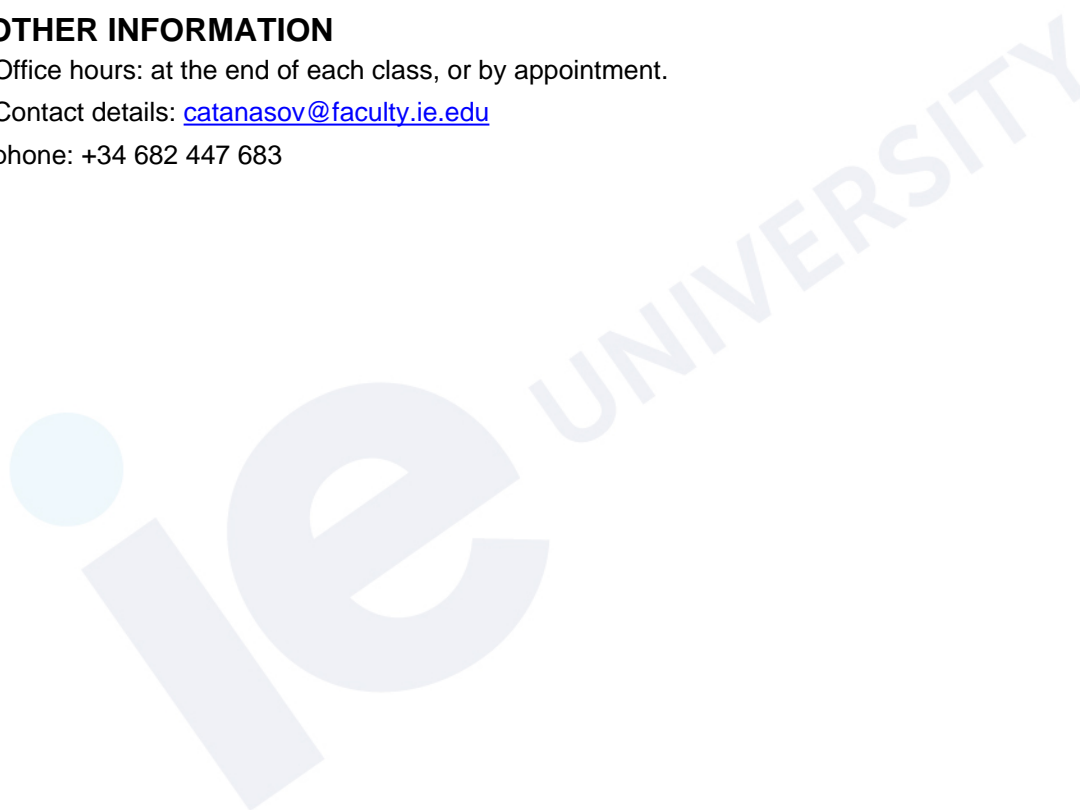
Chris Kostov is Adjunct Professor in the School of Global and Public Affairs at IE University. He earned his PhD in History and Canadian Studies from the University of Ottawa, Canada, where he focused on modern European history and nation-building, Native studies and Canadian migration trends. His dissertation "Contested Ethnic Identity: The Case of Macedonian Canadians in Toronto (1940-1996)" dealt with interethnic relations and conflicts. Prior to coming to Spain, Dr. Kostov taught history at the University of Ottawa. He was also an invited lecturer at the University of Innsbruck, Austria and a historical researcher in the federal government of Canada, Department of Indian and Northern Affairs. He is the author of three books: *The Communist Century: From Revolution to Decay, 1917-2000*. *Explaining History*, 2014. [e-book], *Contested Ethnic Identity: The Case of Macedonian Canadians in Toronto, 1900-1996* (Peter Lang, 2010) and *Terror and Fear: British and American Perceptions of the French-Indian Alliances during the Seven Years' War* (Publish America, 2005), as well as academic and encyclopedia articles and book reviews. Currently, his main research interest is the Cold War, the impact of the communist secret services on the daily lives of common people in Eastern Europe and Russian propaganda in the West.

OTHER INFORMATION

Office hours: at the end of each class, or by appointment.

Contact details: catanasov@faculty.ie.edu

phone: +34 682 447 683



IE-HUMANITIES

IE University

Professor: **ROBERT DAVID POLDING**

E-mail: rpolding@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

None

SUBJECT DESCRIPTION

THE DIGITAL HUMAN

Subject Description

This course provides an exciting and unique perspective on human evolution. It is an exploration of how science and technology has changed the lives of all human beings and how they have augmented our abilities. The digital human results from years of innovation, scientific endeavor and the creation of incredible new breakthroughs that have allowed us to develop abilities beyond our natural capabilities. The future for us will mean we evolve at a more rapid rate than ever before and breakthroughs in artificial intelligence, machine learning and the digital economy will give us capacities and opportunities that we could never have imagined in the past.

The course begins with a look at the early years of the scientific revolution and how it allowed many nations to conquer and divide the world. The rise of technologies from gunpowder to ground-breaking types of transport amazed early civilizations. Technology allowed us achieve things that were otherwise the realm of fiction. From manned flight, to man's first steps on the moon.

Since the advent of the integrated circuit, and then silicon chips, our rate of evolution has accelerated in unprecedented ways. Before, specializations meant that we could only do work that was naturally easy for us or that we had spent extensive time studying. Technologies have allowed us to expand beyond our areas of specialization, and through digital tools we can perform tasks with no rigorous and detailed training. The current impact of digital technologies on our abilities as humans will be explored, and how the Internet, apps, mapping services and search engines have made us more capable and advanced. We will examine the impacts of current technologies such as big data, social media and machine learning, with a reflection on how things have changed for us as a society since these technologies became commonplace.

As people, we have improved our ability to cope with physical problems and advances in medical technologies have brought us longer lives, better treatment of disease and a level of physical comfort never before known. Scientists are on the verge of developing treatments for almost every disability, from brain-controlled artificial limbs to human-computers interfaces that will allow us to communicate using thoughts. The future could see us surpass our current state of consciousness, allowing us to communicate in ways beyond our imaginations. The future could also see the emergence of a-mortal humans who, without accidents, might continue to exist forever.

Artificial intelligence is set to dominate the coming decade, and this course will have implications on every aspect of our lives. The idea of a super intelligence that is more sophisticated than us both scared and amazes philosophers and futurologists and could mean that we create the ultimate invention. Ways that this future could manifest will be explored and examined, and questions about the ethical and human impact examined.

Finally, the course will look forward to a future of human cyborgs and super-human races. The possibilities for great good and great misdeeds will be debated and the next phase of evolution will be revealed

Are you ready to see where all the innovation and disruption is leading? This course aims to prepare you for the coming storm of changes. The next decade will be unlike any other in the history of our species. The rate of change will increase and without knowing what is coming, the opportunities that will come may pass us by.

OBJECTIVES AND SKILLS

Overall:

- Development of analytical, critical, and creative thinking.
- Comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

Part 1: Background

- Understand how technology has played a role in the evolution of humans
- Discover the major achievements through history that have been driven by technological change, which have allowed to achieve things that would have been impossible with new advancements
- See how early technologies gave way to more advanced computational systems
- Develop knowledge on how hardware has evolved from vacuum tubes to the silicon chips in modern computing devices

Part 2: The modern era

- Understand the key technologies of the second half of the 20th century, and their role in augmenting our abilities
- See how businesses have been revolutionized by databases and digital transformation
- Develop an understanding of how communication technologies have made our lives easier, and given us new abilities to reach anybody, at anytime
- Understand the use of data to help us develop ground-breaking new scientific discoveries
- See the impact the Internet and the Cloud have had, essentially creating a “second brain” for us in the case of Google and allowing powerful distributed computing in vast data centers
- Develop a deep understanding of big data and how we use data to go beyond the limited processing abilities of our brains
- Find insights into how social media has transformed the way we communicate and socialize and the impact that this has had on us

Part 3: The Digital Future

- Look forward to the possibilities that the artificial intelligence revolution will bring. You will learn of the ways AI will transform our lives and how it could be the final invention that we need to create
- Discover how health will also be improved with technologies, leading to cures for many common diseases and ailments and even the possibility of a-mortal humans
- Learn about cybernetics and how we could be enhancing and using biotechnology to accelerate the rate of evolution
- Discuss the ethical and moral possibilities in this coming age of seemingly exponential improvements in technologies

METHODOLOGY

Methodology

The course will be taught employing IE's Liquid Learning methodology, which combines three essential elements for a complete and dynamic learning experience: synchronous interactions, asynchronous interactions and individual inquiry and discovery. Synchronous Interaction is learning that happens in live, in real-time. For example, attending classes (lectures, discussions, labs, studios) in-person or virtually, working with classmates on team projects in a work-room or video-conference platform, or getting help and feedback from professors in-person or online. Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

The class will consist of a mix of teaching, debate and assignments of readings and examination of artifacts relating to the classes. We will use multimedia to explore various topics, looking at historical archive footage and modern interviews and discussions. Students will be asked to read and produce summaries for homework as well as contribute to debate in the classes.

Liquid Learning at IE University is a transformational and interactive educational experience that transcends single methodologies and platforms to blend physical, digital, and natural environments so that students obtain a world-class education no matter their location, profession, or situation.

Students will learn alongside one other and work together in teams. Hybrid brings together the human, digital, and natural worlds into a seamless whole and enables IE University to be – and offer to students and faculty – a truly global campus.

Hybrid programs are flexible, and students can choose to study from the geographical location most convenient for them.

A program section, for example, might have half of the students physically present in Madrid/Segovia and the other half located in a dozen or more locations around the world.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	43.33 %	65 hours
Discussions	16.67 %	25 hours
Exercises	30.0 %	45 hours
Group work	0.0 %	0 hours
Other individual studying	10.0 %	15 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Empires and Early Technologies

An introduction to the course and to the concept of life from a technological point of view. This session examines the early years of civilization and how we went from hunter gatherers to be highly organized and ambitious explorers and conquerors of the world. We look at the easiest forms of technology and how they influences the generations to come.

SESSION 2 (LIVE IN-PERSON)

The Scientific Revolution

A look back into the origins of technology and how our history created a culture of investment in innovation. In this session you will learn about how empires used technologies to capture and terrify native people all over the world. Our expansion and development of colonialism led to investment in technologies and the evolution of science. It changes us fundamentally as a species and transformed us from simple, peaceful agriculturalists into ambitious and driven empires.

Week 1 Reading:

Book Chapters: Sapiens p 409-425

SESSION 3 (LIVE ONLINE)

The Industrial Revolutions

How we used technologies to begin the transformation of society into the industrial era. A look at early techniques that augmented our abilities as humans and how society reacted at the time.

SESSION 4 (ASYNCHRONOUS)

Technologies and economic growth

The advent of consumerism and capitalism created the idea of investment. Investment was the reason that technology and science developed at such a rapid pace. In this session, the implications of government-backed funding will be discussed and the influence of this on the types of technologies chosen for investment. The influence in government on technology will be explored and we will analyze the reasons that certain developments were pushed by investors of the industrial era.

SESSION 5 (LIVE IN-PERSON)

The Origins of Computers

The earliest designs for computer systems will also be introduced, with Charles Babbage's Analytical and Difference Engine design. Then, we will look at the world's first programmer - Augustine Byron, and how she was a pioneer of the field.

Week 2 Reading:

Book Chapters: The Innovators - Chapter 1 - p 41-61

SESSION 6 (LIVE IN-PERSON)

The early days of data processing

A look at the early days of the Tabulating Machine Company, which later became International Business Machines. How one man, Herman Hollerith, came up with the principle of enumeration and build the first system in the 1880s that could process text and data, and how this spawned the dawn of a new age - the age of data processing.

The first real enhancements of us as humans began with the idea that we could use computing technology to make our lives easier - especially when dealing with data.

SESSION 7 (LIVE IN-PERSON)

Early Prototypes and the Advent of Electronics

An exploration of the work of Charles Babbage's son and the race to create the first computing technologies. At the same time, great developments were occurring as the first electric devices were invented.

Week 3 Reading:

Book Chapters : The Innovators - Chapter 2 - p 93-113

SESSION 8 (LIVE IN-PERSON)

The Transistor Age

A look at one of the most important technologies of early computing - the discreet transistor. This powered everything from early computers to TVs and Radios and was a huge leap in innovation.

A look at how early computers were used to solve mathematical and real-world algorithms and the impact of the first full-scale computer system on the scientific community.

This session will examine how computing from 1940 to the early 1965 went from basic prototypes to advanced computational machines. We will look at the dawn of the first technological era, which led up to us achieving the first moon landing and advanced aerospace technologies.

The impact of the war will also be examined and great advances were made in encoding and communication because of the Second World War.

Project management was also born from the need to construct and build military equipment and they transferred this tradition to industry. This evolved and became the "waterfall" methodology, which was popular until the end of the 20th century.

Book Chapters: The Innovators - Chapter 2 - p 93-113

SESSION 9 (ASYNCHRONOUS)

Pushing Boundaries - Flight and Space

How we went from a species that seldom left our home countries to a global community. Flight opened the doors to globalization, discovery and a new freedom. Space brought some of the greatest leaps in technology as we finally stood on the moon. Both brought us new advances that also affected us and brought many enhancements to our world.

We will explore how technology allowed us to land on the moon. This session will focus on first the achievement of the space race and how computers with only a fraction of the power of modern machines were used to guide the early space pioneers.

SESSION 10 (LIVE IN-PERSON)

The First Databases and the start of Digital Transformation

This session explores the earliest business technologies and explains how these benefitted us and opened up opportunities. These enhancements to our abilities are the origins of much of the technology we use today.

Week 4 Reading:

Book Chapters : The Innovators - Chapter 4 - p 258-278

SESSION 11 (LIVE IN-PERSON)

The Advent of Networking

The late 1960s and 1970s was the beginning of the connected era. The US military and science industries began creating the first networks. This was a time of great innovation and vision in which some of the greatest minds worked to send the first email. The future of communication and information interchange was born, paving the way for the Internet.

It was also the time when the modern computer was born. The 1980s was the most important time for computing because it is when most people first came into contact with the technology. It transformed the way we think about entertainment and created a generation of augmented worked who could code their way to solve complex and important problems.

Book Chapters: The Innovators - Chapter 4 - p 258-278

SESSION 12 (LIVE IN-PERSON)

The Age of the Microprocessor

In the mid-1970s the microprocessor was invented. Using silicon, the incredible innovation brought the computer into our offices and living rooms. We will look at how processors are manufactured, the impact they had on society and the origins of the modern computer system.

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SESSION 13 (LIVE IN-PERSON)

The Internet

The unification of the networks of the world occurred in the 1980s and development of early ideas such as the Gopher standard created the fundamental basis for sending and receiving hypertext websites.

The early 1990s saw the release of the white papers that would allow anyone to join the Internet revolution. The early Internet allowed anyone to access information worldwide and opened up possibilities for any person who had access to a phone line.

The advent of hypertext meant everyone could see a reason for connecting to the network and computer networking was catapulted from being a secure hobby to a mainstream “must have”.

Week 5 Reading:

Book Chapters : The Innovators - Chapter 11 - p 702-727

SESSION 14 (ASYNCHRONOUS)

Communication and Commerce - the Growth of the Web

The late 1990s was the beginning of the online e-commerce revolution. We could shop, sell, communicate and have access to services that were cheaper, quicker and more convenient than ever before.

By having the Internet, people could access services with no regards for location, physical abilities, creed and race.

Email and collaboration also went mainstream and became the standard way to communicate in business, government and academia. These technologies meant the end of the era of letters and less need for face-to-face meetings.

Book Chapters: The Innovators - Chapter 11 - p 702-727

SESSION 15 (LIVE ONLINE)

Midterm Exam

SESSION 16 (LIVE IN-PERSON)

The Tech Bubble Bursts and the Emergence of the Cloud

The boom of the late 1990s ended with a bubble bursting in the early 2000s, which put an abrupt end to many early “dot com” ideas. Nevertheless, some survived and the next phase of the Internet began.

The Internet is clearly established and people are interacting with the first real artificial intelligence: Google.

Now, people have a “brain in the cloud” that can answer any question and the Internet is no longer a list of catalogued websites, but a true information resource. The impact of Google on academia, science, business and in personal lives is huge.

In 2006, Amazon created the first large-scale cloud computing platform, and this opened up the world of commerce for millions of people and organizations. It made computing affordable and meant anyone could have a website.

Week 6 Readings: Science and Technology in World History Chapter 19 - p850-859 and The Innovators - Chapter 11 - p782-793

Book Chapters : Science and Technology in World History Chapter 19 - p 850-859

Book Chapters : The Innovators - Chapter 11 - p 782-793

SESSION 17 (LIVE IN-PERSON)

The Emergence of the Data Economy

Data science and big data analysis has transformed the way we look at the world and what we expect to predict. Our brain and traditions of mathematics have not been replaced by complex computational systems that can do far more than a person alone.

We have been able to tame nature and predict more accurately everything from population growth to weather. Big data has enabled us to predict when and where protests and civil unrest will occur, how and when diseases will spread, trends in financial markets and behavior of customers. It gives us abilities to use information from the past to accurately predict our future.

Book Chapters: Science and Technology in World History Chapter 19 - p 850-859

Book Chapters: The Innovators - Chapter 11 - p 782-793

SESSION 18 (LIVE IN-PERSON)

Social Media

The early 2000s were dramatically impacted by two major technological changes. First, mobile came and put computing into everyone's pockets. Then, Silicon Valley focussed its attention on social media and the second version of the Internet, Web 2.0, was born.

Instead of putting information online, the users of the Internet became the content creators. This meant people could have a voice, communicate in novel ways, share a variety of media and network with people who otherwise would have never come into their lives.

How this helped us as humans is under intense debate today. Is social media causing widespread addiction? Is it the greatest communication tool ever created? Is it causing people to become socially paranoid and reclusive? Have we lost all concept of privacy?

In this session we will debate all these issues and more.

Week 7 Readings:

Book Chapters : Homo Deus - Chapter 11 - p 533-541 and 558-565

SESSION 19 (LIVE IN-PERSON)

Life 3.0: Artificial Intelligence

Artificial intelligence is the focus of Silicon Valley today. All large technology companies are racing to find the best solutions to help us perform all manner of tasks. Artificial intelligence will be the ultimate enhancement of humans, giving us a digital helper that can traverse the Internet and help us achieve real-world tasks. Artificial intelligence has the potential to evolve into super intelligence, which is something more intelligent than humans. That could mean it is the last and most important discovery in our history, and it could do anything we need.

SESSION 20 (ASYNCHRONOUS)

New Industries

How technology has enabled the transformation and convergence of many traditional industries and how it has resulted in the emergence of completely new and novel forms of business.

Includes an excerpt from Science and Technology in World History

Book Chapters: Homo Deus - Chapter 11 - p 533-541 and 558-565

SESSION 21 (LIVE IN-PERSON)

The Fourth Industrial Revolution

The future of industry is a combination of many technologies that will mean a new way of doing business. Customized and on-demand products that can be created either in futuristic smart factories or even at home using 3D printing will be explained. The use of Big Data and e-commerce to make the process of doing business much more automated and efficient will also be introduced and we will see the ethical dilemmas brought up by the possibility of mass automation.

Week 8 Reading:

Book Chapters : Life 3.0 - Chapter 2 - p 131-155

SESSION 22 (LIVE IN-PERSON)

Transhumanism

Transhumanism is a philosophy that considers that we are still at an early stage of development as a species. According to Max More "Transhumanism is a class of philosophies of life that seek the continuation and acceleration of the evolution of intelligent life beyond its currently human form and human limitations by means of science and technology, guided by life-promoting principles and values." (1990). In this session, we will explore this concept and look at the ethical implications.

SESSION 23 (LIVE IN-PERSON)

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Week 8 Reading:

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SESSION 24 (LIVE IN-PERSON)

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Online reading:

Other / Complementary Documentation: What is Transhumanism?

SESSION 25 (ASYNCHRONOUS)

Bionics and Human Enhancement

The field of bionics was started in the 1950s but the rapid development of technologies such as bioprinting (3D printing with cells) has meant it is going to develop more in the coming years. This session will look back at the history of the field and forward to the possibilities.

Book Chapters : Life 3.0 - Chapter 3 - p 177-185

Book Chapters : Homo Deus - Chapter 1 - p 42-48

A Quantum Future

Quantum computing is the next step for computer technology. With systems requiring the same temperature as outer space, these systems are nothing like their silicon counterparts. We will look at the technology and examine how it works and how it is going to allow us to move to the next level of computation.

SESSION 26 (LIVE IN-PERSON)

The Robotics Revolution

A look at the history of robotics and what it could hold for us in the future. Robots are going to form the physical manifestations of AI in our world and in recent years, we have seen huge advances. From robotic factory workers to robot chefs and even as extreme as robot soldiers. The implications of this technology are huge for our future.

Book Chapters: Life 3.0 - Chapter 3 - p 177-185

Book Chapters: Homo Deus - Chapter 1 - p 42-48

SESSION 27 (LIVE IN-PERSON)

A Quantum Future

Quantum computing is the next step for computer technology. With systems requiring the same temperature as outer space, these systems are nothing like their silicon counterparts. We will look at the technology and examine how it works and how it is going to allow us to move to the next level of computation.

SESSION 28 (LIVE IN-PERSON)

Is technology really good for us?

In this session we will review all the history of our use of technology and we will discuss whether it is really good for mental health and if it is causing more harm than good. We will consider future scenarios, both good and bad, and we will explore and debate our feelings on this.

SESSION 29 (LIVE IN-PERSON)

The Future Evolution of Digital Humans (Review Session)

The Internet of Things and connected vehicles, combined with automated factories and smart cities will create a world full of data. This data will enhance our lives and make the world a living, breathing organism that responds to change.

3D printing could allow us to have factories in our homes, where we can download specifications and create anything from gourmet food to products manufactured from a variety of different materials. This could allow us to make anything we want, when we want it. 3D printing could also allow “bio-printing” where we can print new organs and parts of our bodies making us immortal.

The result could mean that we are going to evolve into a new state, leaving the limitations of the homo sapiens existence behind. Our bodies could become modular, cybernetic systems that can be easily repaired and our brains interconnected with other people who and technologies. Our whole existence could become something alien to normal people today.

There are many ethical, social and legal issues that will come about due to these changes and this class will be spent exploring and philosophizing about the impacts this change could have on all our futures.

SESSION 30 (LIVE ONLINE)

Final Exam

BIBLIOGRAPHY

Compulsory

- McClellan, J. E., & Dorn, H.. *Science and Technology in World History: An introduction*. Baltimore: Johns Hopkins University Press.. ISBN 0801883601 (Digital)

- Isaacson, W.. *The innovators: How a group of hackers, geniuses, and geeks created the digital revolution*. Simon & Schuster.. ISBN 9781471138805 (Digital)

Recommended

- Harari, Yuval N.. *Sapiens : a brief history of humankind*. ISBN 9780062316110 (Digital)

- Harari, Y. N.. *Homo deus: A brief history of tomorrow*.. ISBN 1910701882 (Digital)

- Tegmark, M.. *Life 3.0: Being human in the age of artificial intelligence*. ISBN 1101946598 (Digital)

EVALUATION CRITERIA

The evaluation will be based on two exams and two written assignments. The work done in the classes will also be submitted and will contribute to the final assessment. The exams will test understanding of the topics and information from the slides. The final exam will include all aspects of the course. The assignment will be a focus on two aspect of the course and will allow the opportunity to explore concepts in more detail.

Criteria	Percentage	Comments
Class Participation	20 %	
Midterm	20 %	
Individual Work	30 %	
Final Exam	30 %	

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/Suspensio: 0-4.9 (F)

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

·Automatic Failure/Suspensio: 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.)

IE Impact

This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge. IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

A) About the retake policy:

Retake Policies: Students have four opportunities to pass a course distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

·Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).

·Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students.

·The maximum grade a student can obtain in the second exam session is 8 out of 10.

Please add the information about what your retake will consist on. A common practice is to ask the students to submit all the work they did not turn in or failed during the course, but feel free to do something different if preferred.

B) About the 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.

PROFESSOR BIO

Professor: **ROBERT DAVID POLDING**

E-mail: rpolding@faculty.ie.edu

Dr Robert Polding

Dr Polding holds a PhD and MSc in Information Systems from The University of Sheffield and a BSc (Hons) in Media Science from Sheffield Hallam University. Research interests include augmented and mixed reality, e-commerce, web applications, RFID and database technologies. Lecturer in database design, information systems modeling, project management, international business administration, programming and big data. Previous jobs include working as a company director, project manager, programmer and journalist.

OTHER INFORMATION

Email

If you have a question(s) that was not answered in class, you are welcome to ask your question(s) via email. I can be reached at: rpolding@faculty.ie.edu. Although I will make every effort to respond to your question(s) as quickly and thoroughly as possible, please recognize that I may not be available when you send an email. Thus, please allow me up to 48 hours to respond before sending a follow-up email.

Office Hours

If your question cannot be properly answered via email and/or you would prefer to meet in person, please make an appointment to meet with me on the university campus during my scheduled office hours. Office hours will be determined during the semester and posted on Campus Online.

Student Privacy Statement

At times, students may disclose personal information through class discussions. It is expected that all members of the class will respect the privacy of their classmates. This means that the information disclosed in the class will not be repeated or discussed with other students outside of the course.

ACADEMIC INTEGRITY

Unless you are specifically instructed to work with other students in a group, all of your assignments, papers, projects, presentations, and any work I assign must reflect your own work and thinking.

What is academic integrity? When you do 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 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.

It is important to note that, while the list below is comprehensive, it should not be considered exhaustive.

Cheating includes:

1. 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. 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. Unauthorized co-operation or collaboration.
2. Tampering with official documents, including electronic records.
3. 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.

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2. 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).
3. You don't have to commit "word for word" copying to plagiarize – you can also plagiarize if you turn in something that is "thought for thought" the same as someone else.

Other violations of academic ethics include:

1. Not acknowledging that your work or any part thereof has been submitted for credit elsewhere.
2. Misleading or false statements regarding work completed.

Knowingly aiding or abetting anyone in committing any form of an Academic Integrity violation.

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).

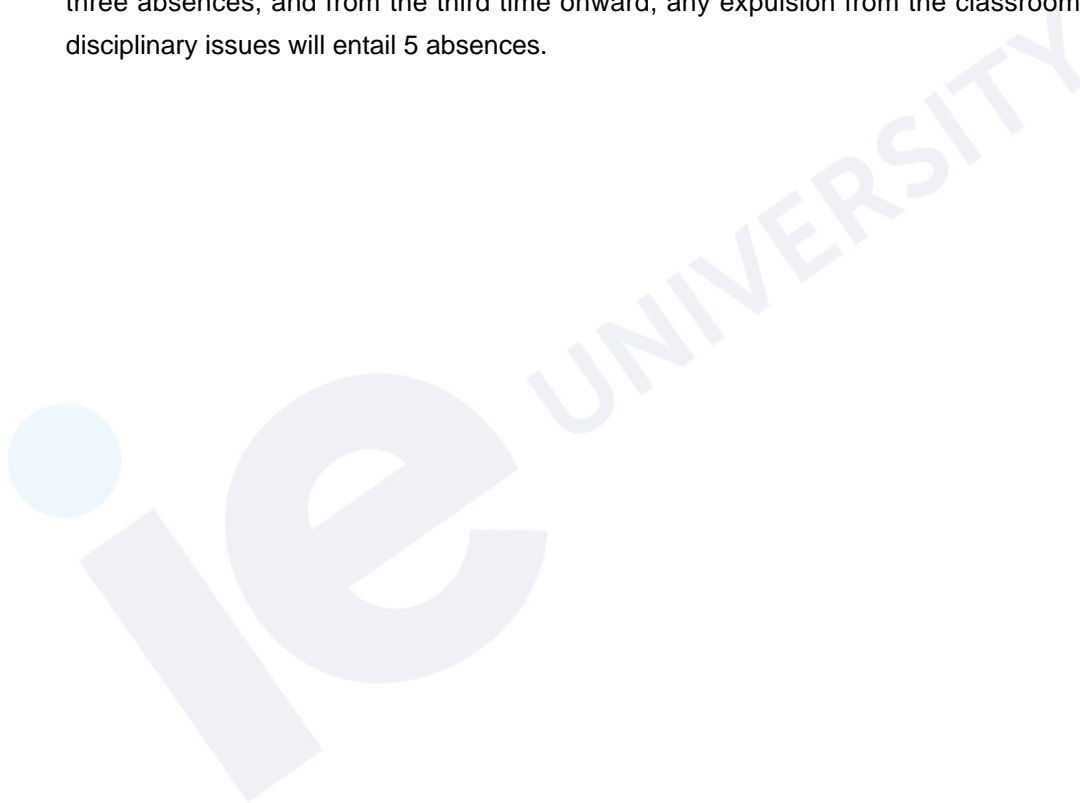
1. **If applicable, bring your name card and strictly follow the seating chart.** It helps faculty members and fellow students learn your names.
2. **Do not leave the room during the lecture:** Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she 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).

1. **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".

1. **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”.
2. **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.
3. **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.



IE-HUMANITIES

IE University

Professor: **JAVIER CAPAPÉ AGUILAR**

E-mail: jcapape@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2º

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

HISTORY OF ECONOMIC THOUGHT: BACK TO THE FUTURE

The course provides an introduction to the history of economic thought. It will follow a chronological order, analyzing key economic thinkers. The course will start with Plato and Aristotle, and continue with Adam Smith, Karl Marx, or Paul Samuelson.

It will review concepts in its historical context: money, markets, trade, natural resources, or the role of governments in the economy will be analyzed.

Importantly, the course will link all these fabulous economic thinkers and concepts with current economic issues, such as cryptocurrencies, natural resources, climate change, regulation, or tech-based startups.

The course will challenge the students' pre-assumptions on economic concepts and guide them towards deep and agile critical and creative thinking.

OBJECTIVES AND SKILLS

- Development of analytical, critical, and creative thinking.
- A comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

METHODOLOGY

The History of Economic Thought: Back to the Future (HET) 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 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.

Each session has an attached text or resource (film, documentary, podcast) that each student should comprehend individually. A short memo for each reading should be written and upload to Campus Ultra before each session commences.

The live session will include a discussion of the readings. This real-time interaction implies the key concepts, historical context, repercussions, of the text/resource analyzed will be discussed with the class. During the session, students will reflect on the relevance of each of these topics, and will argue on their importance in current economic global, regional and local matters (cryptocurrencies to inflation, global value chains to venture capital investing).

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	16.67 %	25 hours
Group work	16.67 %	25 hours
Other individual studying	26.67 %	40 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction, Course Guidelines, Motivation of the Course

SESSION 2 (LIVE IN-PERSON)

Trade, money, and household management in Aristotle

Pre-History of Economics

Book Chapters: Politics - Book 1, 1256a-1259a

SESSION 3 (LIVE ONLINE)

The origin of capitalism: The Salamanca School of Thought.

SESSION 4 (ASYNCHRONOUS)

Physiocrats and Mercantilists to understand Adam Smith

Book Chapters: The Wealth of Ideas A History of Economic Thought - Chapter 2.6

Book Chapters: The Wealth of Ideas A History of Economic Thought - Chapter 4.6

SESSIONS 5 - 6 (LIVE IN-PERSON)

Adam Smith: Disentangling the Invisible Hand

Book Chapters: An Inquiry into the Nature and Causes of the Wealth of Nations - Book 4, part 1 & 2

Book Chapters: An Inquiry into the Nature and Causes of the Wealth of Nations - Book 4, part 2

SESSIONS 7 - 8 (LIVE IN-PERSON)

David Ricardo: Trade as Economic Value

Book Chapters: On the Principles of Political Economy and Taxation - Chapter 7

SESSION 9 (ASYNCHRONOUS)

TBD

SESSIONS 10 - 11 (LIVE IN-PERSON)

VISIT to ICEX/ICO

SESSIONS 12 - 13 (LIVE IN-PERSON)

Marx and Marxism - What is up in the 21st Century?

Book Chapters: Economic and Philosophic Manuscripts of 1844

Book Chapters: The Capital - Chapter 32

SESSION 14 (ASYNCHRONOUS)

TBD

SESSION 15 (LIVE ONLINE)

MIDTERM EVALUATION

SESSIONS 16 - 17 (LIVE IN-PERSON)

John Maynard Keynes: The demand side influence

Book Chapters: The General Theory of Employment, Interest and Money - Chapter 3

Book Chapters: The General Theory of Employment, Interest and Money - Chapter 10

SESSIONS 18 - 19 (LIVE IN-PERSON)

Hayek: Austrian Economics

Book Chapters: Road to Serfdom - Condensed Version

SESSION 20 (ASYNCHRONOUS)

A beautiful mind (A movie by Ron Howard)

SESSIONS 21 - 22 (LIVE IN-PERSON)

Nash: Game Theory and bomb decisions

SESSIONS 23 - 24 (LIVE IN-PERSON)

Schumpeter and the Uberization of the economy

Book Chapters: Capitalism, Socialism and Democracy - Chapter 7 & 11

SESSION 25 (ASYNCHRONOUS)

The Big Short (A movie by Adam McKay)

SESSIONS 26 - 27 (LIVE IN-PERSON)

Milton Friedman: The purpose of the firm

Article: The Social Responsibility Of Business Is to Increase Its Profits

SESSIONS 28 - 29 (LIVE IN-PERSON)

Paul Samuelson: Public Goods

SESSION 30 (LIVE ONLINE)

FINAL DEBATE

EVALUATION CRITERIA

Criteria	Percentage	Comments
Preparation and Participation	20 %	
Midterm Evaluation	20 %	
Final Evaluation	30 %	
Continous assessment/evaluation	30 %	

The midterm and final evaluation will consist of a group debate followed by an individual written reflection on the key learning outcomes.

The continuous evaluation includes essays, questions short quizzes, in-class debates.

Students will be writing 300-500 word essays to demonstrate their own understanding of the readings provided in the live sessions.

Late work will be penalized and not allowed after a grace period to be detailed in the first session.

PROFESSOR BIO

Professor: **JAVIER CAPAPÉ AGUILAR**

E-mail: jcapape@faculty.ie.edu

Javier Capapé (Ph.D.) is an Economist (B.A., Universidad Autónoma de Madrid) who earned his Ph.D. from ESADE Business School and the University of Illinois (USA). He has published in top academic journals such as the Academy of Management Perspectives and Oxford University Press. Adjunct Professor at IE University since 2015, Capapé teaches Public Economics, Industrial Organization and Strategy, and History of Economic Thought. Also, Dr. Capapé is the Director of the Sovereign Wealth Research program at the IE Center for the Governance of Change. He has been a Consultant at the United Nations Environment Program on Sovereign Wealth Funds and Sustainable Development Goals. Since 2012, he is SovereignNET Research Affiliate at The Fletcher School (Tufts University) and Co-Editor of the Sovereign Wealth Funds Reports series, an initiative backed by ICEX. Capapé also works advising on sovereign wealth strategies to institutional clients including governments, sovereign funds, corporations, tech-based startups, real estate managers, intelligence companies, or venture capital, and private equity fund managers. His research has been regularly cited in international media (including The Financial Times, The Economist, The Wall Street Journal, Reuters, etc.)

OTHER INFORMATION

A) About the Spanish grading system, which is the one used at IE:

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) About the retake policy:

Retake Policies: Students have four opportunities to pass a course distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

- Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).
- Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students.
- The maximum grade a student can obtain in the second exam session is 8 out of 10.
- The retake evaluation will require students to submit all the work they did not turn in or failed during the course.

C) About the 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:

- 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.
- Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.
- co-operation or collaboration.
- with official documents, including electronic records.
- 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:

- 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.
- 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).
- Plagiarizing is not committing “word for word” copying. “Thought for thought” is also a form of plagiarism.

Other violations of academic ethics include:

- Not acknowledging that the students’ work or any part thereof has been submitted for credit elsewhere.
- Misleading or false statements regarding work completed.
- 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 the 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)

IE-HUMANITIES

IE University

Professor: **SUSANA TORRES PRIETO**

E-mail: storres@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

EMPIRES AND THE RHETORIC OF POWER

Some would argue that the key to a successful empire is simply a successful army. But after armies have conquered their key objectives, either by force or by pre-emptive strike, a whole process of justification of their actions before the conquered populations, as well as their own, usually ensues. In this process, that some have called 'the conquest of peace', empires have attempted, by hook or by crook, to turn their conquests into benefits, sometimes inexorable and unavoidable, for the conquered. More importantly, this rhetoric has played, and still does, a paramount role in the post-colonial scenario where we still find ourselves.

The present course focuses on the different means and strategies used by empires throughout history for justifying their actions and convincing conquered populations that such actions were part of a preordained plan, either due to the support from their own gods or an alleged superiority of their race, or both. During the course, not only relevant texts, but also all possible cultural and artistic representations, including decorative arts, that contributed to an image of imperial power will be reviewed in an attempt to elucidate those models that, from Antiquity until nowadays, nations have used to create empires.

OBJECTIVES AND SKILLS

The present course focuses on the analysis of the different texts and artistic representation, underlining the relevance of the subtext and the semiotic universe of artistic representations. The creation of propaganda as part of the political discourse throughout history, applied systematically by imperial powers, as well as the analysis of the response offered by different populations under their rule, will enable students to acquire a critical approach to different manifestations of power, as well as to draw comparisons between strategies still currently used by different governments and companies to attract opinions to their side.

Among some of the main skills to be achieved during the course are:

- Development of analytical, critical, and creative thinking.
- Comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

And more specifically:

- Critical understanding of past (and present) means of propaganda.
- Critical definition of empires and supra-national powers and organisations.
- Familiarity with modern approaches to colonialism and post-colonial cultural theories.
- Basic knowledge of semiotics and semiotic universe.
- Identification of the subtext and the intention of artistic representations.
- Ability to relate present discourses of power with past models.

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.

Each Seminar will focus on one particular typology of Empire by studying specific cases and examples from history. For each Seminar one or several readings will have to be made in order to follow the contents of the sessions and participate in ensuing discussions. All theoretical readings are provided in advance. It is important that readings are made for each session, since a large part of each class is devoted to the joint analysis and debate of what has been previously read.

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

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

INTRODUCTION: WHAT IS A (LASTING) EMPIRE?

This first session is devoted to establishing a clear definition of what is a lasting empire and what different types of empires are to be distinguished. Likewise, methodological approaches will be discussed to provide students with the theoretical framework needed for the course. By clarifying the object of study first, all further approaches in the course would be better applied to each practical case.

THE SACRED RULER: BIBLICAL AND ORIENTAL MODELS. The first empires known in history flourished in the Mediterranean and the Near East. From early Mesopotamian and Egyptian models to those described in the Bible, the rulers were anointed as sacred, either considered as demigods or as chosen by one God to lead His people. Both conceptions sacralised power by providing kings and emperors with a super-natural status that endowed them with divine authority over their subjects.

Book Chapters: Sacred Rulers

SESSION 3 (LIVE ONLINE)

HEROES AND KINGS (ZOOM ONLINE SESSION)

One of the characteristics present in many empires throughout history is the personal cult to the Emperor. The Emperor is portrayed as a hero, a cultural and social hero that embodies the virtues of a whole society. The charisma of the leader, as described by Max Weber, is key in understanding the propaganda generated in certain types of empires. In this session we will analyse how this charisma plays a leading role in establishing modern empires, as it did in Antiquity.

Article: The Three Types of Legitimate rule

SESSION 4 (ASYNCHRONOUS)

Forum on the typologies and propaganda used by Sacred Rulers in Antiquity and modern heroes.

SESSIONS 5 - 6 (LIVE IN-PERSON)

EMPIRES OF ANTIQUITY, PART I: ALEXANDER THE GREAT AND THE HELLENISTIC COMMONWEALTH

The Hellenistic empire of Alexander the Great was the first empire which had a long-lasting effect thanks to the use of a vehicular language and the propagation of certain artistic and intellectual models. The construction of Hellenism, essential for the late spread of Christianity, for example, was achieved by an innovative policy of conquest and pacts, and appointment of governors, constitutes the best legacy of the Macedonian Alexander the Great to posterity.

EMPIRES OF ANTIQUITY, PART II: 'WHAT HAVE THE ROMANS EVER DONE FOR US?'

Without any doubt, the Roman empire was the longest and most articulated empire of Antiquity. Not only by public buildings and the transmission of Classical culture, but with the powerful tool of a unified language, the Roman Empire, and its continuation in Byzantium, became a canonical model for other empires to come. The relation of the empire with its neighbours, the conceptions of barbarians and the strong dependence on its military power, as well as the attitudes of non-Roman peoples towards the metropolis, will be analysed in the present seminar.

Book Chapters: Conquest and Empire

Book Chapters: Romanization of Spain

SESSIONS 7 - 8 (LIVE IN-PERSON)

SEMINAR 7: THE WORLD BEYOND: THE PORTUGUESE MARITIME EMPIRE

Technical developments in navigation, shipbuilding and related arts permitted for the first time the exploration of the Indies in search of trade and riches that travelers as Marco Polo had described in their accounts. The Portuguese and the Spanish Empires were one of the first to establish a state policy in the new conquered lands, which differed in many respects from the private companies entrepreneurial approaches that both the Dutch and the British had tried so far.

SEMINAR 8: DISCOVERY AND CONQUEST: RELIGION AS PROPAGANDA.

The discovery of America by a Christian power ensued a new type of empire based on the conversion of the 'savages' in order to incorporate them into the empire. For the first time, new conquered populations were expected not only to acknowledge political rule by foreigners, but to accept the religious tenets of the Empire. Moreover, new actors started to accompany the army: members of religious communities, usually protected from the metropolis, became the best transmitters of the ideas of 'civilisation' that conformed the colonial mentality.

Book Chapters: After Tamerlane: The Rise and Fall of Global Empires

Working Paper: In Defense of the Indians

Podcast: The Valladolid Debate

SESSION 9 (ASYNCHRONOUS)

Forum on how the discovery of new worlds is historically linked to conquest and subjugation.

SESSIONS 10 - 11 (LIVE IN-PERSON)

THE CIVILIZING EMPIRES, PART II: THE BRITISH EMPIRE

Although commerce and the opening, or securing, of trade routes has always been a very important element in the broadening and creation of empires, in the case of the British Commonwealth the link between trading and political domain entered a new dimension with the granting of the title of "Empress of India" to Queen Victoria in 1876. The colonial expansion in Africa and Asia, and the issues it created between European colonizers and native populations are, to a large extent, still unresolved today and affected not most European countries, but large populations worldwide.

Book Chapters: Unfinished Empire

Working Paper: Proclamation of Queen Victoria

SESSIONS 12 - 13 (LIVE IN-PERSON)

THE CONFERENCE OF BERLIN AND THE BIRTH OF MODERN COLONIALISM

The Napoleonic Empire was comparatively short-lived, but it left a deep imprint in nations-to-be across Europe, territories that had been until then subject to old-established empires in the continent, namely, the Ottoman and the Austro-Hungarian Empire. Prussia acquired for the first time an imperial status, the Reich, in a completely and unexpected way that did not require conquering new lands and new peoples. Though relatively short lived, its consequences would have a long shadow in the history of the Old Continent.

Book Chapters: The Iron Kingdom

SESSION 14 (ASYNCHRONOUS)

The Scramble for Africa: Individual projects (1,000 words) on the colonization of individual countries in Africa.

Book Chapters: The Heart of Darkness

SESSION 15 (LIVE ONLINE)

Mid-Term examination

SESSIONS 16 - 17 (LIVE IN-PERSON)

ART AT THE SERVICE OF PROPAGANDA: Soviet Art at the service of the Revolution.

In the aftermath of the Russian Revolution of 1917, and inspired by the creation of a new society, some of the most talented artists of the Russian avant-garde put their creation and efforts to the service of the new state. Shortly afterwards, the Soviet machine of propaganda silenced many voices and demanded from artists due contributions to the creation of the 'homo sovieticus', bringing social realism to the forefront. All artistic disciplines aimed at convincing, and, if not, imposing the Soviet ideology to the masses.

NEW FORMS OF PROPAGANDA, THE BIRTH OF THE MASS MEDIA: Totalitarianism and Propaganda

In new democratic societies, a discourse aimed only at the elites was clearly insufficient. New political forms demanded greater, more pervasive and effective discourses to sway the will of thousands of people to adhere to a political programme: political propaganda at the price of erasing individuality proved to be as effective as dangerous in Germany in the 1930's. Many of its means and procedures are still used today.

Book Chapters: The Icon and the Axe

Book Chapters: The Social History of the Third Reich

SESSIONS 18 - 19 (LIVE IN-PERSON)

THE INDEPENDENCE OF THE AMERICAS: THE FIRST DEMOCRACIES AND NEW MODELS OF SOCIETY

The independence of the United States, Haiti and the former Spanish colonies brought together new social paradigms inspired, for the first time in history, in the rights of universal citizenship. From the declaration of the rights of man to the birth of the Bolivarian movement, the peripheries of empires were beginning to lead the way of social changes that were sooner rather than later adopted in the metropolis. The decolonation movement, imploding from outside, had started, and it also developed its own rhetoric.

Working Paper: The Rights of Men

Book Chapters: Th. Jefferson

Working Paper: The Angostura Address

SESSION 20 (ASYNCHRONOUS)

Analysis of two early films used by totalitarian regimes in propaganda:

Leni Riefenstahl 'The Triumph of the Will' (1935)

Sergei Eisenstein 'October' (1928)

SESSIONS 21 - 22 (LIVE IN-PERSON)

'IT IS ALL ABOUT THE MONEY': MERCANTILISM AND MARXIST CRITIQUES

Aside from more or less idealistic claims about the dignity of fellow human beings, soon the dialogue about colonialism turned to a crude dialogue about the convenience of preserving the lines of economic growth, as it had been painfully shown at the Conference of Berlin. Marx, claiming the exploitation of workers worldwide in liberal systems that cared nothing for the proletariat, criticised the economic trends and Lenin understood that imperialism was the most perverse form of capitalism. It is no wonder that a large number of wars of independence were fought by communist parties worldwide, and funded by Soviet Russia.

Book Chapters: The Wealth of Nations

Working Paper: Imperialism and Capitalism

SESSIONS 23 - 24 (LIVE IN-PERSON)

DECOLONIZATION AND MULTICULTURALISM

After WWI and WWII, past empires collapsed and a new international order appeared. The decolonization process was marked by a series of terrible wars that isolated the territories of former colonies, creating a new sociopolitical order based on supra-national structures and ruled, some might argue, but multinational corporations acting as 'soft' empires. Moreover, the decolonization has given way to constant flows of populations, often from the former colonies to the metropolis, where new social tensions have emerged.

Article: The End of Multiculturalism

Book Chapters: The End of Empires

SESSION 25 (ASYNCHRONOUS)

FORUM online on the topics of multiculturalism and end of empires

SESSIONS 26 - 27 (LIVE IN-PERSON)

COLONIAL ATTITUDES HERE AND ABROAD: THE BIRTH OF POSTCOLONIAL THEORY

Part of the response among intellectual elites to the painful affair of decolonisation was a reconsideration of what has traditionally been the narrative in the West about colonies, race, exoticism, and to which extent the rhetoric of subjugation had been ingrained in Western responses and depictions of non-European spaces. Concepts such as orientalism, or tropicality, have emerged in recent decades aiming to explain the derogatory and racist response of the white man towards the others.

Book Chapters: Culture and Imperialism

SESSIONS 28 - 29 (LIVE IN-PERSON)

BLACK LIVES MATTER

The assassination of George Floyd triggered recently a new wave of protests in the United States about the thorny question of how to deal with colonial and racist attitudes nowadays. The movement of Civil Rights in the US has a long tradition, and still seems far from being solved. Moreover, incidents like the explosion of Chernobyl nuclear plant, the disaster of Bhopal in India or the nuclear tests carried out by France in the Southern Pacific reveal an attitude towards extra-European countries that can only be qualified as colonial.

SESSION 30 (LIVE ONLINE)

FINAL EXAMINATION

EVALUATION CRITERIA

A) About the Spanish grading system, which is the one used at IE:

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) About the retake policy:

Retake Policies: Students have four opportunities to pass a course distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

- Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).

- Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students.

- The maximum grade a student can obtain in the second exam session is 8 out of 10.

Please add the information about what your retake will consist on. A common practice is to ask the students to submit all the work they did not turn in or failed during the course, but feel free to do something different if preferred.

C) About the 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)

IE Impact

This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge.

IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

Criteria	Percentage	Comments
Preparation and Participation	20 %	
Final Exam	30 %	
Midterm Exam	20 %	
Continuous Assessment	30 %	

A. CLASS PARTICIPATION AND PARTICIPATION IN FORA

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. ESSAYS AND READING RESPONSES

Aside from the 1,000 paper on the Conference of Berlin partition of Africa, each student has to submit four reading responses throughout the semester. Each reading response should be 600-700 words long. The student can pick up two topics from the first part of the course (until the midterm exam) and two from the second part of the course. Prompts for reading responses will be posted on Turnitin after each double live session. They will be active FOR A WEEK only. Failure to submit responses timely throughout the course will result in the loss of the corresponding part of the grade. Late submission will not be accepted.

PROFESSOR BIO

Professor: **SUSANA TORRES PRIETO**

E-mail: storres@faculty.ie.edu

Susana Torres Prieto is PhD. 'Doctor Europeus' in Slavic Philology by Cambridge University and Universidad Complutense. She did her postdoctoral studies on history in Paris (EPHE) and in the US (Ohio State University). Professor Torres has developed her academic and research career in the areas of Slavic and Medieval Studies. She has specialized on the literature and culture of Russia from the Middle Ages until now, as well as on the means and context of transmission of knowledge. She has taught in several universities in Spain and abroad and, after having been member of several international research groups and directing her own, is currently working on her second monograph. She is also member of several scientific societies worldwide. Her research focuses on the ideas of power in the Middle Ages and their artistic representation, particularly in the different cultural models used in Eastern and Western Europe.

OTHER INFORMATION

Office hours by appointment, face to face or via Zoom

IE-HUMANITIES

IE University

Professor: **MARIANA NIETHARDT DEL CASTILLO**

E-mail: mniethardt@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

THE PHILOSOPHY OF HAPPINESS

We know happiness really matters, but do we really know what happiness is? Is it reachable? Do we have a right to happiness? Do we have a duty to be happy? What is the difference between being happy and leading a happy life?

In this course, we will examine these, and other questions related to happiness. We will learn what Western philosophers—who have a rich tradition of thinking and writing about happiness—understand by the concept of happiness; how this notion has evolved over time throughout history, and how happiness relates to other concepts such as virtue, pleasure, beatitude, utility, self-sufficiency, will, pain, subjectivism, rights, and duty. We will also learn about and compare how other non-Western traditions understand the meaning of happiness in their cultures and how they experience it, and we will conclude the class by probing into what science and religion have to say about happiness.

Happiness is something we all have experienced in our lives and will continue to do so. So, I hope that once you have acquired a solid grasp of its different meanings in history and across different cultures, your knowledge of the concept of happiness will continue to enrich your debates outside the classroom and make you a little wiser in understanding your own path to happiness.

OBJECTIVES AND SKILLS

- Development of analytical, critical, and creative thinking.
- Comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

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.

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

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction. Why Happiness? Why Philosophy?

Happiness and Virtue: Plato and Aristotle

Book Chapters: Plato, "The Republic" (Book IV (419a-422a) and Book IX (584d-587a)) (ced)

Book Chapters: Aristotle, "Nicomachean Ethics" (Books I and X) (ced)

SESSION 3 (LIVE ONLINE)

Happiness and Pleasure: Epicureanism and Stoicism

Book Chapters: Epicurus, "Letter to Menoeceus" (ced)

Book Chapters: Seneca, "Of a happy life" (ced)

SESSION 4 (ASYNCHRONOUS)

Happiness and Science I: what does science say about happiness?

Video: Tal Ben-Shahar, "The science of happiness" (Youtube)

Video: D. Gilbert, "The surprising science of happiness" (TED)

SESSIONS 5 - 6 (LIVE IN-PERSON)

Happiness and Blessedness I: Judaism and Christianity

Video: Rabbi Lord Jonathan Sacks: "Happiness in the Jewish Perspective"

Book Chapters: St. Augustine, "The Happy Life" (selection) (ced)

Book Chapters: St. Thomas Aquinas, "Summa Theologica" (First Part of the Second Part: Question III) (ced)

SESSIONS 7 - 8 (LIVE IN-PERSON)

Happiness and Blessedness II: Buddhism and Daoism

Book Chapters: M. Ricard, "A Buddhist View of Happiness" (ced)

Podcast: The Happiness Lab, Lao Tzu

SESSION 9 (ASYNCHRONOUS)

Happiness and Science II: what does science say about happiness?

Video: M. Seligman, "The new era of positive psychology" (TED)

Video: R. Waldinger, "What makes a good life? Lessons from the longest study on happiness" (TED)

SESSIONS 10 - 11 (LIVE IN-PERSON)

Common Happiness and Right to Happiness: The Enlightenment

Greatest Happiness Principle: Utilitarianism

Book Chapters: D. Diderot and J. le Rond d'Alembert, "Encyclopedia" ("Happiness" and "Felicity") (ced)

Book Chapters: Montesquieu, "My Thoughts" (selections) (ced)

Book Chapters: J. Bentham, "An introduction to the principles of morals and legislation" (Chapter III-V) (ced)

Book Chapters: J.S. Mill, "Utilitarianism" (ced)

SESSIONS 12 - 13 (LIVE IN-PERSON)

The Human Conquest of Happiness: Schopenhauer and Nietzsche

Happiness and Meaning: Existentialism

Book Chapters: A. Schopenhauer, "The Art of Controversy" and "Counsels and Maxims" (selections) (ced)

Video: A. de Botton, "Philosophy: A Guide to Happiness – Nietzsche on Hardship" (Youtube)

Book Chapters: Camus, A. "The Myth of Sisyphus"

SESSION 14 (ASYNCHRONOUS)

Happiness and Science III: what does science say about happiness?

Video: B. Wallace, "The price of happiness"

Video: R. Gutman, "The hidden power of smiling"

Video: S. Berns, "My philosophy for a happy life"

SESSION 15 (LIVE ONLINE)

Midterm Exam

SESSIONS 16 - 17 (LIVE IN-PERSON)

Happiness and Idleness

Happiness in Hell

Book Chapters: Russell, B. "In Praise of Idleness"

Podcast: *The Happiness Lab* (Episode 5)

Article: "How to be happy in a Gulag: Lessons from Aleksandr Solzhenitsyn"

Book Chapters: Frankl, V. "Man's Search For Meaning". Preface (CED)

SESSIONS 18 - 19 (LIVE IN-PERSON)

Subjective Happiness

Consuming Happiness

Article: E. Diener, R. Lucas and S. Oishi, "Subjective Well-Being" (ced)

Video: D. Kahneman, "The riddle of experience vs. memory" (TED)

Article: Z. Bauman, "Happiness in a society of individuals" (ced)

Article: P. Bruckner, "Condemned to Joy" (ced)

SESSION 20 (ASYNCHRONOUS)

TBD

SESSIONS 21 - 22 (LIVE IN-PERSON)

Happiness and Marketing / Happiness and Medicine: Group Work

SESSIONS 23 - 24 (LIVE IN-PERSON)

Happiness and Economics / Happiness and Politics: Group Work

SESSION 25 (ASYNCHRONOUS)

Can Movies Enhance Happiness? ("Hector and the Search for Happiness"; "Happy-Go-Lucky"; "Eat, Pray, Love"; "Amélie"...)

SESSIONS 26 - 27 (LIVE IN-PERSON)

Happiness and Multiculturalism

The Globalization of Happiness

Article: Ahmed, S. "Multiculturalism and the Promise of Happiness" (CED)

Article: "Will Globalization Make You Happy?" (CED)

SESSIONS 28 - 29 (LIVE IN-PERSON)

What the history of "The Philosophy of Happiness" can teach us?

Wrap up session

SESSION 30 (LIVE ONLINE)

Final Exam

BIBLIOGRAPHY

Recommended

- Edited by Ilona Boniwell, Susan A. David, and Amanda Conley Ayers. (2013).

"The Oxford Handbook of Happiness". Oxford University Press. ISBN 9780199557257 (Digital)

EVALUATION CRITERIA

Your final grade will be weighted in the following way:

Preparation and Participation (20%): all readings and videos are mandatory and students are expected to do the readings and watch the media materials provided prior to each class. Lack of preparation, passive or zero participation and inappropriate behavior in class (e.g. classroom disruptions, side conversations. etc.) will affect negatively the grade. The depth and quality of your contributions will be the most important dimension regarding participation. 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.

Continuous evaluation (30%): throughout the course, you will have to write a couple of short essays, perform different happiness practices and complete the asynchronous tasks.

Essays should be submitted through Turnitin in online campus.

Essays will be marked according to Structure (25%), Style (25%) and Content (50%) which also includes the appropriate and correct use of sources. In each criteria, the following points have to be observed:

Structure:

- The general plan of the essay
- The connection between ideas exposed
- The inclusion of a conclusion
- The existence of paragraphs corresponding to ideas or concepts.

Style:

- The absence of grammatical mistakes
- The proper use of academic English corresponding to college level
- The adequate use of sources and quotations

Content:

- The level of originality in the essay
- The argumentative level of the essay
- The relevance of the information contained in it, without being a mere summary
- The adequacy of the content to the question proposed
- The logical connections between presentation of ideas and final conclusions
- The relevance of such conclusions without being a mere tautology.

Midterm Exam (20%): the specific format of the exam will be provided in due time.

Final Exam (30%): the specific format of the exam will be provided in due time.

Criteria	Percentage	Comments
Preparation and Participation	20 %	
Midterm evaluation	20 %	

Continuous evaluation	30 %	
Final Exam	30 %	

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) IE IMPACT

This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge. IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

C) 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.

D) 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.

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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.

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- 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: **MARIANA NIETHARDT DEL CASTILLO**

E-mail: mniethardt@faculty.ie.edu

Mariana Niethardt holds a PhD in Political Philosophy and a Bachelor's Degree in Philosophy by Universidad Pontificia Comillas. She also teaches "Legal Thought" and "Modern and Contemporary Political Philosophy" at IE. She has worked for many years at "The School of Philosophy" in Madrid.

OTHER INFORMATION

IE-HUMANITIES

IE University

Professor: **JULIO CRESPO MACLENNAN**

E-mail: jcrespo@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

SPAIN AND THE HISPANIC WORLD

Spain is one of the oldest nations in Europe, it is the place of origin of the Hispanic world, one of the great cultural communities of our time and of Spanish, the second most universal language. The aim of this course is to analyse the trajectory of Spain and the Hispanic world from antiquity, when Hispania emerged, to the Spain and Latin America of the twenty-first century. This course will explain how Spain emerged as a nation, why Spain discovered America and how it created the first empire where the sun never set. It will then explain how the collapse of the Spanish empire led to the creation of Latin America, how the Hispanic world expanded through the Americas and other parts of the world and the challenges faced by both Spain and Latin American nations, from the nineteenth century to the present.

This course will allow students understand not only the history of Spain and the Hispanic world but also the main features of its culture, politics and society. By the end of thirty sessions they will be familiar with the main events that have shaped the nations belonging to the Hispanic world as well as its most outstanding protagonists, and the historical legacy and culture that has confronted but also unified the peoples of the Spanish-speaking world.

OBJECTIVES AND SKILLS

2-OBJECTIVES AND SKILLS

- Development of analytical, critical, and creative thinking.
- Comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

This course aims at giving students the essential knowledge of the history of Spain and the Hispanic world.

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

1. Understand the history of Spain and the Hispanic world from its origins to the 21st century, and from a truly global perspective.
2. Understand how the countries of the Hispanic world were formed, the conflicts and challenges that they have faced until the present.
3. Become familiar with the most famous people and relevant historical figures of both Spain and the Hispanic world.
4. Become familiar the main historical landmarks, trends of thought and cultural movements shaping Hispanic history.

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.

Course Policies:

a. 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.

b. 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.

c. 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](#)

d. 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
 (30.0)%
 45 hours
 Discussions
 (10.0)%
 15 hours
 Exercises
 (30.0)%
 45 hours
 Group work
 (20.0)%
 30 hours
 Other individual studying
 (10.0)%
 15 hours
 TOTAL
 (100.0)%
 150 hours

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 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

1. Introduction. Spain and the Hispanic world.

This session will explain the keys to understand the history and expansion of the Hispanic world and its transformation into one of the great global cultures.

Book Chapters: Juan Lalaguna, Spain, a traveller's history, Chapter 1 (Chapter 1)

Book Chapters: Jean-Benoit Nadeau & Julie Barlow, The story of Spanish (Chapter 1)

SESSION 2 (LIVE IN-PERSON)

2. Iberia and Hispania

The Iberians, the early settlers of the Iberian peninsula. The Roman conquest and the foundation of Hispania and the importance of Rome in the origins of Spain and the Hispanic world.

Book Chapters: The Story of Spanish (Chapter 2)

SESSION 3 (LIVE ONLINE)

3.AL ANDALUS AND THE RECONQUEST OF SPAIN

The Moorish invasion of the Iberian peninsula, the Christian reconquest and the birth of the Iberian Kingdoms.

Book Chapters: Spain, a traveller's history (Chapter 3)

SESSION 4 (ASYNCHRONOUS)

THE CATHOLIC KINGS AND THE BIRTH OF SPAIN

The reign of Queen Isabella of Castile and Ferdinand of Aragon, and how they laid the foundations of the Spanish nation.

Book Chapters: Spain, a traveller's history (Chapter 3)

SESSION 5 (LIVE IN-PERSON)

CHRISTOPHER COLUMBUS AND THE DISCOVERY OF AMERICA

How and why Queen Isabella sponsored Christopher Columbus's exploratory journey. The discovery of America and the early consequences for Spain, Europe and the American continent.

Book Chapters: Felipe Fernández-Armesto, Columbus (Chapter 4)

Book Chapters: Hugh Thomas, Rivers of Gold, The Rise of the Spanish empire (chapter 4)

SESSION 6 (LIVE IN-PERSON)

CORTES, PIZARRO AND THE ERA OF GREAT CONQUISTADORS

The conquest of the Aztec and Inca empires, the early settlers and the clashes between the conquistadors and the indigenous peoples.

Book Chapters: Hugh Thomas, The rise of the Spanish empire (Chapter 8)

Video: The Great Spanish conquistadors

SESSION 7 (LIVE IN-PERSON)

SPAIN IN THE GOLDEN AGE

How Spain becomes the centre of the world between the 16th and 17th century. The wealth and cultural splendour of Spain in its hegemonic era.

Book Chapters: Robert Goodwin, Spain, the centre of the world, 1519-1682 (Chapter 7)

Book Chapters: John Elliott, Imperial Spain (Chapter 5)

SESSION 8 (LIVE IN-PERSON)

PHILIP II AND THE EMPIRE WHERE THE SUN NEVER SET

How the Iberian peninsula was unified and transformed into a global empire with bases in Africa, Oceania and the Far East.

Book Chapters: Spain, the centre of the world (chapter 7)

Video: The Spanish Empire History Documentary

SESSION 9 (ASYNCHRONOUS)

SPAIN UNDER THE BLACK LEGEND AND ITS IMPERIAL RIVALS

Causes and consequences of Spain's long decline as the first world power. The black legend and its effects on the Spanish empire.

Book Chapters: Robert Goodwin, Spain centre of the world (chapter 20)

Book Chapters: John Elliott, Imperial Spain (Chapter 10)

SESSION 10 (LIVE IN-PERSON)

CREOLE ELITES AND THE CHALLENGES OF THE SPANISH EMPIRE IN AMERICA

Life and politics in the Spanish vicerealties in America and the administration of the Spanish empire. The growth and development of creole elites and migration to America.

Book Chapters: Edwin Williamson, Penguin History of Latin America (chapter 2)

SESSION 11 (LIVE IN-PERSON)

NAPOLEON, THE INVASION OF SPAIN AND THE COLLAPSE OF THE SPANISH EMPIRE

The impact of the Napoleonic era, the Peninsular war and the dismemberment of the Spanish empire.

Book Chapters: Raymond Carr, Spain, 1808-1975 (chapter 3)

SESSION 12 (LIVE IN-PERSON)

BOLIVAR AND MIRANDA, SAN MARTIN AND O'HIGGINS AND THE GREAT FOUNDING FATHERS OF LATIN AMERICAN REPUBLICS

The trajectory of the founding fathers of Latin America, their ideas and influence in the new Iberoamerican world.

Book Chapters: Penguin History of Latin America (chapter 6)

Podcast: Simon Bolivar, History of the world

SESSION 13 (LIVE IN-PERSON)

THE NEW AMERICAN COUNTRIES AND THE BIRTH OF HISPANOMERICA.

The creation of the first independent nations in the Hispanic world.

Book Chapters: Penguin History of Latin America (Chapter 7)

Book Chapters: Enrique Krauze, Redeemers (chapter 1)

SESSION 14 (ASYNCHRONOUS)

MID-TERM EXAM

SESSION 15 (LIVE ONLINE)

RESTORATION SPAIN AND THE CHALLENGES OF THE MODERN SPANISH NATION

Spain under the restored monarchy of Alfonso XII, its internal and external challenges.

Book Chapters: Spain (Chapter 9)

SESSION 16 (LIVE IN-PERSON)

THE SPANISH-AMERICAN WAR AND THE COLLAPSE OF THE SPANISH EMPIRE

The loss of Cuba, Puerto Rico and the Philippines and its consequences in Spain, Latin America and the Hispanic world.

Book Chapters: Spain (Chapter 9)

Video: La crisis de la restauración, documentary

SESSION 17 (LIVE IN-PERSON)

THE MEXICAN REVOLUTION AND THE LONG ERA OF PRI HEGEMONY

The turbulent history of one of the greatest nations of Latin America. The causes and consequences of the Mexican revolution.

Book Chapters: Penguin History of Latin America (Chapter 10)

Book Chapters: Enrique Krauze, Redeemers (Chapter 5)

SESSION 18 (LIVE IN-PERSON)

ARGENTINA FROM THE GOLDEN AGE TO THE ERA OF PERON

The wealth and splendour of Argentina in the early twentieth century. How it became a leading nation of the Hispanic world and the causes of its decline.

Book Chapters: Penguin History of Latin America (Chapter 14)

Book Chapters: Enrique Krauze, Redeemers (Chapter 5)

SESSION 19 (LIVE IN-PERSON)

THE SPANISH CIVIL WAR AND THE FRANCO REGIME

The causes of the Spanish Civil War, its consequences and the impact it had on Spain and the Hispanic world.

Book Chapters: Stanley Payne, The Spanish Civil War (Chapter 17)

Podcast: BBC documentary, The Spanish Civil War

SESSION 20 (ASYNCHRONOUS)

THE CUBAN REVOLUTION, FIDEL CASTRO'S DICTATORSHIP AND ITS ENDURING LEGACY

The Cuban revolution and the rise of Fidel Castro. The establishment of the Castro regime and its deep consequences in both Latin America and international politics.

Book Chapters: Penguin History of Latin America (Chapter 12)

Book Chapters: Enrique Krauze, Redeemers, ideas and power in Latin America (Chapter 7)

SESSION 21 (LIVE IN-PERSON)

CAUDILLOS AND DICTATORS IN LATIN AMERICA

The spread of dictatorial rules and caudillos rule as a phenomenon in Latin America from the 1950s to the 1980s.

Book Chapters: Penguin History of Latin America (Chapter 13)

Podcast: Operation Condor, documentary

SESSION 22 (LIVE IN-PERSON)

THE LATIN AMERICAN BOOM AND THE GOLDEN ERA OF HISPANIC CULTURE

How literature contributed to global fascination with Latin America and a new golden era of Hispanic culture.

Book Chapters: A history of Spanish (Chapter 27)

Podcast: The Latin American Boom

SESSION 23 (LIVE IN-PERSON)

THE SPANISH TRANSITION TO DEMOCRACY AND THE THIRD WAVE OF DEMOCRATIZATION IN AMERICA

Spain's transition to democracy in the 1970s becomes a model that was successfully reproduced in Latin America.

Video: Juan Carlos: The king that saved Spanish democracy

Podcast: Allende and Pinochet in Chile

SESSION 24 (LIVE IN-PERSON)

THE REIGN OF KING JUAN CARLOS I AND THE NEW GOLDEN ERA OF SPAIN

How the reign of Juan Carlos I one of the most prosperous and successful in the history of Spain

Video: Juan Carlos: The Making of a leader

Book Chapters: Charles Powell, King Juan Carlos Self-made monarch (chapter 7)

SESSION 25 (ASYNCHRONOUS)

THE IBEROAMERICAN SUMMITS, SPANISH AS A GLOBAL LANGUAGE AND THE NEW TRANSATLANTIC WORLD

The Iberoamerican summits, the politics and culture of Spanish as a global language and the aim of creating a genuine Iberoamerican world beyond mere rhetoric and historic myths.

Video: 30 años de cumbres iberoamericanas

SESSION 26 (LIVE IN-PERSON)

THE CHAVIST PHENOMENON AND THE SPREAD OF POPULISM IN LATIN AMERICA

The collapse of Venezuela under the Chavist regime and the propagation of a populism in the early twenty-first century

Article: Carlos Malamud, Political changes and populist policies in Latin America (Elcano)

Article: Carlos Malamud, The fifth summit of the Americas

SESSION 27 (LIVE IN-PERSON)

THE REIGN OF KING FELIPE VI AND THE CHALLENGES OF CONTEMPORARY SPAIN

Constitutional patriotism versus separatism, cultural wars and new black legends of Spain.

Article: William Chislett, Quo Vadis Spain (Elcano)

Article: Charles Powell, Felipe VI, the reign in Spain

SESSION 28 (LIVE IN-PERSON)

THE FORGOTTEN HISPANIC WORLD

The Sephardic Jews, Hispanics in the United States, and other Hispanic communities in the world.

Article: Rafael Rodriguez-Ponga, *Spanish language in the Philippines (Elcano)*

Article: Angel Badillo, *Hispanics and Spanish in Trump's presidency*

SESSION 29 (LIVE IN-PERSON)

LATIN AMERICAN AND THE HISPANIC WORLD IN THE TWENTY-FIRST CENTURY

Hispanism as a factor of unity in the polarised societies of the Latin American twenty-first century.

Article: *Es América Latina parte de Occidente*

Article: *Latin America's democracy after a year's pandemic (Elcano)*

SESSION 30 (LIVE ONLINE)

FINAL EXAM

BIBLIOGRAPHY

Recommended

- Juan Lalaguna. (2002). *Spain, a traveller's history*. Cassell. ISBN 9780304362769 (Printed)

- Jean-Benoit Nadeau & Julie Barlox. (2013). *The Story of Spanish*. St Martin's Griffin. ISBN 9781250049049 (Digital)

- Robert Goodwin. (2015). *Spain, centre of the world*. Bloomsbury. ISBN 9781408862285 (Printed)

- Hugh Thomas. (2015). *World without end*. Penguin. ISBN 9781846140639 (Printed)

- Hugh Thomas. (2010). *Rivers of Gold*. Penguin. ISBN 9780141034485 (Printed)

- Felipe Fernandez-Arresto. *Columbus*. 1991. Oxford Paperbacks. ISBN 9780192852601 (Printed)

- Raymond Carr. (1982). *Spain, 1808-1975*. Oxford University Press. ISBN 9780198221289 (Printed)

- Edwin Williamson. *Penguin History of Latin America*. 2010. Penguin. ISBN 9780141034751 (Printed)

EVALUATION CRITERIA

Preparation and participation 20%
 Midterm evaluation 20%
 Final evaluation 30%
 Continuous assessment/evaluation 30%

Criteria	Percentage	Comments
Final Exam	30 %	
Intermediate Tests	20 %	
Class Participation	20 %	
Other	30 %	
Final Exam	0 %	
Final Exam	0 %	

Reading the recommended texts as well as watching the videos and podcasts is essential to be able to follow the course and succeed in the evaluations.

Evaluation for this course will combine class participation and a class presentation (20%), written assignments during asynchronous sessions (30%) intermediate test (20%) and final exam (30%).

For asynchronous sessions two questions will be sent based on the set readings. Students will have to write a short answer of no more than two paragraphs or a total of 400 words to the questions asked.

All students must make a brief class presentation of approximately 5 minutes, on a different topic to the one chosen for the written essay.

The mid-term and final exams will consist of a mixture of essay and multiple choice questions.

Participation grade will be based on class attendance, class behaviour and etiquette, and contributions to class discussions.

Any student missing more than 9 sessions will fail the class. Any student found plagiarizing on an assignment will receive a '0' for that assignment and an ethics warning. A second case of plagiarism will lead to the convening of a university ethics committee, and failing the class. All papers will be graded using turnitin, which means don't plagiarize, you will get caught. Any case of cheating on exams or quizzes will result in failing the class and the convening of a university ethics committee.

Students who fail the class due to poor grades will have the chance to take an extraordinary exam in July. This exam will comprise two essay questions, and will require students to understand the course readings. Students who fail the class due to attendance or ethics violations will not be able to take the July exam. July Exam dates are non-negotiable.

A) About the Spanish grading system, which is the one used at IE:

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.)

About the retake policy:

Retake Policies: Students have four opportunities to pass a course distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).

Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students.

The maximum grade a student can obtain in the second exam session is 8 out of 10.

Please add the information about what your retake will consist on. A common practice is to ask the students to submit all the work they did not turn in or failed during the course, but feel free to do something different if preferred.

About the 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: **JULIO CRESPO MACLENNAN**

E-mail: jcrespo@faculty.ie.edu

Julio Crespo-MacLennan originally joined IE Business School in 2005, when he taught in the international MBA and he also been assistant professor at IE University. Throughout his academic career he has taught International Relations and History at several universities in Britain, Spain and the United States. He has represented the Spanish diplomatic mission as director of the Instituto Cervantes in Istanbul, Dublin and London. He was also vice-president of EUNIC, the European Union National Institutes for Culture in London. At present he is the founding director of the Hispanic Observatory, based in London, the first pan-Hispanic think tank in the world and he is also an associate fellow of Elcano Royal Institute, Spain's most prestigious think tank.

He holds a Ph.D. from St. Antony's College, Oxford University, an M.A. in International Relations from the Ortega y Gasset University Institute in Madrid and a B.A. in History from University College, Oxford University.

He has published seven books including How Europe shaped the modern world (Pegasus Press, 2018). He has also published over one hundred articles and book reviews in academic journals and the daily press, mainly in the Spanish daily newspapers ABC and El País and occasionally he also writes for the Latin American and British press. He has also given lectures in over thirty countries and diverse international forums. His research interests include the European Union, Latin America, intergovernmental institutions, global governance, big data and new technologies.

He currently prepares a book on the history of the Spanish-speaking people.

OTHER INFORMATION

I am available for student consultation at all times in the following email: jcrespo@faculty.ie.edu

IE-HUMANITIES

IE University

Professor: **CRISTINA NUALART**

E-mail: cnualart@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

There are **no** prerequisites for this course.

It is nonetheless highly recommended that students read or watch the videos of John Berger's "Ways of Seeing" beforehand (<https://ie.on.worldcat.org/v2/oclc/1269427459> & <https://ie.on.worldcat.org/v2/oclc/813862194>). The ideas in *Ways of Seeing* have not lost currency.

SUBJECT DESCRIPTION

IMAGE, ART AND POWER

From the use of soft power in public diplomacy to the Black Power movement, this course reflects on the ways in which visual culture links to power systems, either by transmitting or perpetuating dominant structures, or by questioning and attempting to subvert them. Students will approach the visual arts, photojournalism, films, fashion, media imagery, architecture and maps to interpret how this cultural production shapes our understanding of social dynamics. To understand how visual imagery can be used to support power, it will be necessary to also learn about the systems of power within the constructs of art and visual studies.

This course is aimed at those who want to be acquainted with art histories and visual culture, but also to those who wish to think critically about power, while becoming conversant with the perspectives and mechanisms at work in the visual communication all around us. The learning process includes image-based tasks (no drawing skills required) in addition to written work designed to facilitate understanding of the theories discussed. Thinking through different geographical and chronological environments will strengthen historical knowledge and provide tools for building richer intercultural connections.

OBJECTIVES AND SKILLS

Explore and discuss visual methodologies

Development of analytical, critical, and creative thinking.

Comprehensive reading of complex texts.

Writing and argumentation.

Research and information competence.

Sensitivity to other cultures and human experiences.

METHODOLOGY

The course will be taught employing IE's Liquid Learning methodology, which combines three essential elements for a complete and dynamic learning experience: synchronous interactions, asynchronous interactions and individual inquiry and discovery. Synchronous Interaction is learning that happens in live, in real-time. For example, attending classes (lectures, discussions, labs, studios) in-person or virtually, working with classmates on team projects in a work-room or video-conference platform, or getting help and feedback from professors in-person or online. Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

The content of this course is introduced through lectures, readings and occasional videos. Each topic will be explored with class activities –such as discussions, group work or creative explorations for which student participation and dialogue is essential.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35 hours
Discussions	20.0 %	30 hours
Exercises	20.0 %	30 hours
Group work	13.33 %	20 hours
Other individual studying	23.33 %	35 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

COURSE INTRODUCTION

Representations of Power and "the visual turn".

Book Chapters: Chapter 1: "Researching with visual materials: a brief survey", in: Visual Methodologies. An introduction to Researching & Visual Materials (4th edition), 2016

SESSION 3 (LIVE ONLINE)

IMAGE ETHICS

An introduction to ethical debates on the creation and use of images.

Book Chapters: Chapter 14: "Research Ethics and Visual Materials", in: Visual Methodologies. An introduction to Researching & Visual Materials (4th edition), 2016

SESSION 4 (ASYNCHRONOUS)

VISUAL THINKING

This session guides you into putting into practice what is sometimes referred to as "visual thinking", and activate what some psychologists refer to as "visual-spatial intelligence".

SESSIONS 5 - 6 (LIVE IN-PERSON)

DYSTOPIAS, UTOPIAS AND DOMINANT WORLDVIEWS

From the media to our imagination, how "visual" are notions such as climate change? Have images, or a lack of them, contributed to, for example, "colapsology"?

The film will be made available for students to view.

Video: Anthropocene: the Human Epoch, 2018

Article: "The Production of the Utopian Image", 2020

SESSIONS 7 - 8 (LIVE IN-PERSON)

ART, REVOLUTIONS AND ICONOCLASM

From the Avant-Garde artistic movements to contemporary socially-engaged art, artists have invented ways to signal and promote changes in society's power structures.

Article: "Ecoaesthetics: A Manifesto for the Twenty-First Century", in: Third Text, vol. 23 no. 5, 2009

Article: "The invisible and the visible. Identity politics and the economy of reproduction in art", in: Decolonising Museums, 2015

SESSION 9 (ASYNCHRONOUS)

Visual experiences in writing. Exhibition and Film reviews

How are film and art reviews constructed? What makes a good written review? The task for this session will allow you to browse IE library's Premium Press:

<https://library.ie.edu/resources/premium-press/> as you learn effective, professional writing tips.

Book Chapters: Chapters: "How to Substantiate Your Ideas" and "Practical How To's", in: How to write about contemporary art, 2014

SESSIONS 10 - 11 (LIVE IN-PERSON)

MUSEUMS, POWER AND THE CANON

The Museum is a relatively new type of institution in humanity's history, yet museum's arguably play an important role in our vision of our collective selves and what we deem culturally valuable. We examine the notion of the "canon", and discuss what or who it leaves underrepresented or out. (If circumstances permit, this session might take place in the form of a museum visit).

Book Chapters: Chapter: "The idea of the canon and canon formation in art history", in: Art History and Visual Studies in Europe, edited by Matthew Rampley, 2012

Book Chapters: Chapter: "Art in a Globalised State", in: Art and Social Change, edited by Caroline Turner, 2005

SESSIONS 12 - 13 (LIVE IN-PERSON)

ARCHITECTURE, MAPS AND CITIES

Cartography, urban planning and the design of landscapes, buildings and monuments affect the image we have of our environment, and our agency within it. Images of these spaces also include recordings designed as processes of public surveillance.

The reading for these sessions includes some of Jane Jacobs's key book *The Death and Life of Great American Cities*. Groups of students will be allocated different chapters to read prior to the class discussion.

Book Chapters: "How to look at a culvert" (pp. 12-17) and "How to look at maps (pp. 125-128), in: How to Use Your Eyes, 2000

Book Chapters: "The Death and Life of Great American Cities"

SESSION 14 (ASYNCHRONOUS)

Cultural Mediation

Cultural Mediation is a practice that many museums now use to involve the audiences in dialogue with visual experiences.

Book Chapters: Chapter: "Cultural Mediation – Between the Need for Legitimization and Critique of Cultural Hegemony", in: Time for Cultural Mediation, 2012

SESSION 15 (LIVE ONLINE)

ART MADE IN ASIA

Although earlier in the course we have seen examples of art from around the globe, we cannot even begin to cover all the countries in Asia. For millenia, this vast and diverse continent has produced a rich variety of sophisticated cultures. Through a small selection of images, we can debate questions about visual culture, image-making and worldviews.

Book Chapters: Chapter 8 by Oscar HO, "Under the Shadow: Problems in Museum Development in Asia", in: Contemporary Asian Art and Exhibitions: Connectivities and World-making, 2014

SESSIONS 16 - 17 (LIVE IN-PERSON)

PHOTOGRAPHY AND PHOTOJOURNALISM

The invention of machines that captured visible reality seemingly and produced images of it changed the course of image history. We also explore how this development relates to perceptions of documentary evidence and how some photographs have played a part in starting or ending wars.

The reading for these sessions will be from Susan Sontag's much loved book *On Photography*. Groups of students will be allocated different chapters to read prior to the class discussion.

Book Chapters: On Photography

SESSIONS 18 - 19 (LIVE IN-PERSON)

MID-TERM ESSAY DUE

FROM THE STILL IMAGE TO THE MOVING IMAGE

Film, TV and audiovisuals including video games were a significant step in the development of image creation. Narrative can also be conveyed through sequential artforms in 2D, such as comics and graphic novels.

Book Chapters: Chapter "The Film Age", in: The Social History of Art, Vol. 4., 1999

SESSION 20 (ASYNCHRONOUS)

Photo Essays and Visual Anthropology

Sociological research can take visual or audiovisual forms, to be explored during this session.

SESSIONS 21 - 22 (LIVE IN-PERSON)

THE GAZE, THE BODY AND GENDERED POWER

Feminist Art, Feminist and Queer Film Theory, and theories of the gaze.

Article: "Visual Pleasure and Narrative Cinema", first published in Screen magazine. Republished in Visual and Other Pleasures, 1989

Book Chapters: Chapter 4: "Afterthoughts on 'Visual Pleasure and Narrative Cinema' inspired by

King Vidor's Duel in the Sun (1946)", in: Visual and Other Pleasures, 1989

SESSIONS 23 - 24 (LIVE IN-PERSON)

RACE AND INDIGENEITY

How have colonised, racialized, indigenous peoples and ethnic minorities been deprived of power and reclaimed it? The Black Power movement is one example we discuss this session.

Book Chapters: Chapter: 4, "White People Should Figure Out How to Get Rid of White Privilege", in: White Privilege, 2019

Book Chapters: Chapter 18: "Implications of Blackness in Contemporary Art", in: A Companion to Contemporary Art Since 1945, edited by Amelia Jones, 2010

Video: The Pearl Button (El botón de nácar), 2015

SESSION 25 (ASYNCHRONOUS)

Semiotics and Personal Appearance

How does personal appearance incorporate semiotic messages? What are the elements of transgression, for fitting in and belonging, for identity formation? Selfies and dress styles, tattoos, cosmetic technologies, erotic capital, etc.

Book Chapters: Chapter 5: "Hermstory", in: The Feminism and Visual Culture Reader, edited by Amelia Jones, 2010

SESSIONS 26 - 27 (LIVE IN-PERSON)

FASHION

Attire plays an important role in signalling codes of belonging, class and gender. The meaning of these cultural expressions will be interpreted from historical and sociological lenses.

Book Chapters: Chapter 12: "Fashion Since 2010", in: Costume and Fashion, 2020

SESSIONS 28 - 29 (LIVE IN-PERSON)

To Be Arranged

Changes to the programme may occur due to unforeseen circumstances, and the scheduled content of the course may be adjusted to accommodate guest speakers or plan a visit. Any instructions or materials required for these sessions will be made available in advance. Students must check announcements regularly.

SESSION 30 (LIVE ONLINE)

FINAL EXAM

The exam will be a test on Blackboard, and includes a component that students have prepared beforehand, to submit on this day.

EVALUATION CRITERIA

The evaluation of student performance will be based largely on the quality of the critical thinking demonstrated throughout the various tasks and assignments on the course. The effort students put into reading, preparation and the development of their research and writing skills will also constitute evidence of progress, and contribute substantially to their overall grade.

Assessment includes:

- Class participation (activities and discussion)
- Short individual tasks (1-2 pages of written work and/or creative tasks, on asynchronous sessions)
- Short group tasks (2-3 pages of written work and/or creative tasks, on asynchronous sessions)
- A midterm essay (4-6 pages, 1000-1500 words, excluding references).
- A final exam (includes the submission of written material prepared in advance, 2-3 pages).

LATE SUBMISSION: assignments submitted after the deadline will incur a penalty of 1 point deducted per each day (24hrs) it is late.

Criteria	Percentage	Comments
Class Participation	20 %	Preparation and Participation
Intermediate Tests	15 %	Continuous Assessment
Workgroups	15 %	Continuous Assessment
Intermediate Tests	20 %	Midterm Evaluation
Final Exam	30 %	Final Evaluation

IE Impact

IE This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge. IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

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.)

RETAKE 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. The retake involves the submission of all coursework and assignments that during the course had not been completed or were below passing standard, in addition to a progress reflection.

CODE OF ETHICS / HONOUR CODE:

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. One way to enact academic integrity is to do 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.
- d) 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. Blackboard, 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, 20th June 2020)

PROFESSOR BIO

Professor: **CRISTINA NUALART**

E-mail: cnualart@faculty.ie.edu

Cristina Nualart holds a PhD in Art History (Madrid) and an MA in the Creative Economy (London). Her research is directed towards art and visual culture, with a particular interest in feminism and gender studies. She is an academic member of two research groups focused on Asian art and visual culture: GIA (Grupo de Investigación Asia, Complutense University Madrid), and VASDiV (Visual Activism and Sexual Diversity in Vietnam Research Network, Art and Humanities Research Council/GCRF grant, UK). In Spain, she has developed courses for Casa Asia and worked on projects led by Dirección General de Patrimonio de la Comunidad de Madrid. She has given talks in institutions such as Museo Thyssen, Museo Nacional de Escultura, IVAM, Matadero Madrid and Museo Reina Sofía.

OTHER INFORMATION

Office Hours

Student meetings by appointment. Contact: cnualart@faculty.ie.edu

IE-HUMANITIES

IE University

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

E-mail: fgragera@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

JUSTICE

Why does justice matter? How can we define it? Where does it reside and how do we implement it? How do we reconcile the need for a state with individual liberty? Why should I be taxed for common services? Most importantly, why would I care in today's global world? According to the UN, inequality is an issue "that will define our time". Equal access to opportunities is a rising concern among global policy makers. The responsibility to include the other, to give his/her own, and the extent to which we should do it -or we should not- will be the subject of our analysis, having in mind the fact that we are tightly interconnected, and the coronavirus health crisis has demonstrated it even more clearly.

In this course, the study of some of the most influential philosophical and political theories will help us first illuminate various formulations on pivotal terms such as liberty, state, democracy and rights. We will witness how the theorization of justice and equality was born and the debates around it by going back to moments of change, rebellion and experiments, such as the American Revolution, the Universal Declaration of Human Rights, the Civil Rights Movements and counterculture during the 1950s and 1960s and the Great Leap Forward. Films, documentaries, literary texts, songs and art will show us how representation has powerfully shaped the way we understand and conceive of justice and equality, bringing to the fore in some instances marginalized aspects and members of society, becoming means for protest, awareness and social criticism. We will examine central current debates on feminism, ecology, race, technology and digitalization, migration and global economics.

OBJECTIVES AND SKILLS

At the end of this course, participants will acquire:

-Development of analytical, critical, and creative thinking.

- Comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

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

Content-based

- Acquisition of greater familiarity with the theorization of the concepts of justice and equality through canonical texts.
- A better understanding of how these concepts have been constructed and of their impact today.

Skill-based

- Ability to analyze the political, social and transnational implications of conceptions of justice and equality.
- A deeper insight and awareness on how justice and equality are linked to art, literature and film, in terms of representation and expression of power.
- A broad perspective of the major and most influential political theories on justice and equality.
- Development of a critical view on case studies in which justice and equality are at stake, and ability to discern the complexities of those.

METHODOLOGY

The course will be taught employing IE's Liquid Learning methodology, which combines three essential elements for a complete and dynamic learning experience: synchronous interactions, asynchronous interactions and individual inquiry and discovery. Synchronous Interaction is learning that happens in live, in real-time. For example, attending classes (lectures, discussions, labs, studios) in-person or virtually, working with classmates on team projects in a work-room or video-conference platform, or getting help and feedback from professors in-person or online. Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

The professor is expected to:

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

The students are expected to:

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

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

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

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

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

Contents to be covered during the session: An introduction to the concepts of justice and equality. A Historical Map of Justice.

Going back to some roots. Hammurabi Code- 755–1750 BC.

The Book of Job, combat for divine justice, 7th and 4th centuries BCE.

Antigone. Justice and/or law?

SESSION 3 (LIVE ONLINE)

Foundations and Definitions of Justice (I)

Contents to be covered during the session: In this class, we will continue to explore general perspectives/definitions on the notion of Justice across times.

Pre-class Reading/ Class discussion: 'There Is No Justice in History' in *Sapiens: A Brief History of Mankind*, by Yuval Noah Harari. Pages 143-156.

Lecture+ Analysis in class: The justice song (1)

Responses to the reading on Blackboard Discussion.

Technical note: *Sapiens*. 'There Is No Justice in History'.

SESSION 4 (ASYNCHRONOUS)

Foundations and Definitions of Justice (II)

Contents to be covered during the session: In this asynchronous class, we will continue to explore general perspectives/definitions on the notion of Justice across times.

Reading+ FeedbackFruits activity with comments/ questions. Justice. 'Doing the Right Thing' in *Justice. What's the Right Thing to Do?*, by Michael J. Sandel.

Video: [The Trolley Dilemma](#). Reactions in Discussion, Blackboard.

Technical note: Justice. 'Doing the Right Thing' in Justice. What's the Right Thing to Do?.

SESSIONS 5 - 6 (LIVE IN-PERSON)

Foundations and Definitions of Justice (III). A Historical Overview.

Contents to be covered during the session: In this class, we will use the lenses of history to analyze and discuss two key historical texts on justice and their implications.

Pre-class Reading: [The United States Declaration of Independence](#)

Pre-class Reading: Universal Declaration of Human Rights.

Lecture+ Analysis in class: The justice song (2)

Responses to the readings on Blackboard Discussion.

Technical note: Universal Declaration of Human Rights

SESSIONS 7 - 8 (LIVE IN-PERSON)

Foundations and Definitions of Justice (IV). Utilitarianism.

Utilitarianism: Does justice lie in the outcome?

Contents to be covered during the session: in this class, we will explore one of the most influential philosophical perspectives on Justice, and will discuss its implications and validity.

Pre-class Reading: *An Introduction to the Principles of Morals and Legislation* (selections), by Jeremy Bentham.

Pre-class Reading: *On Liberty*, by John Stuart Mill (Chapter I).

Video: The Lifeboat Case and other case studies.

Lecture+ Analysis in class: The justice song (3)

Responses to the readings on Blackboard Discussion.

Technical note: On Liberty (Chapter I)

Technical note: 'On the Principle of Utility' in An Introduction to the Principles of Morals and

Legislation

Technical note: 'Value of a Lot of Pleasure or Pain, How to Be Measured' in An Introduction to the Principles of Morals and Legislation

SESSION 9 (ASYNCHRONOUS)

Contents to be covered during the session: in this non class learning session, you will select one of the movies or documentaries from the indicated list and will write ASSIGNMENT 1 based on it.

View one:

Film: *Rabbit-Proof Fence* (2002).

or

Film: *The Official Story* (1985).

or

Documentary: *The Corporation* (2004).

or

Documentary: *The New Rulers of the World* (2014).

ASSIGNMENT 1 (10%)- Write a short paper based on the movie or documentary selected (2 pages length, to be submitted via Turnitin on Blackboard). More guidelines TBA. **SUBMISSION DEADLINE: SESSION 10.**

SESSIONS 10 - 11 (LIVE IN-PERSON)

Foundations and Definitions of Justice (V)

Why do we need a social contract? Why should we have a state?

Contents to be covered during the session: in this class, we will analyze and discuss two major texts concerning government and the structure of society, and we will also explore non-fictional texts which reconstruct through testimonies, reports or legal documents cases of state's failure to deliver justice.

Pre-class Reading: 'On the Natural Condition of Mankind as Concerning Their Felicity and Misery' in *Leviathan*, by Thomas Hobbes.

Pre-class Reading: *The Social Contract* (Book I), by Jean-Jacques Rousseau

Lecture+ Class activity: *Massacre in Mexico*, Elena Poniatowska and *The Gulag Archipelago* by Aleksandr Solzhenitsyn.

Responses to the readings on Blackboard Discussion.

ASSIGNMENT 1 DUE.

Technical note: 'On the Natural Condition of Mankind as Concerning Their Felicity and Misery' in Leviathan

Technical note: *The Social Contract, Book I*

SESSIONS 12 - 13 (LIVE IN-PERSON)

Foundations and Definitions of Justice (VI)

Libertarianism. The Minimal State.

Contents to be covered during the session: in this session, we will examine influential theories that support a minimal state, in which individual rights are the key standard to consider.

Pre-class Reading: *Anarchy, State and Utopia* (selections), by Robert Nozick.

Lecture+ Class activity: TED Talk: *The Bizarre Economics of Tax Havens and Pirate Banking*: James S. Henry.

Graffiti: The street as a justice canvas.

Responses to the readings on Blackboard Discussion.

Technical note: *Anarchy, State and Utopia* (selections)

SESSION 14 (ASYNCHRONOUS)

Contents to be covered during the session: in this non class learning session, you will select one of the movies from the indicated list and will write ASSIGNMENT 2 based on that.

View one:

Film: *Beasts of the Southern Wild* (2012)

or

Film: *Parasite* (2019)

or

Film: *Capernaum* (2018)

ASSIGNMENT 2 (10%)- Write a short paper based on the movie selected (2 pages length, to be submitted via Turnitin on Blackboard). More guidelines TBA. **SUBMISSION DEADLINE: SESSION 15.**

SESSION 15 (LIVE ONLINE)

MIDTERM EXAMINATION

ASSIGNMENT 2 DUE.

SESSIONS 16 - 17 (LIVE IN-PERSON)

Foundations and Definitions of Justice (VII)

Justice and Dignity

Contents to be covered during the session: We will analyze Kant's theorization of justice and how his emphasis on human dignity informs present-day notions of universal human rights.

Pre-class Reading: 'What Matters is the Motive': Immanuel Kant in Sandel, Michael J. Justice: *What Is the Right Thing to Do?* (pages 58-75).

Lecture+ Analysis in class: Others and Outcasts: Marginal characters in art's history.

The justice song (4)

Responses to the readings on Blackboard Discussion.

Technical note: 'What Matters is the Motive: Immanuel Kant' in Justice: *What Is the Right Thing to Do?*

SESSIONS 18 - 19 (LIVE IN-PERSON)

Why Does Equality Matter? (I)

Justice as Fairness

Contents to be covered during the session: How should the competing claims of freedom and equality be reconciliated? In this session, we will focus on that tension and solution given by seminal authors.

Pre-class Reading: *A Theory of Justice* (selections), by John Rawls.

Lecture+Analysis in class: Meritocracy.

Responses to the readings on Blackboard Discussion.

Technical note: *A Theory of Justice* (selections)

SESSION 20 (ASYNCHRONOUS)

Why Does Equality Matter? (II)

Ecology and Food

Contents to be covered during the session: Climate change is a major cause for inequality for current and future generations. How should we face this challenge? How do we guarantee access to food for the whole population? These are some fundamental questions addressed by the texts of this non class learning session.

Choose one of the following readings:

On Fire. The Burning Case for a Green New Deal (selections), by Naomi Klein.

'Animal Rights' in Environmental Justice (selections), by Peter Wenz.

Food Justice (selections), by Robert Gottlieb.

Write a RESPONSE PAPER (2 pages, to be submitted via TURNITIN, instructions TBA) to the reading selected.

SUBMISSION DEADLINE. DUE ON SESSION 23.

Technical note: On Fire. The Burning Case for a Green New Deal

SESSIONS 21 - 22 (LIVE IN-PERSON)

Why Does Equality Matter? (III)

Global Economics and Equality

Contents to be covered during the session: How is it inequality to be understood in today's global world? We will analyze it in this session.

Pre-class Reading: ['What Makes Life Good?'](#), by Martha Nussbaum.

Pre-class Reading: 'Unequal World' in *The Haves and the Have-nots : A brief and Idiosyncratic History of Global Inequality* (pages 139-150), by Branco Milanovic.

Lecture+ Analysis in class: Experiments in justice.

Responses to the readings on Blackboard Discussion.

Technical note: 'Unequal World' in The haves and the have-nots : a brief and idiosyncratic history of global inequality

SESSIONS 23 - 24 (LIVE IN-PERSON)

Why Does Equality Matter? (IV)

Race

Contents to be covered during the session: Visual material and literature will help us in this session to examine key questions around representations of race and migration.

Please, view. Pre-class Documentary: *I Am Not Your Negro* (2016).

Analysis in class: King, Martin Luther jr. 'I have a dream'.

Migration

Pre Class Reading: *The Refugees* (selections), by Viet Thanh Nguyen.

Lecture.

Responses to the reading and documentary on Blackboard Discussion.

RESPONSE PAPER DUE.

Technical note: 'The Black-Eyed Woman' in The Refugees

SESSION 25 (ASYNCHRONOUS)

Guest Speaker TBA.

SESSIONS 26 - 27 (LIVE IN-PERSON)

Why Does Equality Matter? (V)

Gender

Contents to be covered during the session: In this session, we will discuss and explore the foundations on Feminism, and we will use literature as lenses to analyze representation of gender inequality.

Pre-class Reading: *A Vindication of the Rights of Women* (selections), by Mary Wollstonecraft.

Lecture+ In class analysis: *A Doll's House*, by Henrik Ibsen.

Responses to the reading on Blackboard Discussion.

Technical note: A Vindication of the Rights of Women (selections)

SESSIONS 28 - 29 (LIVE IN-PERSON)

Why Does Equality Matter? (VI)

Technology

Contents to be covered during the session: We will see in this session the new challenges that Technology poses for global citizens in the 21st century in terms of equality.

Pre-class Reading: *The Age of Surveillance Capitalism. The Fight for a Human Future at the New Frontier of Power* (selections), by Shoshana Zuboff.

Lecture+ In class analysis: *Frankenstein* (selections), by Mary Shelley.

Responses to the reading on Blackboard Discussion.

FINAL PODCAST + 2 PAGES SCRIPT DUE.

Technical note: The Age of Surveillance Capitalism

SESSION 30 (LIVE ONLINE)

PRESENTATION OF FINAL PROJECTS+ 2 PAGES DEFENSE.

BIBLIOGRAPHY

Recommended

- Anderson, Elizabeth S. *'What Is the Point of Equality?'*. ISBN 9781315236322 (Digital)

- Bentham, Jeremy. *An Introduction to the Principles of Morals and Legislation*. ISBN 0486454525 (Digital)

- Dickens, Charles. *Bleak House*. Penguin Classics. ISBN 9780141439723 (Digital)

- Goldin, Claudia and Katz, Lawrence. *'The Race Between Education and Technology'*. The Belknap Press. ISBN 0674035305 (Digital)

- Gottlieb, Robert. *Food Justice*. ISBN 9780262518666 (Digital)

- Harari, Yuval Noah. *Sapiens: A Brief History of Mankind*. ISBN 9780062316097 (Digital)

- Harari, Yuval Noah. *21 Lessons for the 21 Century*. ISBN 0525512179 (Digital)

- Hobbes, Thomas. *Leviathan*. ISBN 1463649932 (Digital)

- Ibsen, Henrik. *A Doll's House and Other Plays*. ISBN 9780141194561 (Digital)

- Klein, Naomi. *On Fire. The Burning Case for a Green New Deal*. ISBN 9781982129927 (Digital)

- Locke, John. *Second Treatise on Civil Government*. ISBN 0879753374 (Digital)

- Milanovic, Branco. *Global Inequality*. ISBN 9780674984035 (Digital)

- Mill, John Stuart. *On Liberty*. ISBN 9780486421308 (Digital)

- Nozick, Robert. *Anarchy, State and Utopia*. ISBN 0465051006 (Digital)
- Nichols, Tom. *'Others and Outcasts in Early Modern Europe. Picturing the Social Margins'*. ISBN 9781138254053 (Digital)
- Nguyen, Viet Thanh. *The Refugees*. ISBN 0802126391 (Digital)
- Plato. *The Republic*. ISBN 9780141442433 (Digital)
- Poniatowska, Elena. *Massacre in Mexico*. ISBN 0826208177 (Digital)
- Rawls, John. *A Theory of Justice*. ISBN 0674000781 (Digital)
- Rousseau, Jean-Jacques. *The Social Contract*. ISBN 9781496172686 (Digital)
- Sandel, Michael J. *Justice: What is the Right Thing to Do?*. ISBN 0374532508 (Digital)
- Sen, Amartya. *Poverty and Famines: An Essay on Entitlement and Deprivation*. ISBN 0198284632 (Digital)
- Shakespeare, William. *The Winter's Tale*. ISBN 0141396563 (Digital)
- Shelley, Mary. *Frankenstein*. ISBN 0141439475 (Digital)
- Singer, Peter. *Famine, Affluence, and Morality*. ISBN 0190219203 (Digital)
- Solzhenitsyn, Aleksandr. *The Gulag Archipelago*. ISBN 1843430851 (Digital)
- Sophocles. *Antigone*. ISBN 1580493882 (Digital)
- unknown. *The Book of Job*. ISBN 1909697915 (Digital)
- Wenz, Peter. *Environmental Justice*. ISBN 0887066453 (Digital)
- Wollstonecraft, Mary. *A Vindication of the Rights of Women*. ISBN 9780486290362 (Digital)

- Zuboff, Shoshana. *The Age of Surveillance Capitalism. The Fight for a Human Future at the*. ISBN 1610395697 (Digital)

EVALUATION CRITERIA

PARTICIPATION AND PREPARATION 20%

MIDTERM EVALUATION 20%
SESSION 15.

CONTINUOUS ASSESSMENT/ EVALUATION

ASSIGNMENT 1 (2 PAGES) 10%
SUBMISSION DEADLINE: SESSION 10.

ASSIGNMENT 2 (2 PAGES) 10%.
SUBMISSION DEADLINE: SESSION 15.

RESPONSE PAPER (2 PAGES) 10%
SUBMISSION DEADLINE: SESSION 23

FINAL EVALUATION

FINAL PODCAST (+2 PAGES SCRIPT) 15%
SUBMISSION DEADLINE: SESSION 28.

FINAL PROJECT IN GROUPS (2 PAGES DEFENSE) 15%
SUBMISSION DEADLINE: SESSION 30

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/Suspensio: 0-4.9 (F)

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

- Automatic Failure/Suspensio: 0 (F)

Please note that a student who misses 30% or more of the scheduled sessions receives an automatic 0.0, and loses his or her right to the second chance or call (convocatoria.)

Retake Policies:

Students have four opportunities to pass a course distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

- Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).
- Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students.
- The maximum grade a student can obtain in the second exam session is 8 out of 10.

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

Criteria	Percentage	Comments
Class Participation and Preparation	20 %	
Midterm Evaluation	20 %	
Assignment 1	10 %	
Assignment 2	10 %	
Response Paper	10 %	
Final Podcast	15 %	
Final Project	15 %	

This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge.

IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

PROFESSOR BIO

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

E-mail: fgragera@faculty.ie.edu

Flor Gragera de León, PhD

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

OTHER INFORMATION

Conduct in Class:

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

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

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

4. Do not engage in side-conversation. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side-conversations are not allowed.

5. The use of laptops during lectures must be authorized by the professor. The use of social media or accessing any type of content not related to the lecture is not permitted. That is, if a student uses social media during class, the student will be asked to leave the room and thus will be marked as “Absent”.

6. No cellular phones: IE University implements a “Phone-free Classroom” policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

Escalation policy: Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as “Absent.” IE University implements an “escalation policy”: The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will count as 5 absences.

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

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

Code of Ethics/Honor

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a “0” on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university.

What is academic integrity? One component of a definition is when one does the right thing even though no one is watching. The core values of integrity, both academic and otherwise include: honesty, fairness, respect, responsibility, and trust. Academic integrity requires that all students within Instituto de Empresa (IE) act in accordance with these values in the conduct of their academic work, and that they follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing. Academic integrity violations are defined as cheating, plagiarism or other violations of academic ethics.

Cheating includes:

- a) An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.
- b) Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.
- c) co-operation or collaboration.
- d) with official documents, including electronic records.
- e) The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

Plagiarism includes:

- a) Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document is a form of plagiarism. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.
- b) Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).
- c) Plagiarizing is not committing "word for word" copying. "Thought for thought" is also a form of plagiarism.

Other violations of academic ethics include:

- a) Not acknowledging that the students' work or any part thereof has been submitted for credit elsewhere.
- b) Misleading or false statements regarding work completed.
- c) Knowingly aiding or abetting anyone in committing any form of an academic integrity violation.

Academic Misconduct Procedure for Humanities Courses

1. If a Humanities instructor suspects a student has committed academic misconduct (as defined in the student's Code of Ethics) in a Humanities course, he or she must refer the case to the Humanities program director with all the necessary supporting evidence.
2. The Humanities program director will meet with the student and write a brief summary of the instructor and the student's views and pass them on to the Bachelor's program director. The Humanities program director may also suggest what type of sanction would be appropriate for the student.
3. If there is enough objective evidence to sanction the student, the program director will check if this is the first time the student has committed academic misconduct.
4. 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.

IE-HUMANITIES

IE University

Professor: **ANTONEL JEPURE**

E-mail: ajepure@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: **COMPULSORY**

Number of credits: 6.0

Language: English

PREREQUISITES

There are no prerequisites for this course

PREREQUISITES

SUBJECT DESCRIPTION

The Journey of Knowledge: Acquisition, Transmission and Loss

All human societies depend completely on their collective know-how to be able to survive within their natural environment. Strictly seen, it isn't very different nowadays to what it was millions of years ago, we may just not be aware of this relation any more. Knowledge is also a vital condition to stand the threats, challenges and opportunities that the mere presence of neighbors implies, to interact both peacefully (e.g. trading) or hostile.

But how do groups of humans acquire such knowledge? How is collective memory created and accumulated, – and perhaps even more fascinating – how do humans transmit it to the next generations? What happens when such transmission fails?

In this course students will learn through historical examples from all periods and continents about the different mechanisms people have developed to resolve these basic problems. But we will also discuss together many directly related aspects, like climate changes, the human nature itself, or the tricky definition of "Culture". We will also get a glimpse of the animal world to observe some surprising strategies. The course will steadily advance towards the inevitable final questions: What is our modern world's cultural transmission based on? And does it work ...?

SUBJECT DESCRIPTION

OBJECTIVES AND SKILLS

- Development of analytical, critical, and creative thinking.
- Comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

- Establishing a relation between the past and the present

OBJECTIVES AND SKILLS

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.

During the first sessions, students will be introduced both into the topic itself and the main goals of anthropological studies. All classes will contain examples from different periods and areas of the world, but during the first weeks the presentation of specially rich and varied visual material will help to guide the students towards a basic comprehension of the main aspects of Humanity Studies and the topic of Culture.

The teaching is based on the instructor's own anthropological research experience about acculturation and assimilation. Nevertheless, most aspects of human interaction is an open study case. Just as the international studies about Cultural Transmission are still in the middle of an interesting multidisciplinary working process, involving experts from many different fields, like Anthropology or Psychology. Therefore, the bibliography is selected under two basic criteria: as an addition to the class content, delivering sources or complementary examples and ideas, or as a completely different point of view to the theories explained in class. This will help the students to develop critical thinking, to understand research as a fluid process, and this will help the instructor to start discussions in class.

METHODOLOGY

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35 hours
Discussions	16.67 %	25 hours
Exercises	33.33 %	50 hours
Group work	0.0 %	0 hours
Other individual studying	26.67 %	40 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction

Course and matters.

Explaining objectives and the different parts of the course.

SESSION 2 (LIVE IN-PERSON)

Introduction II

Short examples from the course content and brainstorming about some keywords.
Steam engine and computer in ancient Greece - possible or impossible?

SESSION 3 (LIVE ONLINE)

"Nothing comes from nothing!" (Parmenides) - there can be no sudden birth of any complex technology or society.

Some main ideas will be explained by the example of Chess.

Article: Our current knowledge of the Antikythera Mechanism

SESSION 4 (ASYNCHRONOUS)

Definition of "Culture" - a first attempt.

Other keywords: Enculturation, Acculturation, Assimilation.

SESSION 5 (LIVE IN-PERSON)

Humanity Studies

Why should you know about Humanities?

Introducing Anthropology - How can it benefit your studies and career?

Book Chapters: Anthropology : the Exploration of Human Diversity (Chapter 1), 3-21. (659389911)

SESSION 6 (LIVE IN-PERSON)

Humanity Studies (Applied Anthropology)

Prehistoric behavior patterns on the financial markets?

From flintstones to rocket science

SESSION 7 (LIVE IN-PERSON)

What do we know about Human Nature?

... With some help from Primatology

Book Chapters: Our Inner Ape, Chapter 1 (1-39)

SESSION 8 (LIVE IN-PERSON)

Climate Changes

during (Pre-)History and the human response on the challenge of changing environments

Book Chapters: Climate History and the Modern World. Chapter 6 (111-124)

SESSION 9 (ASYNCHRONOUS)

Visit the National Archaeological Museum (on your own)

Describe different artifacts from at least four different sections that seem nearly unchanged in form and function.

Detailed instructions will be uploaded on Blackboard

SESSION 10 (LIVE IN-PERSON)

Transmission of Knowledge (I)

A theoretical approach

Haarmann (2007), pages to prepare for class will be uploaded on Blackboard

SESSION 11 (LIVE IN-PERSON)

Transmission of Knowledge (II)

Examples from the animal world:

Can we expect any solutions for our course topic?

SESSION 12 (LIVE IN-PERSON)

Acquaintance of knowledge

Theories explaining the earliest human technologies and strategies

Article: Ancient Technologies: Complete vs. Conceptual Transfer

SESSION 13 (LIVE IN-PERSON)

Foundation of Culture

Rise of Civilizations in Africa, Asia and America

SESSION 14 (ASYNCHRONOUS)

TBD

SESSION 15 (LIVE ONLINE)

Midterm Exam

Multiple Choice and Short Answers

SESSION 16 (LIVE IN-PERSON)

Transmission of know-how

Unintentional and intentional showing of problem-solving strategies

Imitation.

Oral and written transmission

Article: INDIGENOUS PEOPLES' LIFE STORIES

Homework: Please take notes of any kind of transmission of know-how you are able to observe in your daily life

SESSION 17 (LIVE IN-PERSON)

Transmission of know-how (II)

Discussion

SESSION 18 (LIVE IN-PERSON)

Ancient Rituals in the modern world

Inka engineering in today's Peru

Calendar

Food Culture

(...)

Article: Acculturation: Adaptation or Development

SESSION 19 (LIVE IN-PERSON)

Discussion in class:

How is it possible that ancient elements (like those mentioned in the previous session) have survived until present days?

SESSION 20 (ASYNCHRONOUS)

Prehistoric examples of "academic" knowledge

Science and mathematics in Lascaux (France), Stonehenge (England), Border Cave (South Africa)

SESSION 21 (LIVE IN-PERSON)

Antiquity: Cultural and Technological Achievements (I)

How ancient knowledge got lost during the Middle Ages ...

Homework: Please detect ancient elements within your own cultural environment and try to explain with your own thoughts a possible transmission chain. Brief essay (1-2 pages).

SESSION 22 (LIVE IN-PERSON)

Antiquity: Cultural and Technological Achievements (II)

... And how it was recovered during the Renaissance, involving Islam, Judaism and Christianity.

SESSION 23 (LIVE IN-PERSON)

Interruption of Cultural Transmission

Problems of oral transmission

Problems of written transmission: Language, codes and the conservation of ancient, traditional and modern storage items

Homework: Please make your own reflections about how durable you think are the main storage items of our daily use.

SESSION 24 (LIVE IN-PERSON)

Dark Ages in History

Examples and possible reasons

SESSION 25 (ASYNCHRONOUS)

Essay / TBD

SESSION 26 (LIVE IN-PERSON)

Commerce

as transmitter of know-how: Silk Road, maritime navigation

SESSION 27 (LIVE IN-PERSON)

Collapse of Civilizations

Some reasons learned from the past

Total loss of knowledge?

J. Diamond, *Collapse* (pages TBA)

SESSION 28 (LIVE IN-PERSON)

What is the situation today?

An analysis

Reading: TBA

SESSION 29 (LIVE IN-PERSON)

New Dark Ages?

Discussion in class

Conclusions

SESSION 30 (LIVE ONLINE)

Final Exam

The exam will be a test on Blackboard, and includes a component that students have prepared beforehand, to submit on this day. Details will be explained in class and instructions uploaded on Blackboard.

BIBLIOGRAPHY

Recommended

- Stan Bird. (2014). *Indigenous People's Life Stories*. Vol. 10, Issue 4 (376--391).

Alternative. ISBN 0000000000 (Printed)

- Jared Diamond. (2006). *Collapse*. Penguin. ISBN 9781429527248 (Digital)

- Rafael Finkel. (2012). *Ancient Technologies: Complete vs. Conceptual Transfer*. Vol. 39 (115-125). Journal of the Inst. of Archaeology of Tel Aviv. ISBN

0000000000 (Printed)

- Harald Haarmann. (2007). *Foundations of Culture*. Peter Lang. ISBN 9783631566855 (Printed)

- H. H. Lamb. (1995). *Climate History and the Modern World*. Routledge. ISBN 0415127343 (Printed)

- Ute Schönflug. (2009). *Cultural transmission : psychological, developmental, social, and methodological aspects*. Cambridge University Press. ISBN 9780521880435 (Printed)

- Ute Schönflug. (1997). *Acculturation: Adaptation or Development*. Applied Psychology v46 n1 (199701): 52-55. ISBN 4634100236 (Digital)

- Frans de Waal. (2006). *Our Inner Ape: a leading primatologist explains why we are who we are*. 1st Riverhead trade pbk. ed.. ISBN 1035886313 (Digital)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Preparation & Participation	20 %	
Midterm Evaluation	20 %	
Final Evaluation	30 %	
Continuous Assessment	30 %	

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.)

Retake Policies:

Students have four opportunities to pass a course distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

- Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).
- Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students.
- The maximum grade a student can obtain in the second exam session is 8 out of 10.

Code of Ethics/Honor

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(Approved by the Vice-Rector of Academic Affairs in June 2020)

PROFESSOR BIO

Professor: **ANTONEL JEPURE**

E-mail: ajepure@faculty.ie.edu

A. Jepure earned his PhD from the University of Würzburg (Germany) and the Universidad Autónoma de Madrid, following studies in Paleoanthropology, Prehistory, Archaeology, Paleochristianity, Medieval Studies and Political Science. He has spent over 20 years working on research focused on assimilation and acculturation in Europe's transition from Late Antiquity to the Middle Ages, especially on Spain's Visigothic period. His research interests and teaching experience are centered on Paleoanthropology, Archaeology, Religious and Medieval Studies.

He has worked for the University of the Basque Country, the University of Alcalá and for the Museum of Segovia. Prof. Jepure is also teaching at the Syracuse University in Madrid. He has also participated in a European Research Project about Foreigners in Early Medieval Europe and in several archaeological and subaquatic excavations in Spain, Germany and Croatia.

BIBLIOGRAPHY



IE-HUMANITIES

IE University

Professor: **MORELA SCULL BAPTISTA**

E-mail: mscull@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

This course is an invitation to understand the opportunities offered and obstacles created by the digital age in the process of shaping our identities and designing a meaningful life project—what we want to be. Simultaneously, we will reflect on how these changes affect what it means to be a citizen; how it has changed for us the meaning of democracy, and how we employ the public sphere in order to exercise our rights.

In our current society, it is impossible to articulate our “life project” without considering the role that the different elements of the digital age play in the formation of our identity, our worldview, our notions of good and bad, on how we relate to others and our chances at being happy. At the same time, the digital world offers new forms of being, of creating our own narratives, of sharing, of enriching our important projects, of forming purposeful communities and of opening innovative roads for cultivating oneself and others.

This class will explore what elements define a person and its inherent/ontological good. The aim is to analyze how society is constituted on the basis of what a person is and its relationship with family and friends, and especially how familial and friendship/interpersonal bonds work when they are embedded within the sphere of information and communication technologies.

The life we form in the digital space and which encompasses all social media is what we call the “Parallel Polis.” In this space there is the idea of what is common, that which constitutes a. Our digital age has impacted our way of acquiring information and of exercising our citizenship, but it has also revolutionized that which we consider “public,” and modified the notion of the public sphere and government. This is due, among other causes, to the appearance of infrastructure imperialism, big data, algorithms, the development of artificial intelligence, on-the-spot journalism carried out by common citizens, the phenomena of content going viral and the upsurge of influencers, streamers and so forth. Along the way, we will explore how technological revolutions often bring about technological utopias.

OBJECTIVES AND SKILLS

1.OBJECTIVES

- a. To have a clear concept of a definition of the person, family, society from an anthropological standpoint.
- b. To understand why what is intimate has a direct influence upon identity and consequently on authenticity and happiness.
- c. To grasp the importance of our “others” especially family and friends in the constitution of our life projects.
- d. To define one’s life project and realize its importance.
- e. To have a critical view of the digital era and ponder upon the obstacles and opportunities it brings in the realization of one’s life project.
- f. To create awareness of the importance of culture as a manifestation of that which has been cultivated in a space of intimacy.
- g. To understand leisure as the basis of culture.
- h. To understand the concepts of citizenship, public sphere, public opinion, and democracy so as to be able to analyze them critically when in the context of the digital age.
- i. To understand the concept of technology and what the future holds regarding that which is “public”. Infrastructure imperialism, e democracy etc.
- j. To understand the role of culture within the digital age.

2. SKILLS

- Development of analytical, critical, and creative thinking.
- Comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

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.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	16.67 %	25 hours
Discussions	16.67 %	25 hours

Exercises	33.33 %	50 hours
Group work	20.0 %	30 hours
Other individual studying	13.33 %	20 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction:

- General description of the person, family, society.
- General description of culture, political communities, citizenship, and democracy.
- The Digital Age and its characteristics.
- Introduction to the concept of the Parallel Polis.

SESSION 3 (LIVE ONLINE)

The Person and the relationship between Intimacy, Identity and Authenticity

Reading : Chapter 1 of *The Ethics of Authenticity* by Charles Taylor (pp.1-23).

SESSION 4 (ASYNCHRONOUS)

ASYNCHRONOUS CLASS: (Carry out 5 interviews with your peers, asking them what authenticity is, if it is important to them and why so, so that we can see them in class).

SESSIONS 5 - 6 (LIVE IN-PERSON)

The "Others"

The Dialogical Condition: Family and friendship bonds and the characteristics and importance of language and human communication.

HOMEWORK: Watch TED TALK. Robert Waldinger. What makes a good life? At <https://www.bigspeak.com/makes-good-life-rob-ert-waldinger-three-lessons/>

SESSIONS 7 - 8 (LIVE IN-PERSON)

Man's search for meaning, the funfamental life questions and the dynamics of the articulation of the life project.

Reading : *Mans Search for Meaning* by Victor Frankl chapters 1 and 2 (Kindle edition).

SESSION 9 (ASYNCHRONOUS)

ASYNCHRONOUS CLASS: Make a collage of your life based upon the “dynamics of the articulation of the life project”.

SESSIONS 10 - 11 (LIVE IN-PERSON)

Leisure as the basis of culture and pathological presentism.

Reading. *Leisure as the Basis of Culture* by Joseph Pieper.(pp 19-37).

HOMEWORK: Choose your favorite painting and explain the artists “worldview”; his life philosophy.

SESSIONS 12 - 13 (LIVE IN-PERSON)

The life project within the digital age

Suggested reading: Read any chapter you like of PART 2 of the book *Alone Together* by Sherry Turkle. (pp 151-297).

SESSION 14 (ASYNCHRONOUS)

ASYNCHRONOUS CLASS: Compare and contrast what is a trending topic to what is considered news in five news media outlets in the format of your choice to be shown in class.

SESSION 15 (LIVE ONLINE)

How did we get here? The Graphic Revolution

Reading: Introduction and Chapter 1 of *The Image: A Guide to Pseudo-Events in America* by Daniel J.Boorstin. (pp 1-30).

MIDTERM ORAL EXAMINATION

SESSIONS 16 - 17 (LIVE IN-PERSON)

Technology and Contemporary Mass Man

Reading. Born Digital: Understanding the first Generation of Digital Natives by John Palfrey and Urs Gasser. (pp ii-32).

LINK FOR READING: https://books.google.es/books?id=wWTI-DbE7gC&printsec=frontcover&hl=es&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

SESSIONS 18 - 19 (LIVE IN-PERSON)

The Parallel Polis and the “Pseudo- Event”

HOMEWORK: Watch BBC documentary The Century of the Self - Part 1: "Happiness Machines": <https://www.youtube.com/watch?v=DnPmg0R1M04>

SESSION 20 (ASYNCHRONOUS)

ASYNCHRONOUS CLASS:

Describe one topic such as climate change or abortion as seen in five different news platforms so as to compare the different world views as seen through the lens of personalized information. Take a screen shot and write a brief description of each one.

SESSIONS 21 - 22 (LIVE IN-PERSON)

From Intimate to Political Communities within the Parallel Polis.

Reading: *Propaganda and Pseudo Events: Life within the Parallel Polis* by Morela Scull. (pp 1-30).

SESSIONS 23 - 24 (LIVE IN-PERSON)

Political Communities, Citizenship, Public Opinion and Democracy in the Digital Age.

Reading: *Propaganda and Pseudo Events: Life within the Parallel Polis* by Morela Scull. (pp 30-60).

SESSION 25 (ASYNCHRONOUS)

ASYNCHRONOUS CLASS: Interview a journalist regarding the difficulties and opportunities of being the “fourth estate of the realm” within the context of the digital age. (We have access to all the journalists of The Objective, yet you can pick the one of your choice).

SESSIONS 26 - 27 (LIVE IN-PERSON)

“E-Democracy” and Infrastructure Imperialism: What is the future of democracy?

Lecture by Paula Quintero CEO of “The Objective” newspaper to speak about the role and challenges of the press in enhancing democracies within the digital age. Class discussion.

SESSIONS 28 - 29 (LIVE IN-PERSON)

Technological Revolutions and Technological Utopias

READING: *The Republic of Technology* by Daniel J. Boorstin (introduction and conclusion)

SESSION 30 (LIVE ONLINE)

Conclusion:

The Role of culture in the digital age and its impact on the person, intimate others, community, political communities, citizenship, and governments.

FINAL EVALUATION: Oral exam or journal.

BIBLIOGRAPHY

Recommended

- BERNAYS, E.. (2005). *Propaganda*. Ig Publishing. ISBN 9785446118571 (Digital)

- BRUNS, A. (2009). *Blogs, Wikipedia, Second Life, and Beyond. From Production to Prodisage*. ISBN 9780820488660 (Digital)

- FRANKL, V.. (1980). *Before the Existential Vacuum*. Herder. ISBN 9788425410901 (Printed)

- HADJADJ. (2011). *L'homme passe infiniment l'homme..* UNESCO. ISBN 0000000000 (Digital)

- HUNT, A.. (2003). *The Vanishing Word. The Veneration of Visual Imagery in the Postmodern World*. Crossway Books. ISBN 9781433515712 (Digital)

- PIEPER , J. (1992). *Abuse of Language, Abuse of Power*. Ignatius Press. ISBN 9780898703627 (Printed)

- VAIDHYANATHAN, S.. (2011). *The Goooglization of Everything: And why we should worry*. University of California Press. Los Angeles. ISBN 9781280116797 (Digital)

- PIEPER, J. (1992). *Leisure as the Basis of Culture/ El ocio y la vida intelectual*. RIALP. ISBN 9780865972100 (Printed)

- ARISTOTLE. *The Politics*. Oxford. ISBN 9780198235910 (Printed)

- BOORSTIN, D.. (1992). *The Image, a guide to pseudo-events in America..* Vintage Books.. ISBN 9781299047655 (Digital)

- FRANKL, Viktor E.. (1984). *Man's search for meaning: an introduction to logotherapy*. Simon & Schuster.. ISBN 9780340012994 (Printed)

- LEWIS, C.S.. (1960). *Four Loves*. Harcourt, Brace, Jovanovich. ISBN 9788432127496 (Printed)

- TAYLOR, C.. (2003). *The Ethics of Authenticity*. Harvard University Press.. ISBN 9780674268630 (Printed)

- TURKLE, S.. (2011). *Alone Together. (2011) Alone Together: Why We Expect More from Technology and Less from Each Other*. Basic Books. New York. ISBN 9780465010219 (Printed)

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- SCULL, M.. (2020). *The Gamer Citizen: Fortnite and Civic Virtues.* Center for Internet Studies and Digital Life. UNAV. ISBN 0000000002020 (Digital)

- Applebaum, Anne. (2020). *Twilight of democracy: The seductive lure of Authoritarianism.* Random House. ISBN 0593214781 (Printed)

- BARLETT, J. *The People vs Tech: How the internet is killing democracy (and how we save it).* Random House. ISBN 1785039067 (Printed)

- BOORSTIN, D. J.. *The Republic of Technology.* New York: Harper & Row publishers. ISBN 0060104287 (Digital)

EVALUATION CRITERIA

Preparation and participation

20%

Midterm evaluation (oral exam)

20%

Final evaluation (oral exam/ Journal)

30%

Continuous assessment/evaluation (includes homework and asynchronous experiences)

30%

A) About the Spanish grading system, which is the one used at IE:

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/Suspension: 0-4.9 (F)

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

- Automatic Failure/Suspension: 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) About the retake policy:

Retake Policies: Students have four opportunities to pass a course distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

- Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).

- Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students.

- The maximum grade a student can obtain in the second exam session is 8 out of 10.

Please add the information about what your retake will consist on. A common practice is to ask the students to submit all the work they did not turn in or failed during the course, but feel free to do something different if preferred.

C) About the 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.

Criteria	Percentage	Comments
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PROFESSOR BIO

Professor: **MORELA SCULL BAPTISTA**

E-mail: mscull@faculty.ie.edu

BRIEF BIOGRAPHY

Dr. Scull has a PhD in Public Communication from the Universidad de Navarra. She has recently carried out postdoctoral research for the Center for Internet Studies and Digital Life from the same university. She was an analyst and blogger for the Media Research Center in Reston Virginia, USA. In Florida, she did research at the University of Miami regarding "post truth" and "fake news". At the Universidad Monteavila in Caracas, Venezuela, she taught Public Opinion, Ethics, and Cultural Anthropology. She has spent more than a decade studying the impact the digital age has upon the person, society, and democracy. In Madrid she has been asked to speak about her research to different corporations.

OTHER INFORMATION

This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge.

IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.



IE-HUMANITIES

IE University

Professor: **ROLF STROM-OLSEN**

E-mail: rs@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

There are no prerequisites for this course.

SUBJECT DESCRIPTION

MARKETS AND SOCIETY

A market is an institution that regulates exchange. We are used to thinking of markets in the context of our modern economic understanding of ourselves and our society, but markets can be construed much more widely than this. This course seeks to do exactly that. It looks to examine the interplay between markets and society, asking what role markets have played in human society, going back to our earliest history. Relatedly, our modern understanding of markets has privileged the idea that they serve as a catalyst for technological innovation, where the key driver is the ability to derive profits. But the innovations of the marketplace, or perhaps better put, innovations of society that include market institutions are much more than the technological. Innovations of order, of politics, of behaviours, thought, and belief are all characteristic of the social dynamism of our species, and throughout our history, markets have played a vital role in shaping, diffusing, altering and embedding these forces. In this class, you will have the opportunity to think about the complex interconnections between markets, society and innovation in ways that range well beyond the constrained understanding we come away with if we limit our approach to a purely economic focus. In order to develop this topic, students will engage with a broad range of scholarly work from multiple disciplines that spans from the Paleolithic to the Internet age.

OBJECTIVES AND SKILLS

Pedagogical Objectives

- To develop a critical approach to social evolution.
- To think about the institutional role of markets within society beyond an economic formalism.
- To develop an appreciation of different disciplinary approaches to critical analysis, including history, ethnography, anthropology, sociology, economics, and philosophy.
- To complicate our understanding of how markets have functioned in the past, how they function today and how we might consider them functioning in the future.
- To reflect on our own experiences and consider how we can see ourselves within a wider continuum of the human experience.

Technical Objectives

- Development of analytical, critical, and creative thinking.
- Comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

METHODOLOGY

This course will be developed using three main components. First, the material will be explored in an interactive lecture format, in which the main points will be explained or clarified. Second, students should be prepared to participate in more specific discussions (or tutorials) over the course of semester on specific topics explored in the course. Third, students will develop their comprehension of the course material through a set of writing assignments that will not only serve as their evaluation for the class, but more importantly will provide a means for continuous learning and feedback.

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.

This course is built around the idea of an autonomous engagement with the material. What this means is that you have the choice about which aspects of the class you wish to focus on, anchored by a set of assignments that will help you frame your choices. As a result, there is no obligatory course material. Instead, you will be able to choose which material you would like to explore. For more details, consult the Course User Manual.

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	26.67 %	40 hours
Group work	0.0 %	0 hours
Other individual studying	33.33 %	50 hours

TOTAL	100.0 %	150 hours
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PROGRAM

NOTES

(1) You should consult carefully the supplemental material for the course which are:

- Course User Manual
- Course Reading Guide
- Essay Guidelines
- Short Essay Topics

(2) The use of digital devices is permitted in the classroom for the purposes of specific learning tasks. Otherwise they should not be used.

(3) The essay submission platform and due dates are found in the 'Assignment' folder of the course.

MODULE 1 - SOCIETIES BEFORE MARKETS

Introduction to the subject and an exploration of how societies can operate without markets.

SESSIONS 1 - 2 (LIVE IN-PERSON)

The Long Equilibrium I

For roughly the first 95% of our existence, human beings lived in societies that fell outside of any market paradigm. We will explore the contours of this "long equilibrium," particularly with respect to Sahlins's famous thesis that human society, in its "primitive" stage enjoyed an "original affluence."

READINGS

Module 1 Reading Pack: Flannery; Sahlins; Scott - (excerpts)

SESSION 3 (LIVE ONLINE)

THE LONG EQUILIBRIUM II

In this session, we will consider several principal features of human society at the boundary of the Neolithic age, just prior to the emergence of a market logic, and ask what happened to propel us into societies with markets.

READINGS

Module 1 Reading Pack: Flannery; Sahlins; Scott - excerpts

SESSION 4 (ASYNCHRONOUS)

ESSAY PREP & REVIEW

Engagement with the module 1 material in conjunction with the first module essay topics.

SESSIONS 5 - 6 (LIVE IN-PERSON)

MARKET LOGIC

What is the impact on society when it is built around the logic of the marketplace. We will explore the theoretical implications of this question. A key question about our early history is the ways in which opportunities for exchange served as a driver of change for human society. A chief differentiating feature of sedentary from hunter gatherer communities is the rise of an economy built around so-called "deferred returns," which replaced the system of immediate returns that we explored in our first lecture. What impact did this have on the lives that people could lead and where?

READINGS

Module 1 Reading Pack: Flannery; Sahlins; Scott - excerpts

SESSIONS 7 - 8 (LIVE IN-PERSON)

MARKETS & SOCIAL FORMATION I

MODES OF DISTRIBUTION & DISPARITY

We consider how market logic can be embedded in society following both an endogenous and exogenous logic. We consider an example of how exogenous market logic can play an important role in defining social conventions, roles and identity.

READINGS

Module 2 Reading Pack: Flannery, Malinowski, Marx, Trigger, Mauss, Lerner - excerpts

MODULE 2 - THE EMBEDDED MARKET

An exploration of how embedded markets function to foster diverse social arrangements, practices, and outcomes.

SESSION 9 (ASYNCHRONOUS)

ESSAY PREP & REVIEW

Engagement with the module 2 material in conjunction with the second module essay topics.

SESSIONS 10 - 11 (LIVE IN-PERSON)

Markets & Social Formation II.

Modes of authority & cohesion

First, how can markets work to maintain rules, and exert social order and discipline? We will look at the famous example of the 'Kula Ring' to explore how societies have fashioned market-based schemes that use value and exchange to enforce underlying social dynamics.

Second, how can markets be shaped within different social systems to create inequality? We'll explore several different modes of accumulation and distribution that serve to establish structural social inequalities, with a particular focus on the role that ritualised generosity plays in establishing claims to power.

READINGS

Module 2 Reading Pack: Flannery, Malinowski, Marx, Trigger, Mauss, Lerner - excerpts

SESSIONS 12 - 13 (LIVE IN-PERSON)

Markets & Social Formation III.

Modes of Power & Property

The Neolithic Revolution describes the rise of what James Scott has called “grain states,” sedentary communities that emerged first in Western Asia about 10,000 years ago. The move to permanent, farming-based communities had enormous repercussions for our history, none less significant than the rise of embedded political regimes designed to clarify and secure the newfound property rights that such societies fostered as a matter of course. Among other topics, we’ll focus on the significance for gender roles that this shift entailed, and explore the importance of a migration away from matrilineal to patrilineal systems of identity and social belonging.

READINGS

Module 2 Reading Pack: Flannery, Malinowski, Marx, Trigger, Mauss, Lerner - excerpts

SESSION 14 (ASYNCHRONOUS)

ESSAY PREP & REVIEW

Engagement with the module 2 material in conjunction with the second module essay topics.

SESSION 15 (LIVE ONLINE)

A “Market of Belief” I

In this and the following discussion, we’ll consider the idea of a “market of belief.” First, in the immediate aftermath of the death of their leader, early Christians faced a set of challenges about how to continue the teachings of Jesus, and on what terms, especially with respect to proselytizing and conversion. We will explore the contours of these challenges and explore how the rise of early Christianity can be viewed within the lens of a “market for belief” dynamic.

SESSIONS 16 - 17 (LIVE IN-PERSON)

A “MARKET OF BELIEF” II

We will consider two examples of the market for belief: first, how Christian dogma was challenged during the Reformation, with a special focus on the so-called 'Radical' or 'Popular' Reformation and the ways that often convoluted, theologically-derived arguments were translated into terms that could be apprehended by a non- or semi-literate population. Second, the reform Judaism movement of 19th century Germany and the debates that took place within Judaism about how religious identity and civil identity needed to be reconciled. In both instances, we will consider the dialectic of how a perceived universal belief system is modulated by socio-economic and cultural exigencies.

READINGS

Module 3 Reading Pack: Acts (NT); Strayer; Plaut - excerpts

MODULE 3 - THE MARKET FOR BELIEF

An exploration of markets have been used to create, adapt or revolutionise the belief systems that help form social groups' common identity.

SESSIONS 18 - 19 (LIVE IN-PERSON)

THE GREAT TRANSFORMATION

The Hungarian sociologist Karl Polanyi termed the 18th century rise of market societies "the great transformation." As the feudal model of agrarian subsistence was swept aside by the allocation of land to new uses and the rise of an industrial economy, the ability for people to maintain themselves became integrated with, and, indeed, subordinated to a wage-based marketplace. We will look at the process of how markets became disembedded from society.

MODULE 4: THE DISEMBEDDED MARKET

An exploration of how the subordination of society to markets is a feature of modernity and the consequences this development has created.

SESSION 20 (ASYNCHRONOUS)

ESSAY PREP & REVIEW

Engagement with the module 3 & 4 material in conjunction with the third module essay topics.

SESSIONS 21 - 22 (LIVE IN-PERSON)

A Revolution of Class

Some of the greatest innovations ever spurred by the marketplace were the new political and social ideas that formed as a reaction to the disembedding of the marketplace. Political reforms, once unthinkable, became a routine part of the larger discourse, changing fundamentally the ways that societies sought to craft for themselves a future in the context of an industrialised, commodity-based, wage-dependency economic system.

We review why the tensions of industrialisation did not produce the classless society predicted by Marx, but instead, refashioned class divisions, with special attention to the thought of Veblen.

SESSIONS 23 - 24 (LIVE IN-PERSON)

CAPITALISM, FROM AN ENTREPRENEURIALISM TO MANAGERIALISM & THE RISE OF INTERDEPENDENCE.

We review the arguments of (1) Joseph Schumpeter about the inevitable evolution of priorities under the disembedded market logic of free market economies, and (2) Galbraith about rise of interdependence between producer and consumer.

READINGS

Module 4 Reading Pack: Calder; Galbraith; Marx; Polanyi; Schumpeter; Veblen - excerpts

SESSION 25 (ASYNCHRONOUS)

ESSAY PREP & REVIEW

Engagement with the modules 4 & 5 material in conjunction with the 4th and final module essay topics.

SESSIONS 26 - 27 (LIVE IN-PERSON)

The Credit Society

Why have societies operating under the impositions of a disembedded market not reacted to introduce greater degrees of structural change? A simple answer may be the way market prosperity has expanded across social strata. We will review some of the principle features of this phenomenon, especially the role that consumer credit - one of the great innovations of the 20th century - has played in reshaping the relationship of people with the market.

READINGS

Module 4 Reading Pack: Calder; Galbraith; Marx; Polanyi; Schumpeter; Veblen - excerpts

MODULE 5 - THE FUTURE OF MARKETS

An exploration of how to align the 'market thinking' that predominates over the modern self with the wider agenda needed to address the challenges of the future, especially rapid climate change.

SESSIONS 28 - 29 (LIVE IN-PERSON)

Catastrophe & Opportunity

At the start of the Industrial Revolution, the concentration of carbon in the atmosphere was about 275 parts/million (ppm). By the time our class comes to an end, it will be over 420 ppm. This development - and the looming catastrophe it portends - is a direct consequence of the rise of our modern, disembedded market society. In this class, we ask: how should we think about this and what should we do to prepare for it?

READINGS

Module 5 Reading Pack: Oreskes, Wallace Wells - excerpts

SESSION 30 (LIVE ONLINE)

Reflexion

Looking forward to the challenges we face, we reflect on what we have seen across the class to explore the different possibilities of how we will contend with that most human of institutions - the market.

BIBLIOGRAPHY

Recommended

- Marshall Sahlins. *Stone Age Economics*. Routledge. ISBN 9781138702615
(Printed)

- Bruce Trigger. *The Children of Aataentsic: A History of the Huron People to 1660*. McGill-Queens. ISBN 9780773506275 (Printed)

- Bronislaw Malinowski. *Argonauts of the Western Pacific*. ISBN 9781781396896
(Printed)

- Karl Polanyi. *The Great Transformation*. Beacon Press. ISBN 9780807056431
(Printed)

- Kent Flannery, Joyce Marcus. *The Creation of Inequality*. Harvard University Press. ISBN 9780674416772 (Printed)

- Vaclav Smil. *Energy and Civilization: A History*. The MIT Press. ISBN 9780262536165 (Printed)

- Marcel Mauss. *The Gift: The Form and Reason for Exchange in Archaic Societies*. W. W. Norton & Company. ISBN 9780393320435 (Printed)

- James C. Scott. *Against the Grain: A Deep History of the Earliest States*. Yale University Press. ISBN 9780300240214 (Printed)

- Norman Yoffee. *Myths of the Archaic State: Evolution of the Earliest Cities, States, and Civilizations*. Cambridge University Press. ISBN 9780521521567 (Printed)

- George H. Williams. *The Radical Reformation*. ISBN 9780664203726 (Printed)

- Stayer, James M.. *The German Peasants' War and Anabaptist Community of Goods*. McGill-Queen's University Press. ISBN 9780773511828 (Printed)

- W. Gunther Plaut. *The Rise of Reform Judaism: A Sourcebook of Its European Origins*. The Jewish Publication Society. ISBN 9780827612167 (Printed)

- Karl Marx, Robert Tucker. *The Marx-Engels Reader (Second Edition)*. W. W. Norton & Company. ISBN 9780393090406 (Printed)

- Joseph A. Schumpeter. *Capitalism, Socialism and Democracy*. Routledge. ISBN 9780415107624 (Printed)

- Lendol Calder. *Financing the American Dream: A Cultural History of Consumer Credit*. Princeton University Press. ISBN 9780691074559 (Printed)

- J.K. Galbraith. *The Affluent Society*. Mariner Books. ISBN 9780395925003 (Printed)

- Naomi Oreskes, Erik Conway. *The Collapse of Western Civilization: A View from the Future*. Columbia University Press. ISBN 9780231169547 (Printed)

- David Wallace-Wells. *The Uninhabitable Earth: Life After Warming*. Tim Duggan Books. ISBN 9780525576716 (Printed)

EVALUATION CRITERIA

The evaluation for this course is formally as follows:

Criteria	Percentage	Comments
Final Exam	30 %	
Intermediate Tests	20 %	
Class Participation	20 %	
Continuous Assessment	30 %	

See the Course User Manual for further details about the assessment protocols.

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.

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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.

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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%.

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- The maximum grade a student can obtain in the second exam session is 8 out of 10.

Students who move to the retake phase will be required to submit all work that was either unsatisfactory or unsubmitted during the regular semester.

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- 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)

This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge.

IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

PROFESSOR BIO

Professor: **ROLF STROM-OLSEN**

E-mail: rs@faculty.ie.edu

Professor Strom-Olsen has been a member of faculty at IE University since 2010, and taught for many years in the International MBA program. He is a specialist in late-medieval French political culture, although he has written and taught on a wide range of subjects, from business theory to political philosophy.

OTHER INFORMATION

Office hours are by appointment.

IE-HUMANITIES

IE University

Professor: **CRISTINA SIMÓN CORDERO**

E-mail: CSimon@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

UNDERSTANDING THE WORLD THROUGH MUSIC

Music informs an important part of our daily lives. We listen to music in a wide variety of situations that range from the aural intensity we experience in the silence of solitude to our intermittent awareness of music when played as background animation in parties. Music makes us smile, cry, it can even give us the shivers with that peculiar capacity it has to bring forth past memories in a very vivid manner. From ancient rituals to the popular hits we consume nowadays, music has played a role in our lives so significant it has recently been characterized as “subversive.” But where does the power of music come from? How has music historically influenced our world? What can we learn from the world from the music that was created, performed and enjoyed over generations?

This course intends to address these questions by fostering reflection about music from two different perspectives. First we will introduce Western music and its different genres, we will discuss how and why music was created, and the effect it had over society at the time. Second, we will explore the music of the world, by putting students in touch with the sounds that characterize the different countries and cultures. The course will take students on an exciting journey across the history of music and its sonic landscapes all over the world.

In addition to revising the most historically relevant musical genres—from baroque suites to blues and jazz—the class will also delve into specific topics such as the role of women in the musical world, the symbolism of sound in dance, the evolution of the music production market and the necessary attribute of music in movies and animation.

OBJECTIVES AND SKILLS

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

- Recognize the historical trends and forces that have shaped the creation of music in societies.
- Understand the cultural differences across geographic regions through the analysis of the differences in their musics.
- Critically analyze the role of music in the construction of social meaning.
- Approach musical landscapes from an analytical perspective, by interacting with the main actors involved in different stages of musical production and performance.
- Conduct research on music-related topics using multiple document sources.

Additionally, the course activities will place an emphasis on developing:

- Argumentation competence via active participation and discussion.
- Writing skills both from the technical and creative perspectives.
- Self-awareness through personal reflection on their experience with music pieces.

In this class you will further develop:

- Analytical, critical, and creative thinking skills.
- Comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

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 behavior 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: csimon@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	13.33 %	20 hours
Discussions	20.0 %	30 hours
Exercises	46.67 %	70 hours
Group work	6.67 %	10 hours
Other individual studying	13.33 %	20 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Review of syllabus and teaching-learning contract. Introduction to the course: What is music and how it is so important for us?

Article: Charles Darwin on music

Article: The Role of Music in Human Culture

Multimedia Documentation: Listening practice: "Stasimon chorus" from Orestes - Euripides

SESSION 3 (LIVE ONLINE)

The early ages: music, the people, political power and religion

Book Chapters: The Republic, Book 3: Socrates and Glaucon dialogue on musical dimensions

Article: Luther on music: A theological basis for German Baroque music

Multimedia Documentation: Listening practice: Viderunt omnes - Leonin

Multimedia Documentation: Listening practice: Viderunt omnes - Perotin

SESSION 4 (ASYNCHRONOUS)

Musical landscapes: search for a place and describe your personal sound experience.

Article: Why landscape music is more important than ever

SESSIONS 5 - 6 (LIVE IN-PERSON)

Expressing emotions through tonal music: is there a "natural way"? + Musics of the world (1)

Book Chapters: Toward Musica Poetica

Article: The projection of affect in Baroque dance music

Multimedia Documentation: Listening practice: Zefiro Torna - Claudio Monteverdi

Multimedia Documentation: Brandenburg concerto no.2 - Johann Sebastian Bach

SESSIONS 7 - 8 (LIVE IN-PERSON)

The revolution of The Three: The musician as an entrepreneur + Musics of the World (2)

Book Chapters: The Triumph of music in the modern world: Introduction

Book Chapters: Bach's duties and obligations in Leipzig

Book Chapters: Haydn's duties in the service of Prince Esterházy

Multimedia Documentation: Symphony no. 40 in G minor - W.A. Mozart

Multimedia Documentation: Listening practice: String Quartet Op.33, no.2 in E-Flat Major - J. Haydn

SESSION 9 (ASYNCHRONOUS)

Critical thinking on music: Discussion on a personal choice of a reading (materials TBC)

SESSIONS 10 - 11 (LIVE IN-PERSON)

Beethoven and the change of the musical paradigm + Musics of the World (3)

Book Chapters: Bull Session in the Rockies, Scene I: Why Beethoven?

Article: So if Beethoven was completely deaf, how did he compose?

Multimedia Documentation: Symphony no.3 in E-flat Major "Eroica" - L. van Beethoven

SESSIONS 12 - 13 (LIVE IN-PERSON)

Who composed that? SHE did! On women and other minorities in music + Musics of the World (4)

Technical note: Notes from the silence

Multimedia Documentation: Six of the most inspiring women in classical music

Multimedia Documentation: Documentary: Refugees got talent

SESSION 14 (ASYNCHRONOUS)

Critical thinking on music: discussion on a personal choice of a movie

Multimedia Documentation: Amadeus

Multimedia Documentation: The Conductor

Multimedia Documentation: Copying Beethoven

Multimedia Documentation: Whiplash

SESSION 15 (LIVE ONLINE)

Mid-term individual exam

SESSIONS 16 - 17 (LIVE IN-PERSON)

From reason to emotion: musical expression in the age of Romanticism and Nationalism + Musics of the World (5)

Article: Music and Nationalism

Article: Absolute music

Multimedia Documentation: Listening practice: Nocturne in D-flat Major Op.27 no.2 - F. Chopin

Multimedia Documentation: Listening Practice: Ride of the Valkyries - R. Wagner

SESSIONS 18 - 19 (LIVE IN-PERSON)

Music and business: the creation of a musical market (Class materials and dynamics TBC)
+ Musics of the World (6)

Book Chapters: Business and Finance (Chapter Seven) from How Music Works
Multimedia Documentation: Documentary: The music industry and the digital revolution

SESSION 20 (ASYNCHRONOUS)

Exploring street music: search for street musicians and talk to them about their experience.

Multimedia Documentation: Documentary: The phenomenon of street music

SESSIONS 21 - 22 (LIVE IN-PERSON)

The voice as a musical instrument: monks, juglars and entertainers + Musics of the World (7)

Article: Denaturing the Castrato

Multimedia Documentation: Listening practice: "Libiamo, ne' lieti calici", La Traviata - G. Verdi

Multimedia Documentation: Listening practice: Requiem in D-minor, "Confutatis" - W.A.Mozart

Multimedia Documentation: Listening practice: "Now or never", High School Musical 3 -

Multimedia Documentation: Listening practice: "In taberna quando sumus", Carmina Burana

SESSIONS 23 - 24 (LIVE IN-PERSON)

Transitioning to the 20th century: Impressionism, Modernism and other musical dissonances + Musics of the World (8)

Book Chapters: Composition with twelve notes

Multimedia Documentation: 120 years of electronic music

Multimedia Documentation: Listening practice: Five piano pieces Op.23 - A. Schoenberg

Multimedia Documentation: Listening practice: "Infernal dance" from Firebird - I. Stravinsky

SESSION 25 (ASYNCHRONOUS)

Performance creation around music: creating a group flashmob

Article: Reframing public space through digital mobilization: Flashmobs and contemporary urban youth culture

SESSIONS 26 - 27 (LIVE IN-PERSON)

From Africa to America: the blending music + Musics of the World (9)

Book Chapters: Black music

Technical note: Cosmopolitan musicology

Multimedia Documentation: Documentary: The man who invented jazz

SESSIONS 28 - 29 (LIVE IN-PERSON)

Music for the movies and animation (class dynamics and materials TBC) + Musics of the World (10)

SESSION 30 (LIVE ONLINE)

Final individual exam

BIBLIOGRAPHY

Recommended

- Gioia, Ted. (2019). *Music: a subversive history*. Basic Books. ISBN 1541644360 (Digital)

- Griffiths, Paul. (2009). *A Concise History of Western Music Paperback*. Cambridge University Press. ISBN 0521133661 (Digital)

- Blanning, Tim. (2013). *The Triumph of Music: Composers, Musicians and Their Audiences, 1700 to the Present*. ISBN 0141038950 (Digital)

- Ross, Alex. (2008). *The rest is noise: Listening to the Twentieth Century*. Picador. ISBN 0312427719 (Digital)

- Ross, Alex. (2011). *Listen to This*. Picador. ISBN 0312610688 (Digital)

- Byrne, David. (2017). *How music works*. Crown. ISBN 0804188939 (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, elaboration of short critical reflection essays and comments in asynchronous sessions and group work deliverables. There will be an intermediate, open-book exam in Session 15 based on the materials and discussions held so far in the course, and a final exercise along the same lines during Session 30.

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

Criteria	Percentage	Comments
Class participation	20 %	Individual contributions in live or asynchronous sessions
Group Presentations	10 %	Presentations on Musics of the World
Mid-term exam	20 %	Performance in the mid-term exercise on Session 15
Continuous evaluation	20 %	Regular engagement in class and group exercises
Final Exam	30 %	Performance in the final exercise on Session 30

Grade description and equivalent:

·**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/Suspenseo: 0-4.9 (F)

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

·Automatic Failure/Suspenseo: 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.)

IE Impact

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IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

Retake 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.

Retake will require you to complete all the assignments and a final meeting with me to discuss your assignments.

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 20, 2020)

PROFESSOR BIO

Professor: **CRISTINA SIMÓN CORDERO**

E-mail: CSimon@faculty.ie.edu

Professor: CRISTINA SIMÓN

email: csimon@faculty.ie.edu

Dr. Cristina Simón holds a BSc in Psychology from the Universidad Autónoma de Madrid and a PhD in Technology from the Center for Electronic Education - School of Technology of the Open University of the UK. Her main teaching is concentrated in organizational behavior and people management in organizations. Her scope of teaching covers from undergrad students to business executives all over the world. Cristina has also been Visiting Scholar at Boston College and at the Sloan School of Management of MIT (USA) and has lectured courses in different institutions such as the University of Fudan in Shanghai and Brown University. She is the author of 2 books and her work has been published in top academic journals such as Human Resource Management, Business Horizons and The International Journal of HRM. She was Dean of the IE's School of Psychology from 2007 to 2010, and Inditex Chair in People Management from 2010 to 2021, and currently serves as academic director of the IEBrown joint EXMBA program at IE Business School.

Dr. Simón also holds an MA in Historical Musicology and is currently a PhD candidate at the Universidad de la Rioja (Spain), where she is studying the new leadership models in orchestra conductors.

OTHER INFORMATION

IE-HUMANITIES

IE University

Professor: **DAVID ALVAREZ GARCIA**

E-mail: dalvarez@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2º

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

WE SHALL OVERCOME. POP MUSIC AND SOCIAL CHANGE

Can pop music change the world? Popular music has a great capacity for symbolic communication. Besides the references and themes in the lyrics of the songs, it allows us to reflect on experiences extrinsic to the musical text. Through aesthetics (clothing, makeup, gestures, dancing) and other external elements such as the context in which we listen music or the audience around us, pop music has the ability to project identities based on social constructions related to the contexts in which they are developed. At the same time, these social constructions can shape our attitudes and ways of seeing the world, thus turning music into a form of political power.

In this class, you will become familiar with the history and genres of popular music from the second half of the 20th century until now. You will be able to make a more informed interpretation of popular culture, and understand how this music affects you and the society in which you live. Beginning with this premise, and building on a multidisciplinary approach, we will discuss pop music focusing on its social aspects. We will analyze whether pop music is a mere commodity, or a way to raise awareness about social issues, and capable of transforming society. We will consider pop music's ability to create local, trans-local and virtual communities around shared interests and practices (subcultures and scenes), and its relationship with social and political movements. Through the analysis of songs, images, videos and lyrics, we will explore the dynamics that are established between power and forms of resistance through pop culture, specifically music as a voice of dissent and a tool for reporting inequity and promoting social justice.

OBJECTIVES AND SKILLS

In this class you will further develop:

- Analytical, critical, and creative thinking skills.
- Comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

Specifically, in this class you will understand the role of popular music in society and how it shapes social attitudes. Through the analysis of songs and musical movements, you will delve into the relationship between music and politics, and how does the transmission of messages work. We will also analyze the role of the pop artist in society, and their ability to mobilize consciences through identity.

The main skills that you are expected to learn are:?

- Understand and recognize the influence of ideology on cultural consumer products related to pop music.
- Obtain a basic historical knowledge to contextualize this ideological influence.
- Become familiar with academic texts, as well as with the use of theory and empirical evidence from the social sciences.?
- Ability to research information from different sources.
- Build their own critical perspective.?
- Develop creative ideas and solutions.
- To be able to formulate and express their own effective arguments in a reasoned and persuasive way, both in written work and in discussions.?

METHODOLOGY

During the course, students will read a series of texts and relevant articles within the fields of cultural studies and musicology on popular music. At the same time, they will have to watch documentaries and videoclips, listen carefully to songs, analyze lyrics and observe pictures and album covers. Understand theory through multiple perspectives will be essential for students in order to discover their own voices. Therefore, through debate and dialogue with their peers and professor about these texts, songs, lyrics and visuals, the students themselves will have to articulate their own coherent perspective on the relationship between what they usually hear as an apparently innocuous commodity, and their way to interpret the world.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	10.0 %	15 hours
Discussions	10.0 %	15 hours
Exercises	20.0 %	30 hours
Group work	20.0 %	30 hours
Other individual studying	40.0 %	60 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

PRESENTATION

Presentation of the course. Discussion about the learning structure, the objectives, and the expectations of the students and the professor.

SESSION 3 (LIVE ONLINE)

What is popular music?

Article: Definitions of popular music recycled

SESSION 4 (ASYNCHRONOUS)

Articulate a definition of popular music.

SESSIONS 5 - 6 (LIVE IN-PERSON)

POPULAR MUSIC AND SOCIETY

What's the role of popular music in society?

Article: On popular music

Article: Listening to popular music

SESSIONS 7 - 8 (LIVE IN-PERSON)

THE MEANING OF POPULAR MUSIC

Why do we like popular music?

Book Chapters: Toward an aesthetic of popular music (s-c)

SESSION 9 (ASYNCHRONOUS)

ESSAY #1

Pick up five well-known songs. Ask five friends to tell you as much about the "meaning" as they can of each song, and if they consider those songs to be "popular music" songs. Based on the data collected, write an essay analyzing your results: explain whether the meaning assigned to a song is based on the lyrics or other factors, and what factors (in the music, in the listener, in the setting the music is heard in...) are most important in establishing meanings in the minds of an audience. Take into account your friend's profile (age, gender, culture...) to interpret their answers. Do they consider these songs "popular music"? Relate your results to the class readings.

SESSIONS 10 - 11 (LIVE IN-PERSON)

SUBCULTURES

Music subcultures and style.

Book Chapters: Subculture. The meaning of style

Article: Is there rock after punk?

SESSIONS 12 - 13 (LIVE IN-PERSON)

PARADIGM SHIFT

Musical taste and consumption.

Book Chapters: Let's talk about who's got bad taste (s-c)

SESSION 14 (ASYNCHRONOUS)

ESSAY #2

Pick an artist or band that you consider "authentic". Write an essay explaining why you consider her/him to be an "authentic" artist. Reason your consideration using quotes from the texts to answer or, if you wish, choose your own quotes from sources not seen in class.

SESSION 15 (LIVE ONLINE)

ONLINE DEBATE

SESSIONS 16 - 17 (LIVE IN-PERSON)

MUSIC AS AN AGENT OF CULTURAL CHANGE

Social movements and music.

Book Chapters: On Social Movements and Culture

SESSIONS 18 - 19 (LIVE IN-PERSON)

MUSIC AND POLITICS

Resistance, propaganda and censorship.

Article: 'Fight the Power': The Politics of Music and the Music of Politics

SESSION 20 (ASYNCHRONOUS)

FINAL ASSIGNMENT PREPARATION

SESSIONS 21 - 22 (LIVE IN-PERSON)

GLOBAL IDENTITIES IN MUSIC

Music as a medium that crosses borders, languages and countries.

Article: Voicing Protest': Performing Cross-Cultural Revolt in Gambino's 'This is America' and Falz's 'This is Nigeria'

SESSIONS 23 - 24 (LIVE IN-PERSON)

FINAL ASSIGNMENT PITCH

SESSION 25 (ASYNCHRONOUS)

ESSAY #3

Write an essay about the role that music has had as a political tool for dissent and struggle in a specific historical event. Use the texts seen in class, or others contributed by you, to argue your perspective. The text will have to answer the following questions:

- Contextualize the event, mentioning which are the main forces in conflict, and what are their main policies and / or demands.?
- Describe the "musical actor": a musical movement composed of local artists, pop songs that become hymns, a reappropriated musical style, songs that acquired a different meaning in a specific context...
- Explain the role of music in that conflict, and what were the essential tensions between the political and the cultural.

SESSIONS 26 - 27 (LIVE IN-PERSON)

APPROPRIATION

What is cultural appropriation?

Article: From Cultural Exchange to Transculturation

SESSIONS 28 - 29 (LIVE IN-PERSON)

FRAMING AND SUBVERTING

From Appropriation to Subversion.

Article: Feminist Reggaeton in Spain: Young Women Subverting Machismo Through 'Perreo' (s-c)

SESSION 30 (LIVE ONLINE)

Students present their final assignments.

BIBLIOGRAPHY

Recommended

- Simon Frith and Andrew Goodwin. (2006). *On Record. Rock, Pop and the Written Word*. Routledge. ISBN 1134939515 (Digital)

- Ron Eyerman & Andrew Jamison. (1998). *Music and Social Movements. Mobilizing Traditions in the Twentieth Century*. Cambridge University Press. ISBN 0521629667 (Digital)

EVALUATION CRITERIA

Evaluation is based on:

- Attendance and informed participation in sessions.
- 3 individual essays.
- Class exercises.
- 1 final project (in groups).

Evaluation for each component is described below and will be discussed in greater detail in class prior to each assignment.

Please note that for all assignments with a deadline, 2 points will be automatically deducted for each day the assignment is late.

ATTENDANCE AND INFORMED PARTICIPATION IN SESSIONS (20%)

Students are expected to contribute to a positive environment for learning, discussion and exchange. To begin with, it is mandatory to attend 70% of the classes. Students who do not meet this attendance percentage, go directly to the 3rd call. To build together an environment conducive to learning, students have to come to class ready to discuss the readings and viewings (obviously, they will have to previously read the texts and watch the videos assigned to each session) and have a point of view. During classes, they are also expected to listen, take notes, actively follow the discussion, and be proactive.

INDIVIDUAL ESSAYS (40%)

Over the course of the semester, students will be required to do four essays related to readings and lectures. The objective of these assignments will be to evaluate the understanding of the basic concepts or ideas derived from these readings and lectures, and the ability of the students to build their own perspectives in writing. The specific details about the evaluation of each work will be detailed during the asynchronous classes, in which the students will have to come up with a proposal.

"PROTEST SONG" PROJECT (30%)

The final work of this course combines theoretical understanding with creativity. Each student will have to write, produce and record a video of a protest song. During the semester, students will first have to submit a content proposal (what political issue they are going to deal with and what message they want to convey), a graphic proposal (what visual elements related to the political message they are going to introduce in their video), and finally, they will have to present in class the video of the song. We are not in a music degree, so students are not expected to have great instrumental or vocal expertise: they can use samples from other songs, foreign instrumental bases, or compose the song with a band. However, from a creative point of view, the ability of students to use the resources available to them in an imaginative way will be taken into account.

CLASS EXERCISES (10%)

Grade description and equivalent:

·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.)

IE Impact

This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge.

IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

Retake 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.

Retake will require you to complete all the assignments and a final meeting with me to discuss your assignments.

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.
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Other violations of academic ethics include:

- a) Not acknowledging that the students’ work or any part thereof has been submitted for credit elsewhere.
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Academic Misconduct Procedure for Humanities Courses.

- 1. If a Humanities instructor suspects a student has committed academic misconduct (as defined in the student’s Code of Ethics) in a Humanities course, he or she must refer the case to the Humanities program director with all the necessary supporting evidence.
 - 2. The Humanities program director will meet with the student and write a brief summary of the instructor and the student’s views and pass them on to the Bachelor’s program director. The Humanities program director may also suggest what type of sanction would be appropriate for the student.
 - 3. If there is enough objective evidence to sanction the student, the program director will check if this is the first time the student has committed academic misconduct.
 - 4. Is this is a first breach of conduct, the program director will decide the scope of the sanction on the basis of all the above information. (Bachelor or Ethics Committee).
 - 5. If this is a second offense or if, according to the Humanities director’s report, the case is serious enough, the case will be redirected to the university’s Ethics Committee.
- (Approved by the Vice-Rector of Academic Affairs in June 20, 2020)

Criteria	Percentage	Comments
Class Participation	20 %	
Individual Essays	40 %	
Final Project	30 %	
Class Exercises	10 %	

PROFESSOR BIO

Professor: **DAVID ALVAREZ GARCIA**

E-mail: dalvarez@faculty.ie.edu

DAVID ÁLVAREZ GARCÍA

DAVID ÁLVAREZ GARCÍA is the head of the IE MediaLab and teaches Visual Storytelling at IE University. David is Ph.D. in Journalism in Universidad Complutense de Madrid, BA in Audiovisual Communication (Universidad Complutense de Madrid), Degree in Multimedia Communication (Universidad Francisco de Vitoria) and Master Degree in Digital Communication, Culture and Citizenship from Universidad Rey Juan Carlos. His research deals with the influence of subcultures linked to pop music in politics and social activism. Since 2003 he has been working in the area of documentary filmmaking. His professional experience goes through companies such as TVE, Sogecable, El Mundo TV, New Atlantis or Canal 9. His first project was Panorama de actualidad (Grupo Vocento), a 14 episodes documentary series about social and humanitarian conflicts filmed in several locations all around the world. David is also co-founder of the production company Eleventh Floor, and the writer and director of several short films, music videos, webdocs and documentaries awarded with prizes at national and international festivals, including "Lo que hicimos fue secreto", a feature length documentary about the role of punk subculture in social movements.

Email: dalvarez@faculty.ie.edu

OTHER INFORMATION



IE-HUMANITIES

IE University

Professor: **ERNESTO CHÉVERE HERNÁNDEZ**

E-mail: echevere@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2º

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

None.

SUBJECT DESCRIPTION

SOCIAL MOVEMENTS: PAST PRESENT AND FUTURE OF COLLECTIVE POLITICS

What do Black Lives Matter, Arab Spring or Feminist movements have in common? They are some collective process that struggle and strive to promote human rights, democracy and equality. Their influence in policy making and social conscience should not be taken lightly.

There is no question about the real power of social movements. This collective tactic to shift governmental decisions is not new, it has been employed by societies for centuries even though the new technologies of information make them more present now rather than other moments in time. With the study of the history and evolution of social movements, we can better understand their purposes, targets, goals and tactics. Analyzing their victories and failures we may be able to help forge better articulated movements to keep on pushing for social, gender, racial and even sexual equality.

This course is designed within the framework and realm of sociological theory. Understanding sociological theory helps us better understand our present with a clear perspective of the contexts that shape our society. Also, studying theories of human behavior helps us understand who we are, where we come from and why we act the way we do as a society, and can bring forward a better society in the future.

OBJECTIVES AND SKILLS

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

More specifically:

- >Development of analytical, critical, and creative thinking.
- >Comprehensive reading of complex texts.
- >Writing and argumentation.
- >Research and information competence.
- >Sensitivity to other cultures and human experiences.
- >Learn through the use of cases and examples of daily life to provide a useful tool to diagnose and analyze social behavior and dynamics.
- >Identify structures of power and privilege that characterize contemporary societies.
- >Identifying and understanding social movements and their power.
- >Develop social responsibility in discussions and debates on sociological issues addressed in class.
- >Understand the concept "Other", as that other person which is not you and doesn't share your realities, and develop a social sensitivity and empathy towards the that Other character.

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.

Synchronous Interaction is learning that happens in live, in real-time. For example, attending classes (lectures, discussions, labs, studios) in-person.

Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms. For example, debating topics in a digital forum, critiquing the work of classmates posted in a digital gallery, working on a proposal or project using a collaborative document-sharing platform, or getting help and learning support in messaging-based system.

This course will focus on theoretical concepts and approaches. We will discuss the history of social movements, basic theories and then place them on practical examples of our contemporary world for a better understanding. The course will be mostly based on readings that we as a class will discuss in lecture sessions as well as two movies to generate debates on issues we face daily.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35 hours

Discussions	23.33 %	35 hours
Exercises	16.67 %	25 hours
Group work	16.67 %	25 hours
Other individual studying	20.0 %	30 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction to the Course?

- Objectives, contents, schedule, and evaluation system.
- Main idea of the course.

Readings: Syllabus.

Activities: Discussion of syllabus, course and answer any questions from students.

SESSION 2 (LIVE IN-PERSON)

Philosophy's basic concepts to start up

- Introducing and reviewing basic concepts.
- Concepts: ideology, power, inequality, collective identity, collective action and social movements. All of this to start up.

Readings: None.

Activities: Discussion of basic concepts and their evolution. Students will present the definitions they found on their own for the basic concepts, where we will construct our own definitions collectively based on student findings in their assignment. This will be the basic starting point of the course and will be the concepts we will continue to work with.

Assignment: Prior to this section, students will be required to find the definitions for the concepts on their own on any resource they prefer.

SESSION 3 (LIVE ONLINE)

Sociology as a discipline and its importance to historical process

- Sociology as a discipline
- How is sociology linked to history?

Readings:

Wright Mills, C. (1999) *The Sociological Imagination*. Oxford: Oxford University Press. Chapter 1 The Promise (pgs. 3-21).

Activities: Lecture. In-Class open debate and discussion.

Article: The Sociological Imagination

SESSION 4 (ASYNCHRONOUS)

Philosophy's basic concepts follow up

- Debate on the concepts studied in session 2

Readings: None.

Activities: Interactive video discussing basic concepts of session.

Assignment: Video discussion forum. All students must reply a three page post before session 5.

SESSION 5 (LIVE IN-PERSON)

Social Differentiation

- Basic relations between individuals and society (how they perceive themselves and reciprocal views).
- How do individuals select their groups?

Readings:

Giddens, A. et al (2018) An introduction to sociology. Ch. 1 (pgs. 6-20)?.

Activities: The session will begin with an open question: Does society form people or do people form societies? How do people select where they want to be in society? After, the class will become a guided open discussion on individuals and society.

Book Chapters: Introduction to Sociology

SESSION 6 (LIVE IN-PERSON)

Elements for mobilization

- Collective identity
- Collective behavior, and collective action
- How to identify a Social Movement

Readings:

Chévere, E. (2021) Noicazilbolg. Madrid: Europa Ediciones. Chapter 3. (English version will be provided by professor in pdf).

Activities: The session will be an open debate based on the assigned lecture.

Book Chapters: NoicazilbolG (Ch. 3)

SESSION 7 (LIVE IN-PERSON)

The invention of the social movement I

- When did the contemporary social movement began?

Readings:

Tilly, C. et. al. (2016). Social Movements, 1768 - 2012. Ch. 2 (pps. 16-37).

Activities: Lecture. In-Class open debate and discussion.

Book Chapters: Social Movements

SESSION 8 (LIVE IN-PERSON)

The invention of the social movement II

- How has the social movement grown?
- The social movement's expansion

Tilly, C. et. al. (2016). *Social Movements, 1768 - 2012*. Ch. 2 (pps. 16-37).

Activities: The session will be an open debate based on the assigned lecture.

Book Chapters: Social Movements

SESSION 9 (ASYNCHRONOUS)

How much power does an individual have in society

- Debate on individuals and their roles in society
- Do individuals have the power to shape policies?

Readings: None.

Activities: Watch interactive video posted by professor.

Assignment: Video discussion forum. All students must reply a three page post before session 10.

SESSION 10 (LIVE IN-PERSON)

The invention of the social movement III

- Open debate

Readings: None.

Activities: Open debate and discussion on sessions 7-8 subjects, based on a case study brought by professor.

SESSION 11 (LIVE IN-PERSON)

The Evolution of the social movement I

- How has the social movement evolved?
- The collective project entering the 20th century

Tilly, C. et. al. (2016). *Social Movements, 1768 - 2012*. Ch. 3 (pps. 38-64).

Activities: Lecture. In-Class open debate and discussion.

Book Chapters: Social Movements

SESSION 12 (LIVE IN-PERSON)

The Evolution of the social movement II

- Collective power as politics

Tilly, C. et. al. (2016). *Social Movements, 1768 - 2012*. Ch. 3 (pps. 38-64).

Activities: The session will be an open debate based on the assigned lecture.

Book Chapters: Social Movements

SESSION 13 (LIVE IN-PERSON)

The Evolution of the social movement III

- Debate on the concepts studied in sessions 11 -12
- Case study

Readings: None.

Activities: Open debate and discussion of concepts studied in sessions 11-12 based on a case study.

SESSION 14 (ASYNCHRONOUS)

Midterm review and Project discussion

- Midterm review and project explanation.

Readings: None

Activities: Midterm review. Explain and divide groups for session 21-22 presentation. Decide timeline for meeting in session 20.

Assignment: Meet with professor in groups prior hour agreements.

SESSION 15 (LIVE ONLINE)

Midterm Exam

- Individual exam

SESSION 16 (LIVE IN-PERSON)

Expansion of the Social Movement

- Analyze and discuss contemporary social movements on the 21th century.
- How can social movements expand themselves?

Tilly, C. et. al. (2016). *Social Movements, 1768 - 2012*. Ch. 4 (pps. 65-94).

Activities: The session will be an open debate based on the assigned lecture.

Book Chapters: Social Movments

SESSION 17 (LIVE IN-PERSON)

Construction of racial roles

- Is ethnicity the “inevitable consequence” of coloniality?
- Are racial roles biological?

Readings:

Quijano, A., Wallerstein, I. (1992): Americanity as Concept: Or the Americas in the Modern World-System. *International Social Science Journal* 131: (pp. 549-557).
(<https://www.javeriana.edu.co/blogs/syie/files/Quijano-and-Wallerstein-Americanity-as-a-Concept.pdf>)

Activities: In-class open discussion on the concept of coloniality and its link with race and ethnicity.

Article: Americanity as a Concept

SESSION 18 (LIVE IN-PERSON)

Race and Racism

- Turning point on racial issues and black emancipation process in the USA.
- Discussion on the relevance of racial emancipation in the USA in the rest of the world.
- The beginning of a movement.

Readings: None

Film: Panther (1995)

Activities: Watch film "Panther" (provided by professor).

Assignment: Discuss a premise presented by professor in forum. All students must have participated in forum with a three page post by session 19.

SESSION 19 (LIVE IN-PERSON)

Guest Key Speaker

- Guest to be confirmed

Readings: None

Activities: Conference.

SESSION 20 (ASYNCHRONOUS)

Project brainstorm, Q and A and guidance

- Preparing group presentation tutorial

Readings: None

Activities: Group meetings with professor to discuss project and presentation ideas on topics chosen. All groups must meet with professor live online on session 20's date. (during the whole day with prior hour confirmation by groups to be decided in session 14).

Assignment: Be prepared with your group for meeting.

SESSION 21 (LIVE IN-PERSON)

Group Presentation I

- Each group will present their project to the rest of the class. (two/three per session)

Readings: None

Activities: Group presentations.

SESSION 22 (LIVE IN-PERSON)

Group Presentation II

- Each group will present their project to the rest of the class. (two/three per session)

Readings: None

Activities: Group presentations.

SESSION 23 (LIVE IN-PERSON)

Analyzing Group Presentation

- Enter in a sociological debate regarding the presentations.

Readings: None

Activities: Participate in class debate regarding key questions presented by professor.

Assignment: All students must write a three page analysis of all the presentations (except their own) by session 24 using the class discussion as reference.

SESSION 24 (LIVE IN-PERSON)

The patriarchal society

- Living in a man's world.
- Does gender determine your place in society?
- Role of mass media in discrimination legitimacy

Readings:

Giddens, A. et al (2018) Introduction to Sociology. London North W. W. & Co Ch. 10 Gender Inequality (229-261).

Activities: Lecture. In-Class open debate and discussion.

Book Chapters: Introduction to Sociology

SESSION 25 (ASYNCHRONOUS)

The Feminist Movement

- Appearance and evolution of feminism as a movement
- Differentiation between feminism and male chauvinism
- Feminism today

Readings: None.

Activities: Video forum discussion. A video explaining the appearance, evolution and expansion will be shared.

Assignment: Students must see the video and write a three page post about the video. Essay must be handed in by session 26.

SESSION 26 (LIVE IN-PERSON)

How COVID has changed our daily lives - I

- What has been the social impact of COVID?
- Have people organized within a framework to face the social challenges or are they expecting their governments to do all the work?
- Have the quarantines reduces social movement possibilities?

Readings: None

Film: 180 Grados

Activities: We will watch a documentary (50 minutes, provided by professor) on the impact of COVID in our society and the outcome on collective organization.

SESSION 27 (LIVE IN-PERSON)

How COVID has changed our daily lives - II

- Discussion on the documentary.

Readings: None

Film: 180 Grados

Activities: Discussion and guided open debate in class on the documentary seen in session 26.

SESSION 28 (LIVE IN-PERSON)

Globalization and its influence in collective action.

- How is globalization influencing local dynamics?
- Society's new found role in the world

Readings:

Chévere, E. (2020) Understanding Globalization. In: Revista Cruce: Crítica Socio Cultural Contemporánea.

Activities: This session will be a closure class with an open group discussion on today's society and the influence of globalization, not only in our daily lives, but in the relations of power among individuals.

Article: Understanding Globalization

SESSION 29 (LIVE IN-PERSON)

Final exam discussion and class closure

- Open discussion and final exam review.

Readings: None

Activities: Discussion and debate among students on final exam material. Debates may be student motivated or the professor will guide it with open questions. The discussion will be moderated by professor.

Also, as a class closure, there will be: 1) Discussion on class outcome. 2) Open debate analyzing the class and its progress. What have we learned? Suggestions on how can the class be better.

SESSION 30 (LIVE ONLINE)

Final exam

- Individual exam

5. BIBLIOGRAPHY

As listed in description.

EVALUATION CRITERIA

Preparation and participation (20%): Assistance, punctuality, performance in class as well as in groups and discussion forums will be taken into consideration. Also, with the use of opening questions before class by random selection, we will be able to see the level of preparation of the students for each class.

Midterm (20%): Session 15. The material for the midterm exam will be the first part of the class which is about basic concepts. The exam format will include multiple choice, short answer and long answer questions.

Final Evaluation (30%): Session 30. The material for the final exam will be the second part of the class. The exam format will include multiple choice, short answer and long answer questions.

Continuous assessment / evaluation (30%):

Written Work (15%): Throughout the semester, students will be doing several written work. These will be discussion boards and written comments on videos forums. All of these will take place in diverse sessions and the extension of the written work will be determined in each of these sessions for a final total count of 15 pages. Every post must have an essay like structure.

*Three page post will be 1500 words.

Group Presentation (15%): Sessions 21 and 22. In several groups (depending on the total number of students in class), students will be able to demonstrate their abilities to work with one another as well as to use the new basic concepts they have encountered during the course. Details of group project will be presented by professor previous to midterm's date.

***IMPORTANT ADDITIONAL INFORMATION ABOUT GRADING**

A. About the Spanish grading system, which is the one used at IE:

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.

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- 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).
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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)

Criteria	Percentage	Comments
Class Participation	20 %	
Intermediate Tests	20 %	Midterm
Final Exam	30 %	
Individual Work	30 %	Continuous assesment

IE Impact This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge. IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

PROFESSOR BIO

Professor: **ERNESTO CHÉVERE HERNÁNDEZ**

E-mail: echevere@faculty.ie.edu

Professor: Dr. Ernesto Chévere Hernández

E-mail: echevere@faculty.ie.edu

Ernesto Chévere Hernández (PhD) has a degree in Education in History from the University of Puerto Rico, holds a master's degree in Public and Private International Law from the Complutense University of Madrid, a master's degree in International Relations from CEU San Pablo, a Diploma in Advanced Studies in Applied Economics from CEU San Pablo, and is a doctor in Sociology from the University of Salamanca. He has collaborated in various newspapers, such as Bandera Roja, Indymediapr, El Nuevo Día, and Claridad, as well as in academic journals such as Cruce and peer reviews such as Umbral. He is also the author of the two editions of the book "Historical study of the stages of globalization: perspectives and challenges facing an uncertain future" (2010 and 2015), "NoicazilaboIG: dynamics, positions and possibilities around the global-local relationship" (2020), and is the director of the magazine Sin Norte, designed for the migrant community in Spain.

OTHER INFORMATION



OTHER INFORMATION?

Questions and office hours:

If you have a question(s) that was not answered in class, you are welcome to ask your question(s) via email. I can be reached at: echevere@faculty.ie.edu. Although I will make every effort to respond to your question(s) as quickly and thoroughly as possible, please recognize that I may not be available when you send an email. Thus, please allow me up to 48 hours to respond before sending a follow-up email.

If your question cannot be properly answered via email and/or you would prefer to meet in person, please make an appointment to meet with me on the university campus during my scheduled office hours. Office hours will be determined at the beginning of the semester and posted on Campus Online.

As per University Policy:

Each student has 4 chances to pass any given course distributed in two consecutive academic years (regular period and July period).

It is mandatory to attend 100% of the classes. Students who do not comply with at least 70% attendance 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).

Grading for retakes will be subject to the following rules:

1. Those students who failed the subject in the first regular period will have to do a retake in July (except those not complying with attendance rules who are banned from this possibility).
2. Dates and location of the July retakes will be posted in advance and will not be changed. Please take this into consideration when planning your summer.
3. The maximum grade that a student may obtain in the 2nd exam session is 8 out of 10. Those students in the 3rd call will be required to attend 50% of the classes. If due to schedule overlap, a different option will be discussed with the professor in order to pass the subject.

Attendance:

Attendance at all scheduled classes is mandatory and essential for success in the course. If you miss class for any reason, you are responsible for getting notes from classmates. If you have questions about any assignment please send me an email. Under most circumstances, students who miss a class in which a presentation, mid-term, or final exam is held will not be granted an exception or given an opportunity to do a make-up assignment or exam. However, if illness or other circumstances prevent you from adhering to the assignment/presentation due dates stated in this syllabus, an exception may be granted at the discretion of the professor. In all cases, the student must provide official documentation (e.g., from a medical doctor, counsellor) to the professor within 24 hours of the missed due date.

Special Attention Students:

To request academic accommodations due to special attention needs, please contact program director.

Student Privacy Statement:

At times, students may disclose personal information through class discussions. It is expected that all members of the class will respect the privacy of their classmates. This means that the information disclosed in the class will not be repeated or discussed with other students outside of the course.

Decisions about Grades: Decisions about grades are made very carefully, and are final at the end of the course. If you have questions regarding a certain grade or you would like to receive personal feedback, you must request a meeting with me to discuss grades on specific assignments before the last class of the course. Any disputes regarding grades must be resolved before the final exam. "Extra credit" or makeup assignments will only be allowed under extenuating circumstances at the sole discretion of the course professor.

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.

IE-HUMANITIES

IE University

Professor: **CRISTINA MATEO REBOLLO**

E-mail: cmateo@faculty.ie.edu

Professor: **PIA MAZZANTI**

E-mail: pmazzanti@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2º

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

PREREQUISITES

SUBJECT DESCRIPTION

Sociology and Cultural Studies have the significant responsibility of analyzing critically the reality in which we live. They consider different concepts such as gender, identity, and ethnicity, among others, and develop their studies and research under those statements.

Sociology and sociological thinking are powerful tools for understanding the world we live in and the interactions between social and cultural structures. Developing a firm basis on this ground and understanding culture from a broad perspective will allow future designers and creative professionals to approach challenges and projects with a more in-depth, critical, and global viewpoint.

This course addresses design as a cultural phenomenon and a powerful territory to promote critical thinking, make contributions that change paradigms, and think about building a better world.

SUBJECT DESCRIPTION

OBJECTIVES AND SKILLS

- Development of analytical, critical, and creative thinking.
- Comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.
- Acquire basic notions from sociology and cultural studies and relate them with their practice as creative professionals.
- Understand their role as active members of society and culture.
- Be inspired and awake curiosity towards social and cultural dynamics.
- Understand and reflect on the importance of design in shaping a better future.
- Promote critical thinking to understand that design does not only solves problems but materialize principles, ideas, and emotions.

Skills

- Develop an eye for cultural and social observation and analysis.
- Develop tools to take advantage of one's cultural richness.
- Improvement of critical thought to approach design more holistically.
- Identify types of sociological research for the practice of design.
- Be able to identify assumed views on the social world.

OBJECTIVES AND SKILLS

METHODOLOGY

The course will be taught employing I.E.'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 a learning experience that happens interactively and asynchronously using collaboration tools and digital platforms.

METHODOLOGY

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	13.33 %	20 hours
Group work	26.67 %	40 hours
Other individual studying	13.33 %	20 hours
TOTAL	100.0 %	150 hours

PROGRAM

The following program is tentative. Although we will cover all the listed topics, the selected readings, activities, and class pace depend on group performance. Additionally, we may have to rearrange some sessions to accommodate guest speakers or field trips. Unless otherwise noted, you are expected to complete all corresponding reading BEFORE attending the sessions

KEY CONCEPTS

CULTURE

If we understand culture as the group's shared practices, values, beliefs, norms, and artifacts, it will be essential to comprehend the different sociological perspectives used to understand society and social issues, focusing on macro and micro levels.

COMMUNICATION

We cannot think of culture without communication. Design and creative practices tell stories, generate emotions while defining historical moments of our culture. For this reason, it is essential to understand the critical elements of the social and cultural construction of communication, where perception and identity play a fundamental role.

PARTICIPATION

Participation is defined as the state of being related to a larger whole. By engaging in social and cultural practices, subjects negotiate and re-negotiate their participation in their environments. As individuals, we are part of multiple contexts; some of them are very important in our social shaping.

SOCIOLOGY AND CULTURE

For designers and other curious and creative individuals!

SESSIONS 1 - 2 (LIVE IN-PERSON)

Class Intro (Professor: Cristina Mateo)

Sociology and culture. Unpacking the assumed views.

Key concepts: Paradigms in Sociology, Structural-Functional Theory, Conflict Theory, Symbolic interactionist theory.

Book Chapters: Introduction to the Routledge Classics. Distinction: A Social Critique of the Judgement of Taste. Harvard University Press. (ISBN 9780415567886-Printed)

Video: Qualitative research methods

Technical note: Understanding Ethnography

SESSION 3 (LIVE ONLINE)

Professor: Cristina Mateo

Identity enacted

Identity, self concept, self perception in the digital age

With the advent of social media platforms, varying subculture practices and styles are able to expand worldwide and allow youth to try out different forms of identity. Consequently, the concepts of identity, self-expression, language, style, time, space and energy are continually refashioned by digital media. Facebook, twitter, chatting, blogging, virtual gaming, text messaging, are just a few examples of subcultures today, which will be analysed in the next sessions.

Book Chapters: The Presentation of Self in Everyday Life. (ISBN 9780140135718)

Article: Branding in the Age of Social Media

Article: THE DIGITAL NOSTALGIA OF TODAY'S TIKTOK E-GIRLS AND BOYS

Article: RuPaul's Drag Race is inventing a whole new internet subculture and language

SESSION 4 (ASYNCHRONOUS)

We are all culture - Popular culture. (Professor Pía Mazzanti)

We will examine popular culture from a holistic approach as a collective creation of a subculture appropriated by the market system. We will analyze the representation of specific groups and themes and cultural production as a form of social reproduction and as a meaning producer.

Key Concepts: Pop culture, hybrid cultures, counterculture.

Book Chapters: Montanari, Massimo (2004) "Taste Is a Cultural Product" in Food Is Culture. Columbia University Press, (Pp 62-65)

Book Chapters: Parasecoli, Fabio (2008) Introduction: Pop Culture Drama in "Bite Me, Food in Popular Culture" (Pp.1-14)

SESSIONS 5 - 6 (LIVE IN-PERSON)

We are all culture - Popular culture. (Professor Pía Mazzanti)

Key Concepts: Pop culture, hybrid cultures, counterculture.

Article: An Ironic Fad: The Commodification and Consumption of Tattoos

Article: TOWARD A DEFINITION OF POPULAR CULTURE. History and Theory, 50(2), 147–170.

<http://www.jstor.org/stable/41300075>

SESSIONS 7 - 8 (LIVE IN-PERSON)

Part I. Where are we? (Professor Pía Mazzanti) .

Does globalization make people around the world more alike or more different? What is the role of culture? We will discuss some viewpoints and perspectives in an attempt to answer this question, understanding our place in the world.

Key Concepts: World- Systems approach, globalization, Covid-19.

Book Chapters: Steger, Manfred B. (2017) "The Cultural Dimension of Globalization". In Globalization: A very short introduction. Oxford: Oxford University Press. (pp.80-91)

Video: Globalization I - The Upside: Crash Course World History #41

SESSION 9 (ASYNCHRONOUS)

Part II. Where are we? (Professor Pía Mazzanti)

Does globalization make people around the world more alike or more different? What is the role of culture? We will discuss some viewpoints and perspectives in an attempt to answer this question, understanding our place in the world.

Key Concepts: World- Systems approach, globalization, Covid-19.

Article: The Clash of Civilizations? Foreign Affairs, 72(3), 22–49.

Video: The Economics of Happiness

SESSIONS 10 - 11 (LIVE IN-PERSON)

Telling stories. The voice

(Prof. Pia Mazzanti)

Stories arouse curiosity and invite us to action. So does design and other creative disciplines. Stories are part of the way we build our individual and collective identities. Storytelling provides us with tools that will enrich the narrative of all the projects we decide to undertake.

Key concepts: Storytelling, transmedia.

Book Chapters: Harari, Y. N. (2018). "The Storytellers" in Homo Deus : A brief history of tomorrow. Harper Perennial. (pp.167-190)

Video: The Danger of a Single Story

SESSIONS 12 - 13 (LIVE IN-PERSON)

The Gaze. Ways of seeing

(Prof. Pia Mazzanti)

"Acknowledging the power of the gaze helps designers understand the roving, searching activity of vision" (Lupton, 2017:118)

When we look, we make decisions, we communicate and establish relationships with subjects and objects. The way of looking changes according to the historical, social, religious, cultural context etc., Also how we feel when we are observed.

Key concepts: female gaze, point of view, aesthetics and representation.

Article: What Does the Selfie Say? Investigating a Global Phenomenon.

Technical note: Visual Pleasure and Narrative Cinema

Book Chapters: Guerrilla Girls (Group of artists). (2003). Bitches, bimbos, and ballbreakers : the guerrilla girls' illustrated guide to female stereotypes. Penguin Books.

Video: Guerrilla Girls – 'You Have to Question What You See' | Artist Interview

SESSION 14 (ASYNCHRONOUS)

On the web.

(Prof. Pia Mazzanti)

Can we imagine our life without the Internet? (especially after Covid-19), probably not.

The 'internet paradox' states that the net is making us more and more lonely. Is this a reality? The Internet and social media are tools that give us great opportunities. We decide how to use them.

Key concepts: Mass media, memes, hate speech, influencers, representation

Article: Hate Speech on Social Media: Global Comparisons.

Article: The Deliberate Awfulness of Social Media

Podcast: No Filter: Jasmyn Lawson

SESSION 15 (LIVE ONLINE)

(Prof. Pia Mazzanti)

Change the world, Culture and Activism

What is the role of your discipline in the paradigm shift that our world needs? What is your cause? What is your voice?. We will discuss 'Design Activism and possible ways of using your talents to impact the world positively.

Keywords: Activism, social movements, CSV...

Book Chapters: Design Rebel: Jonah Sachs, Activism goes viral in The design activist's handbook:

How to change the world (or at least your part of it) with socially conscious design.

Article: The Disruptive Aesthetics of Design Activism: Enacting Design Between Art and Politics

Article: Social Movements, Collective Action and Activism. Sociology, 53(3), NP1–NP12.

SESSIONS 16 - 17 (LIVE IN-PERSON)

Feedback Sessions

Prof. Cristina Mateo & Pia Mazzanti

SESSIONS 18 - 19 (LIVE IN-PERSON)

Subcultures (Prof. Cristina Mateo)

These sessions will deal in detail with how style and artistic expressions of subcultures (clothes, hairstyle and consumer and creative practices) are related to social, cultural and political concerns of young people, in particular. It will also focus on how the different subcultures have used space (physical and digital) to construct an identity, ranging from Brighton Pier (mods and rockers) to the screens of Instagram or Snapchat (2020's e-boys, e-girls).

The sessions will provide the background into the sociological theories that understand subcultures as manifestations of conflict and resistance, including the notion of habitus and cultural capital

Book Chapters: Subculture: The Meaning of Style. (ISBN 0203220927)

Video: Clubland: Beauty and Subculture Through the Ages

Video: Ways Of Seeing Episode 2

Video: Where Have All the Subcultures Gone?

SESSION 20 (ASYNCHRONOUS)

Preparation for Subcultures Workshop

Prof. Cristina Mateo

Q&A in preparation for presentations around existing materia

Video: Young Blood: Exploration into British Youth Culture | Youth In Transition

SESSIONS 21 - 22 (LIVE IN-PERSON)

Subcultures presentations (Prof. Cristina Mateo)

Students will have to present a critical analysis of a 'subculture' of their choice, including the myths (values, beliefs, etc.), symbols (language, style, behaviour, activities, etc.) and purposes (aims, goals, etc.) and spatial practices.

SESSIONS 23 - 24 (LIVE IN-PERSON)

The Cultural Dimension of emotion

Prof. Pia Mazzanti

Introduction to Subjective Cartographies

Key Words: Nostalgia, Non-Place, Emotional Creativity

Places and things cease to be neutral when they are observed and perceived by people. How do you locate yourself? How do you relate to spaces and places? Maps are documents that help with this endeavor; however, it does not usually bring together the collection of emotions or ideas that arise when we travel through a territory, nor do they represent our complex relationship with space

Article: Berlin artist uses 99 phones to trick Google into traffic jam alert

Article: Map Power and Map Methodologies for Social Justice

SESSION 25 (ASYNCHRONOUS)

Subjective Cartographies - Workshop

our complex relationship with spaces

Prof. Pia Mazzanti

Key concepts: Non-Place, nostalgia, hope, emotional creativity

Other / Complementary Documentation: Atlas of Emotions

Article: What Matters

SESSIONS 26 - 27 (LIVE IN-PERSON)

Subjective Cartographies – Presentations

our complex relationship with spaces

(Prof. Pia Mazzanti)

Key concepts: Non-Place, nostalgia, hope, emotional creativity

SESSIONS 28 - 29 (LIVE IN-PERSON)

What is to come.

Prof. Pia Mazzanti

Today more than ever, we live in uncertainty. How will our future be? How will spaces, communications, relationships be from now on? Will "normality" return to our lives? We do not know, but for sure, we will play a crucial role in building what is to come. Let us think about it together.

Key concepts: shared value, design dreaming, scenario planning, design fiction.

Book Chapters: Dunne, A., & Raby, F. (2013). "Between Reality and the Impossible" in Speculative everything : design, fiction, and social dreaming. MIT Press. (pp. 159-189)

Podcast: Turning to Tarot

Book Chapters: The Do Good Pledge. Do Good Design: How Design Can Change Our World.

Berkeley, CA: New Riders. (pp.146-158)

SESSION 30 (LIVE ONLINE)

Final Exam

IE IMPACT

This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge.

IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

BIBLIOGRAPHY

Compulsory

- Some of these readings are provided as PDF document and some are in the library.. *The readings assigned for each seminar, as detailed above, are mandatory.. ISBN 0000000000 (Digital)*

EVALUATION CRITERIA

I. CLASS PARTICIPATION

It is expected from students to participate in class discussions. It is expected that participation should be oriented to enrich the intellectual climate of the class, participating in debates, respectfully and carefully listening to peers and engaging in dialogues with them.

II. Subcultures Story Workshop.

III. Workshop and assignments

In various sessions, practical workshops and exercises will be developed. Students must be actively involved and provide various deliverables that will be explained at the beginning of each workshop/Class.

It is essential that students get involved actively, engage with their peers, and contribute their own experiences to the activity.

IV. Argumentative essays

Grades

Sobresaliente/Outstanding: 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.

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.

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.

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%.

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 "convocatoria."

Criteria	Percentage	Comments
Class Participation and preparation	20 %	10% subcultures 10% others
Midterm evaluation	20 %	20% Essay
Final Evaluation	30 %	10% subcultures 20% final exam
Continuos assessment	30 %	10% subcultures 10% Exercises 10% Maps Workshop

PROFESSOR BIO

Professor: **CRISTINA MATEO REBOLLO**

E-mail: cmateo@faculty.ie.edu

Cristina Mateo is Associate Dean at IE School of Architecture and Design. She is a specialist in urban ethnography, branding, communication, and the impact of technology and the city. Prior to joining IE, she was Head of Strategic Planning at Fundación Siglo, The Department of Culture and Tourism for Castile and Leon between 2011-2015.

Prof. Mateo worked at Madrid City Council, for the International Strategy and Action Bureau, Madrid Global. Her work involved managing the city brand through a strategy of participation in large events such as the Olympics and World Expos. Prior to her position with the City of Madrid, she was marketing director between 2002 and 2007 at VisitBritain (Britain's Tourism Board).

In Madrid and London she worked for AT Kearney, marchFirst and Razorfish managing the customer experience and information architecture for transactional, information and service oriented portals, between the years 2000 and 2002.

Cristina Mateo trained as a journalist and holds a Ph.D. in Sociology, from Goldsmiths College, University of London and an Executive MBA specialised in E-business, from IE Business School. She lived in London for 12 years, where she gave university lectures on the topics of the Media in Spain and Spanish contemporary culture. She lectures and writes regularly on the impact of technology in everyday urban living:

- <https://theconversation.com/are-the-tech-giants-taking-over-as-your-city-leaders-108259>
- <https://theconversation.com/tiers-lieux-de-quoi-parle-t-on-exactement-113135>
- https://elpais.com/elpais/2019/05/07/planeta_futuro/1557237398_070350.html
- <https://www.archdaily.mx/mx/919033/estos-6-megaproyectos-estan-transformando-la-movilidad-en-nuestras-ciudades>
- <https://www.ie.edu/insights/infographics/towards-happy-airports/>
- <https://www.ie.edu/insights/articles/i-hashtag-therefore-i-am/>
- https://blogs.elconfidencial.com/economia/ignicion/2020-01-27/tolerancia-educacion-ie_2425792/
- <https://es.weforum.org/agenda/2020/05/asi-se-las-ingenian-las-grandes-ciudades-para-disenar-el-mundo-pos-covid-19/>

- https://blogs.elconfidencial.com/espana/tribuna/2020-03-25/iniciativas-ciudadanas-salir-aislamiento-coronavirus_2515739/

Professor: **PIA MAZZANTI**

E-mail: pmazzanti@faculty.ie.edu

Pía Mazzanti is Associate Director at IE School of Architecture and Design.

She trained as an Anthropologist and received a Master's degree in Contemporary Art History and Visual Culture from the U. Complutense de Madrid and a Master's degree in Corporate and Marketing Communications from IE School of Human Sciences and Technology.

From 2015 to 2019 she was an Adjunct Professor at La Universidad de la Sabana, Colombia, teaching courses related to the interconnection between Food Culture, History, Anthropology, and Creative Practices.

BIBLIOGRAPHY



IE-HUMANITIES

IE University

Professor: **IBRAHIM AL-MARASHI**

E-mail: ial-marashi@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: **COMPULSORY** Number
of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

The Spanish Cultural Odyssey and Your World

This is not just a class, but a fully sensory immersive experience, after which you will never look at Madrid or Spain the same, even if you grew up here. If you come from the Middle East, Latin America, or the US, this class will reshape how you see home. And if you are Spanish, of Hispanic heritage, or a Middle Easterner, the language you speak, the food you eat, or even the buildings that surround you will be a constant reminder of the interrelatedness of these cultures with your own. Many of you who studied Spanish history and language in high school outside Spain were not exposed to the rich, hybrid tapestry—both gorgeous and grotesque—of Hispanic culture in an interactive way. In this class, you will learn how Castellano came into being. You will discover how iconic artists we think of as quintessentially Spanish—from Cervantes to Lorca, and Velazquez to Dali—must be placed in a global context to be better understood. Global too are the women we will study in this class, from Santa Teresa of Avila, through the anonymous Roma women of Spain, to the native American women of Chiapas. If you think of Spain as an essentially Catholic country, you will soon discover the important Muslim and Jewish influences that persist to this day. Iberian music too is permeated by a number of cultural traditions, from the ballads of Sephardic Jews of Spain, yearning for their homeland from which they were banished, to the French Gypsy Kings who sing in Spanish, to the terrific rock group from Zaragoza, Heroes del Silencio. We will watch Spanish TV and Latino telenovelas, from Clon to Ministerio del Tiempo, and we will visit museums, including la Casa Mexico and el Museo de America. We will conclude the class with a trip to Toledo. Ultimately this is a course where your notions about legacy, heritage, hybridity, gender, and identity will be utterly transformed.

No previous background of any Spanish Latin American, or Middle Eastern history is necessary for this class.

OBJECTIVES AND SKILLS

All IE Humanities courses will endow with with following objectives and skills:

- Development of analytical, critical, and creative thinking.
- Comprehensive reading of complex texts.
- Writing and argumentation.

- Research and information competence.
- Sensitivity to other cultures and human experiences.

Particular to this course you will:

- 1 Learn the greater parameters of the Iberian peninsula's influence on global cultures and vice versa with the Middle East
- 2 Be able to analyze how the history of the Iberian peninsula and the Middle East is currently contested and debated in the politics of what is termed "The West and Islam"
- 3 Understand the differences between formal and popular historical memory
- 4 Appreciate a gendered analysis of subjects covered in this course
- 5 Grasp globalization and its influence on the history of Iberian peninsula, the Middle East, and Latin America in addition to the circulation of ideas, the interaction between societies, and how trade and art forms created links between these geographical regions from antiquity to the 21st century
- 6 Identify various approaches to spirituality, the arts, philosophy, and/or intellectual thought
- 7 Utilize critical analysis and/or creative activity in order to analyze the aesthetic, metaphysical, or ethical manifestation of the human mind in diverse historical and/or cultural contexts

METHODOLOGY

The course will be taught employing IE's Liquid Learning methodology, which combines three essential elements for a complete and dynamic learning experience: synchronous interactions, asynchronous interactions and individual inquiry and discovery. Synchronous Interaction is learning that happens in live, in real-time. For example, attending classes (lectures, discussions, labs, studios) in-person or virtually, working with classmates on team projects in a work-room or video-conference platform, or getting help and feedback from professors in-person or online. Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

The lectures are a full sensory experience and require active presence and listening. Hopefully we can arrange a visit to Toledo towards the end of the course to practice and apply what we learned.

Your learning will be assessed by exams, writing assignments, and class participation.

The class will be divided into two parts:

Part I The Hybridization of Spanish Culture pre-1492

Part II Globalization of Spanish Culture after 1492

The readings will be no longer than 20 pages per session! The readings might look like a lot, but some of the primary sources and articles are only 1-2 pages.

There will be several on-site visits to museums and cultural institutions. Hopefully we can arrange a visit to Toledo towards the end of the course to practice and apply what we learned.

You must do at least two and they include:

Guided tour of Parque Emir Muhammad, La Latina, and Museo do San Isidore

And your choice of:

Museo Sorolla

BNE

MAN

Museo America

Museo Romanticismo

Cerralbo

Museo de Madrid

Museo de San Isidore

Casa Arabe
 Casa Sefarad
 Casa Mexico
 Reina Sofia
 The Prado

There might be expositions that are announced during our class. I will arrange extra credit events for those as they emerge.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35 hours
Discussions	23.33 %	35 hours
Exercises	16.67 %	25 hours
Group work	10.0 %	15 hours
Other individual studying	26.67 %	40 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Part I The Hybridization of Spanish Culture pre-1492

Introduction, and the Clash of Civilizations

Required Readings in Additional Documentation

Secondary Sources

Edward W. Said, "The Clash of Ignorance," The Nation, October 4, 2001

Eric Repphun, "The Europe We Are Forgetting," International Journal of Baudrillard Studies, Vol. 7, No. 2, July, 2010

Kwame Anthony Appiah, "There Is No Such Thing As Western Civilisation," The Guardian, November 9, 2016

Carlos Lozada, "Samuel Huntington, a prophet for the Trump era," Washington Post, July 18, 2017

Ibrahim Al-Marashi, "The New Zealand Massacre and The Weaponisation of History," Aljazeera.com, March 24, 2019

Recommended Readings in Additional Documentation

Samuel Huntington, "A Clash of Civilizations?" Foreign Affairs, 1993

SESSION 3 (LIVE ONLINE)

Iberia in Antiquity to the Arrival of Christianity: Basques, Goths, Aryans, and Catholics

Readings in Additional Documentation

Ralph Penny, A History of the Spanish Language, Cambridge University Press, 2002, pp. 1-20.

SESSION 4 (ASYNCHRONOUS)

Iberia in Antiquity to the Arrival of Christianity: Basques, Goths, Aryans, and Catholics, part II

Readings in Additional Documentation

Ralph Penny, *A History of the Spanish Language*, Cambridge University Press, 2002, pp. 1-20.

SESSIONS 5 - 6 (LIVE IN-PERSON)

The Early Muslim Era in Spain: From Berbers to Muslim Vikings, 711 and 11 March 2004

Readings in Additional Documentation

Primary Sources:

Ibn Abd al-Hakem: *The Islamic Conquest of Spain*

Al Maggari: *Tarik's Address to His Soldiers, 711 CE*, from *The Breath of Perfumes*

Arab Chronicler: *The Battle of Poitiers, 732*

Arabs, Franks, and the Battle of Tours, 732: *Two Accounts*

Secondary Sources

Paul Lunde, "Isbiliyah: Islamic Seville," *Aramco World*, Jan/Feb 1993, Part I

Ian Meadows, "The Arabs in Occitania," *Aramco World*, March/April 1993, Part I

Lawrence Wright, "The Terror Web," *The New Yorker*, Aug 2, 2004

Recommended Readings

Carolyn P. Boyd *The Second Battle of Covadonga: The Politics of Commemoration in Modern Spain, History and Memory*, Vol. 14, No. 1-2, (Spring-Winter 2002), pp. 37-64

Manuel R. Torres Soriano, "Spain as an Object of Jihadist Propaganda," *Studies in Conflict & Terrorism*, 32 2009, pp. 933-952

SESSIONS 7 - 8 (LIVE IN-PERSON)

Convivencia, & Iberian Culture under Muslim Rule

Required Readings in Additional Documentation

Primary Sources:

Selections from Ibn 'Arabi of Murcia's *Tarjuman al-Ashwaq*

Other Andalusian Poetry in Translation

Selections from Ibn Rushd (Averroes) of Cordoba

Secondary Sources

Paul Lunde, "Isbiliyah: Islamic Seville," *Aramco World*, Jan/Feb 1993, Part II

Ian Meadows, "The Arabs in Occitania," *Aramco World*, March/April 24-29, 1993, Part II

Paul Lunde, *The Science of Andalus*, *Aramco World*, 2004

Kay Hardy Campbell, "Listening for Andalus," *Aramco World*, July/August 2011

Mohamad Ballan, "Beyond 'Tolerance' and 'Intolerance': Deconstructing the Myth of the Islamic Golden Age," ballandalus.wordpress.com, January 31, 2014

Mohammad Ballan, "Majrit/Mayrit: The Andalusian Muslim Heritage of Medieval Madrid," ballandalus.wordpress.com, July 20, 2015

Recommended Journal Article & Book Chapters:

John Shoup, "As it Was and as it Should be Now: Al Andalus in Contemporary Arab Television Dramas," *TransNational Broadcasting Studies*, 15 2006

Maria Rosa Menocal, "Culture in the Time of Tolerance: Al-Andalus as a Model for Our Time," *Yale Law School Occasional Papers*, 2000

Jonathan Ray, "Whose Golden Age? Some Thoughts on Jewish-Christian Relations in Medieval Iberia" Was there a Golden Age of Christian-Jewish Relations? Conf. at Boston College, April 2010
Hulya Kucuk, from his Mother N?r al-An??riyya to his Šay? F??ima bt. Ibn al-Mut?ann?: Important Female Figures around Mu?y? I-D?n b. al-?Arab?, Arabica 59 (2012)

SESSION 9 (ASYNCHRONOUS)

"The Reconquista," and Iberian Culture under Christian Rule

Required Readings in Additional Documentation

Primary Sources:

Al-Himyari, "The Battle of Alarcos 1195"

Alfonso to the Pope, after Las Navas de Tolosa, 1212

Al-Marrakushi Al-Mu'jib, "The Battle of Las Navas de Tolosa, 1212," 1224

Abu al-Baqa' al-Rundi, The Fall of Seville, 1248

The Lay of El Cid

Excerpts from Amazon series El Cid

Required readings

Alejandro García-Sanjuán, "Rejecting al-Andalus, exalting the Reconquista: historical memory in contemporary Spain," Journal of Medieval Iberian Studies, VOL. 10, NO. 1, 2018, pp. 127–145

SESSIONS 10 - 11 (LIVE IN-PERSON)

"The Reconquista," and Iberian Culture under Christian Rule, part II

Contesting Cordoba and Granada, the Alhambra, & the Nostalgia of Loss, and Andalusian Identity, part I

Required Readings in Additional Documentation

Primary Sources

Mournful Ballad on the Siege And Conquest of Alhama," 1482

Capitulations of Granada, 1491

Charter of Expulsion, 1492

Nizar Qabbani, Mourning in Andalusia, from the Awraq Isbaniyya "Spanish Papers," 1966

Mahmoud Darwish, "Eleven Stars over Andalusia," 1992

Robin Yassin-Kassab, "The Jasmine Breeze," 2013

Secondary Sources

Cullen Murphy, "Tales of the Alhambra," The Atlantic Monthly, vol. 288, issue 2, Sept 2001

Fernando Sánchez Alonso, "The Quiet Devotion of Spain's Sufis," El Pais, Jan 30, 2015

Excerpts from tv series, "Isabel"

Recommended Readings Journal Article & Book Chapters:

D. Fairchild Ruggles, "The Stratigraphy of Forgetting: The Great Mosque of Cordoba and Its Contested Legacy"

Yaseen Noorani, "The Lost Garden of al-Andalus: Islamic Spain and the Poetic Inversion of Colonialism International Journal of Middle East Studies, Vol. 31, No. 2 (May, 1999)

Lara Eggleton, "History in the Making: The Ornament of The Alhambra And The Past-Facing Present," Journal of Art Historiography, No. 6, June 2012

Jan Gilbert, "The Lamentable Loss of Alhama in 'Paseábase el rey moro,'" *The Modern Language Review*, Vol. 100, No. 4 (Oct., 2005)

Edward Peters, "Jewish History and Gentile Memory: The Expulsion of 1492," *Jewish History*, Vol. 9, no. 1, (Spring 1995)

Elena Arigita, "Spain- The Al-Andalus Legacy" in *The Borders of Islam: Exploring Samuel Huntington's Faultlines from Al-Andalus to the Virtual Ummah*

SESSIONS 12 - 13 (LIVE IN-PERSON)

The Alhambra, & the Nostalgia of Loss, and Andalusian Identity, parts II, III

SESSION 14 (ASYNCHRONOUS)

Museum visits!

SESSION 15 (LIVE IN-PERSON)

Midterm, in class.

SESSIONS 16 - 17 (LIVE IN-PERSON)

Part II Globalization of Spanish Culture after 1492

The Spanish Conquest of the Americas and Contesting Columbus

Primary Sources

Christopher Columbus, *On World Geography* (late fifteenth century)

Cortés Approaches Tenochtitlán

The Broken Spears: The Aztec Account of the Conquest of Mexico, 1519

Arana Xajila, *Plague in Central America*

Juan Sepulveda, *On the Causes of Just War with the Indians*, 1547

Secondary Sources

"On The Trail Of Hernán Cortés: A Journey Into A Past Most Mexicans Would Rather Forget," *The Economist*, Dec. 20 2014

Gustavo Arellano, "¡Ask a Mexican! The History of the Virgin of Guadalupe," *OC Weekly*, January 1, 2015

SESSIONS 18 - 19 (LIVE IN-PERSON)

The Formation of Latino Cultures

Required Readings in Additional Documentation

Secondary Sources

Pedro Ramirez Vazquez, "The Islamic Influence on Mexican Architecture," *Voices of Mexico*, vol. 35

María Luisa Fernández, "Second Flowering: Art of the Mudejars," *Aramco World*, Jan/Feb 1993

Rachel Laudan, "The Mexican Kitchen's Islamic Connection," *Aramco World*, May/June 2004

Louis Werner, "Mexico's Colors of Three Cultures," *Aramco World*, Jan/Feb 2010

Harold Morales, "Islam in Chiapas: An Overview and Critical Engagement with the Sources," *The Maydan*, October 16, 2016

Ken Chitwood, "On Eid 2017, A Peek into the Lives of Puerto Rican Muslims," The Conversation, June 23, 2017

Recommended Readings in Additional Documentation

R. Brooks Jeffery, "From Azulejos to Zaguanes: The Islamic Legacy in the Built Environment of Hispano-America" Journal of the Southwest, Vol. 45, No. 1/2, (Spring - Summer, 2003)

Thomas DaCosta Kaufmann, "Islam, Art, and Architecture in the Americas: Some Considerations of Colonial Latin America," RES: Anthropology and Aesthetics, No. 43, (Spring, 2003)

SESSION 20 (ASYNCHRONOUS)

Inquisition, Marranos & Moriscos, and the Spanish Interaction with the Ottoman and French Empires: Quijote to Goya, part I

Required Readings in Additional Documentation

Primary Sources

St. John of the Cross, "Dark Night of the Soul," 1577-79?

Don Quijote de la Mancha, Miguel de Cervantes, Chapters 1, 6

Secondary Sources

Michael McClain, "The Sufism of St. John of the Cross," Dialogue, Dec 2000

Edward Rothstein, Regarding Cervantes, Multicultural Dreamer, New York Times June 13, 2005

Tom Verde, "The Dialogues of Don Quixote," Aramco World, September/October 2020

Podcast: Don Quijote in our time <https://www.bbc.co.uk/sounds/play/p003hydl>

Podcast: The real Don Quixote <https://www.wnycstudios.org/podcasts/radiolab/segments/real-don-quixote>

Recommended Readings

Susan M. Adams et al. "The Genetic Legacy of Religious Diversity and Intolerance: Paternal Lineages of Christians, Jews, and Muslims in the Iberian Peninsula" The American Journal of Human Genetics 83, December 2008

Jose Maria Perceval, "Historiographic Narratives: The Discourse Strategies for Constructing Expellable Moorish Subject" Human Architecture, Vol. 8, 2010

SESSIONS 21 - 22 (LIVE IN-PERSON)

Inquisition, Marranos & Moriscos, and the Spanish Interaction with the Ottoman and French Empires: Quijote to Goya, part II

Spanish Romanticism, Orientalism & Spain as the Orient: Irving, Lorca, Goytisoló

Required Readings in Additional Documentation

Primary Sources

Washington Irving, Excerpt from Tales of the Alhambra, 1832

Federico García Lorca, "Granada," from Impresiones y paisajes (1919)

Edith Moore Jarret & Beryl McManus, El Camino Real, Houghton Mifflin, 1942

Allen Josephs, Homage to Andalucía, Summer 1979 Volume 55 # 3

Secondary Sources

Greg Noakes, "Exploring Flamenco's Arab Roots," Saudi Aramco World, Nov/Dec 1994

Fernanda Eberstadt, "The Anti-Orientalist," New York Times, April 16, 2006

Scott Horton, "Washington Irving's Legend of the Arabian Astrologer," Harpers, December 14, 2007

Louis Werner, "Following Washington Irving," *Aramco World*, Sep/Oct 2008
Ana Carreno Leyva, "Gazing Upon Beauty," *Aramco World* July/Aug 2014
Doreen Carvajal, "Chasing the Spirit of a Fractured Spain Through García Lorca," *New York Times*, Oct. 24, 2017
Bécquer Seguí The Poet-Historian, *Slate*, Nov 29, 2017

SESSIONS 23 - 24 (LIVE IN-PERSON)

The Spanish Civil War and Franco Era: Orwell, Picasso, Dali

Required Readings in Additional Documentation

Primary Sources

Ay Carmela!

Si me quieres escribir (If you want to write to me)

Tom Murray, *Voices From the Spanish Civil War* (published in 1986)

John T. Whitaker, *Prelude to World War: A Witness from Spain*, 1942

George Orwell, *Homage to Catalonia*, Excerpts

Iraqi poet Badr Sh?kir al-Sayy?b, "Garcia Lorca," 1960

Abd al-Wahh?b al-Bay?t?, Mar?th? Lorca, ("Elegies for Lorca"), & al-Maut f? Gharn?ta ("Death in Granada") 1968

Egyptian Poet Sal?h 'Abd al-Sab?r, "Lorca," 1964

Bahraini poet Q?sim Hadd?d, "The Departure of al-Husayn's Head From the Treacherous Cities", 1972

Palestinian poet, Mahm?d Darw?sh, "Lorca," 1964

Darwish, L? Khalf al-Sim?' Sim?' ("I have a Sky Behind the Sky") 1992

Secondary Sources

Nazanine Moshiri, "Arabs On Both Sides of The Spanish Civil War," *The New Arab*, September 1, 2016

Hisham Aidi, "Spain: Searching for Garcia Lorca," *Al-Jazeera*, September 23, 2016

Ibrahim Al-Marashi, "What the Spanish civil war can reveal about Syria," *Al-Jazeera*, September 30, 2016

Ibrahim Al-Marashi, "Syria, the Spanish Civil war and foreign legions," *Al-Jazeera*, October 29, 2016

John Richardson, "A Different Guernica," *New York Review of Books*, May 12, 2016

Excerpts from *Pan's Labyrinth* Guillermo del Toro, 2006

Recommended Readings

Yair Huri "In Your Name this Death is Holy": Federico García Lorca in the Works of Modern Arab Poets,

Aurora G. Morcillo, "The Orient Within: Women 'in-between' under Francoism," in *Women in the Middle East and North Africa*

SESSION 25 (ASYNCHRONOUS)

Trip to Toledo/ or another on site visit

SESSIONS 26 - 27 (LIVE IN-PERSON)

Post Franco Spain: From Nationalism, Globalism, from ISIS to Covid

Required Readings in Additional Documentation

Secondary Sources

Omar G. Encarnación, "Why Spanish Nationalism Is on the Rise and What It Means for the Country's Politics," *Foreign Affairs*, February 5, 2018

Carolyn P. Boyd, "The Politics of History and Memory in Democratic Spain," *Annals of the American Academy of Political and Social Science*, Vol. 617, The (May, 2008)

Recommended Readings

Paloma Aguilar and Carsten Humlebæk, "Collective Memory and National Identity in the Spanish Democracy: The Legacies of Francoism and the Civil War," *History and Memory*, Vol. 14, No. 1-2, Special Issue: Images of a Contested Past(Spring-Winter 2002), pp. 121-164

Eduardo Manzano Moreno and Juan Sisinio Pérez Garzón, "A Difficult Nation?: History and Nationalism in Contemporary Spain," *History and Memory*, Vol. 14, No. 1-2, Special Issue: Images of a Contested Past(Spring-Winter 2002), pp. 259-284

SESSIONS 28 - 29 (LIVE IN-PERSON)

Final Exam, in class

SESSION 30 (LIVE ONLINE)

Final Presentations of Your Papers/creative work (undgraded)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Preparation and participation	20 %	
Midterm Evaluation	20 %	
Final evaluation	30 %	
Continuous assessment/evaluation	30 %	

Midterm 20% and Final 30%

Both exams combine analysis of primary source, and secondary sources, and semiotics of images and videos. I will provide you with a study guide before the first midterm.

Preparation and Participation 20%

Activation participation includes coming to class on time, and demonstrating during discussions you have done the readings before each session.

Contiuous Assessment

Four quizzes 4x5 = 20% (date to be announced)

Short answers, based on the readings.

Paper, visual essay, or podcast, comparing two museum, cultural sites 5% (due session 16 before the midterm)

If a paper, 2,000-word, double spaced, Times New Roman font 12.

Compare the hybridity of cultures in two sites you visited. A good example would be the oriental smoking room in Museo Romanticismo and Museo Cerallbo as an influence of orientalism in Spanish culture.

Paper, visual recorded essay, or podcast, examing impact of Spanish/Hispanic Culture on your Life 5% (due session 30 before the final)

If a paper 2,000-word, double spaced, Times New Roman font 12. Answer the following

If your family is from the areas we studied, answer how has a historical episode or event/s during the time period covered in class affected you, and/or your family members? This is not a family history, but rather how global, regional, national, and local historical and cultural forces intersected to affect your family and your identity. For example, I do not want you to write about how grandmother was jealous of her sister because she was the most beautiful girl in the history of Vejer de la Frontera, but rather how did the civil war in Andalusia led to your family's migration to Barcelona, for example.

Or, all of you have been living in Spain for a good period. How has the hybridity of cultures affected and perhaps transformed you? Discuss the peoples, foods, human architecture and historic that have influenced you. Do research about them.

Even though both are creative assignments, I want you to demonstrate academic research via footnotes. If you are doing family interviews, memories will collect will be scattered and biased. It is up to you do the background research in the events they describe from reputable, academic sources, not just Wikipedia. A well-researched paper should have at least five of these sources. If you do a podcast or video, send me which sources you accessed in your Turnitin link.

A) About the Spanish grading system, which is the one used at IE:

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) About the retake policy:

Retake Policies: Students have four opportunities to pass a course distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

- Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).

- Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students.

- The maximum grade a student can obtain in the second exam session is 8 out of 10.

Please add the information about what your retake will consist on. A common practice is to ask the students to submit all the work they did not turn in or failed during the course, but feel free to do something different if preferred.

C) About the 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)

D) IE Impact

This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge.

IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

PROFESSOR BIO

Professor: **IBRAHIM AL-MARASHI**

E-mail: ial-marashi@faculty.ie.edu

Al-Marashi is an Associate Professor of history at California State University San Marcos, where he teaches courses on global history as well as "The Spanish Past and Modern Middle East."

He is both a US and UK national, and obtained his doctorate from the University of Oxford. He is co-author of A Concise History of the Middle East (Routledge 2018).

He has travelled to 55 countries, and lived in the UK, Italy, Yemen, Turkey, Morocco, Egypt, and his beloved Espana.

He has appeared on all the major American media channels, including CBS' new program 60 Minutes, the BBC, and Al-Jazeera, and is a regular op-ed writer for media such as the New York Times, the Washington Post, and Al-Jazeera English.

OTHER INFORMATION

E-mail: ial-marashi@faculty.ie.edu

I have set aside the hour before and the hour after class for office hours. Otherwise I'm flexible to meet in person or on zoom anytime. Here is my zoom room:

<https://ieuniversity.zoom.us/j/3875595433>

IE-HUMANITIES

IE University

Professor: **M^a JOSÉ FERRARI SÁNCHEZ**

E-mail: mjferrari@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

Free Speech and Dangerous Ideas

Do we have the right to offend? And do we have the right to not be offended? Should there be a "free marketplace of ideas", or should ideas deemed too dangerous be kept out of reach? These questions, as basic as they may seem, are at the very core of some of the most heated political, legal, religious and philosophical debates taking place all over the world right now.

This course provides an introduction to Free Speech from a historical, philosophical and legal perspective. It aims to foster a deep understanding of the role and functions of Free Speech in society, and to enable the students to build a personal position with regards to speech-related issues. The first half of the course will be devoted to the review of the main historical and philosophical milestones behind the ideas of freedom and freedom of speech, in order to question, in the second half of the course, whether they remain relevant in today's global and digital world.

The course will cover historical events such as the use of propaganda in totalitarian regimes, the Civil Rights Movements, or the Arab Spring; and it will also look at current phenomena like political correctness, hate speech, fake news and disinformation, or the cancel-culture movement. Students will be exposed to primary and secondary journalistic, artistic, legal, musical, literary, political, historical and filmic sources. At the end of the course, they will prove their understanding of Free Speech issues by undertaking a research project about a Free Speech topic of their choice

OBJECTIVES AND SKILLS

The course will focus on the development of the following skills:

- Development of analytical, critical, and creative thinking.
- Comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

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

- Recognize current Free-Speech related issues.
- Understand the historical evolution of Free Speech and how it has shaped our mentalities and its legal regulation around the world.
- Interpret Free Speech legislation.
- Recognize the main philosophical and political theories related to Free Speech.
- Differentiate, analyze and evaluate the key elements involved in Free Speech controversies.
- Analyze the ethical, political and practical implications of Free Speech.
- Evaluate different approaches and solutions to Free Speech issues.
- Conduct research related to Free Speech.
- Create meaningful, ethical and conscious messages.

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.

During this course, we will be using a flipped-classroom approach, in which students are introduced to the learning material before class through readings and multimedia sources, while classroom time is used to practice and apply concepts, to deepen understanding through group discussion, and to practice problem-solving in the form of class activities. For this reason, two things will be particularly important: that the students come to class prepared by having done the work assigned, and that they participate actively in class discussions and other activities. Studies show that this methodology encourages "deep learning" through the use of higher level cognitive skills.

During the course, students will read a series of texts and relevant articles within the fields of philosophy, intellectual history, cultural studies, legal thought and political science on the topic of Freedom of Speech. Simultaneously, we will be looking at real historical and contemporary debates and controversies related to free speech, so that students learn to apply the theoretical frameworks to real life scenarios.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	30 hours
Discussions	23.33 %	35 hours
Exercises	16.67 %	25 hours
Group work	13.33 %	20 hours
Other individual studying	26.67 %	40 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction and course overview

During the first session, we will go over the course's structure, objectives, content, and evaluation system. We will also discuss both the professor's and students' expectations.

In the second session we will introduce the concept of Freedom of Speech, and will try to determine why it is so important and yet so controversial in contemporary society. We will do so by reviewing some recent cases related to Free Speech from different world regions.

Multimedia Documentation: Universal Declaration of Human Rights

Multimedia Documentation: What are Human Rights

SESSION 3 (LIVE ONLINE)

Free Speech as a Human Right

During this session we will review the students' findings about their countries' legal provisions with regards to Freedom of Expression. We will discuss what Human Rights are and whether they function as the moral compass of the global society. We will look into the connection of Free Speech and other Human Rights.

Article: The Rhetorical Situation

SESSION 4 (ASYNCHRONOUS)

Asynchronous activity: Ideas in the 21st century

Article: A Message to the 21st Century

SESSIONS 5 - 6 (LIVE IN-PERSON)

Words that wound

During this session we will review some key theories from rhetoric, cultural studies and pragmatics to understand the link between language, thought and cognition.

Article: What is Enlightenment

Book Chapters: On Liberty (Chapter 2)

SESSIONS 7 - 8 (LIVE IN-PERSON)

The Marketplace of Ideas

In this session we will go back to the origins of the concept of Free Speech (and so many other foundational concepts of modern society): The Enlightenment. We will discuss two of the founding texts of rationalism and freedom of speech. We will introduce the most important theory of free speech: John Stuart Mill's Marketplace of Ideas.

Article: Two Concepts of Liberty

Article: The Market for Goods and the Market for Ideas

SESSION 9 (ASYNCHRONOUS)

Asynchronous activity about Habermas "Public Sphere"

Book Chapters: The Public Sphere

SESSIONS 10 - 11 (LIVE IN-PERSON)

Ideas versus goods

In this session we will first discuss Isaiah Berlin's understanding of freedom and it can be used to understand different forms of Free Speech. In the second session we will look at R.H. Coase's take on the marketplace of ideas and his comparison to the marketplace of goods.

Book Chapters: There is not such thing as Free Speech, and it's a good thing too

SESSIONS 12 - 13 (LIVE IN-PERSON)

Undoing Free Speech

This session will focus on the postmodernist approach to Free Speech based on the discussion of Stanley Fish's ideas. We will introduce Eric Barendt's classification as an overall contemporary approach to the concept and the limitations of Free Speech.

Book Chapters: Four Arguments in Support of Free Speech

SESSION 14 (ASYNCHRONOUS)

Asynchronous activity based on the documentary "Shouting Fire: Stories from the Edge of Free Speech", by Liz Garbus

SESSION 15 (LIVE ONLINE)

MIDTERM

Podcast: The Totalitarian Temptation, part 1 (USSR)

Podcast: The Totalitarian Temptation, part 2 (Third Reich)

Book Chapters: Social History of the Third Reich

Book Chapters: 1984 (chapter 1)

Video: The Wave

SESSIONS 16 - 17 (LIVE IN-PERSON)

Free Speech and European Totalitarianisms

In this session we will look at the way in which totalitarian regimes have historically both abused and restricted Free Speech to gain and maintain power.

Multimedia Documentation: Selection of Negro Spirituals

Video: Hope & Fury: MLK, The Movement and The Media | NBC News

Book Chapters: A RETROSPECTIVE ON THE CIVIL RIGHTS MOVEMENT: Political and Intellectual Landmarks

Technical note: The Civil Rights Movement: A Cultural Revolution (The role of Music and Fashion)

Multimedia Documentation: The Ballot or the Bullet

Multimedia Documentation: I have a Dream

SESSIONS 18 - 19 (LIVE IN-PERSON)

Free Speech and Collective Action: The Civil Rights Movement

These sessions will be devoted to the link between free speech and collective action. We will analyze the case of the Civil Rights Movement, whose successful communication strategies became the paradigm for many subsequent social movements.

Book Chapters: Twitter and Tear Gas: The Power and Fragility of Networked Protest

SESSION 20 (ASYNCHRONOUS)

Asynchronous Activity: Visit to Reina Sofía Museum

Multimedia Documentation: Rethinking Guernica

SESSIONS 21 - 22 (LIVE IN-PERSON)

The Arab Spring

During this class we will look at the social protests and uprisings that took place in several largely Muslim countries in the 2010s. We will discuss how they unfolded and what impact they had on their respective societies.

Article: A declaration of the independence of Cyberspace

Book Chapters: The Age of Surveillance Capitalism (Introduction)

SESSIONS 23 - 24 (LIVE IN-PERSON)

Is the Internet an opportunity or a threat for Free Speech? Class debate

In this session we will review both techno-utopian and techno-dystopian views of the Internet to try to infer how they affect Freedom of Speech. Some of the phenomena that will be discussed are disinformation/fake news, cancel culture or the attention economy.

Article: Free Speech is a Triangle

SESSION 25 (ASYNCHRONOUS)

Asynchronous activity about the documentary "The Great Hack" (Karim Amer and Jehane Noujaim)

SESSIONS 26 - 27 (LIVE IN-PERSON)

Free Speech and Dangerous Ideas in the digital age

During this session we will take a look at big tech companies and social media platforms; we will discuss their place as new actors in the digital speech environment.

Technical note: Is the First Amendment Obsolete?

Multimedia Documentation: Section 230 of the Communications Decency Act

SESSIONS 28 - 29 (LIVE IN-PERSON)

The New Gatekeepers

These sessions will be devoted to the analysis of content moderation through the case of Facebook's Oversight Board, and to the new forms of digital censorship around the world.

SESSION 30 (LIVE ONLINE)

Course wrap-up and final conclusions.

BIBLIOGRAPHY

Compulsory

- Eric Barendt. *Freedom of Speech*. Oxford University Press. ISBN 9780199244 (Printed)

- Robert Atkins and Svetlana Mintcheva. *Censoring Culture. Contemporary Threats to Free Expression*. The New Press. ISBN 0781595580504 (Printed)

- Stanley Fish. *There Is No Such Thing as Free Speech, and It's a Good Thing Too!*. Oxford University Press. ISBN 9780195093834 (Printed)

- Lynn Hunt. *Inventing Human Rights*. WW Norton. ISBN 9780393331998 (Digital)

- Shoshana Zuboff. *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*. PublicAffairs. ISBN 1610395697 (Printed)

EVALUATION CRITERIA

I. PREPARATION, PARTICIPATION AND CONTRIBUTION TO THE LEARNING ATMOSPHERE (20%): Students are expected to participate in class and to actively contribute to enrich its intellectual climate. The participation grade will be based on the quality and quantity of class contributions, on the engagement with the readings and assignments, on class attendance and the overall attitude in class.

II. MIDTERM EXAM (20%): Students will be tested on their familiarity with the readings and their ability to use the theories to analyze current cases through an open-book exam. Further instructions will be provided in class.

III. CONTINUOUS ASSESSMENT (30%): This includes all graded assignments done as homework or asynchronous sessions. Students who do not submit at least 50% of the assignments will not be able to pass the course.

IV. FINAL ESSAY (30%): Students will need to write a 4 page research paper about a topic of their choice related to Free Speech. Further instructions will be provided in class.

Criteria	Percentage	Comments
Final Exam	30 %	
Intermediate Tests	20 %	
Final Exam	30 %	
Class Participation	20 %	

PROFESSOR BIO

Professor: **M^a JOSÉ FERRARI SÁNCHEZ**

E-mail: mjferrari@faculty.ie.edu

María José Ferrari received her PhD in Hispanic Cultures from Columbia University, where she specialized in late 19th and early 20th-century Literature and Intellectual History. She holds undergraduate degrees in Law from Universidad Complutense de Madrid and Hispanic Philology from UNED. She has been the recipient of many scholarships and grants to conduct research at institutions in France, Russia, Chile and Spain.

She has more than 15 years of teaching experience in the US and Spain. She currently serves as Academic Director of IE's Arts and Humanities Division.

OTHER INFORMATION



IE-HUMANITIES

IE University

Professor: **ANNA MAGDALENA WIECK TIJAN**

E-mail: awieck@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

None.

SUBJECT DESCRIPTION

VALUE AND MATERIAL CULTURE: FROM DUCATS TO BITCOINS

This course provides an overview, through specific case studies, of the art market in Europe and the United States from the early modern era through to the 21st century. Starting in 15th century Europe we will consider different models of patronage that stimulated the business of art, and will also analyze how these structures changed over time with the growth of the middle class as well as the Protestant Reformation. We will cover collecting practices and the creation of the modern museum during the 18th and 19th centuries within the context of colonialism, and will also study postcolonial critiques of the museum and art market. Finally, we will scrutinize the booms and busts of the global market for art during the past 75 years, and examine trends (such as NFTs, etc.). A major theme that we will return to throughout the semester concerns how we as a society place cultural and monetary value upon objects. How and why do we do this? How do these values change over time?

Our sessions will be organized under the following main themes:

Objects in Collections. Early Modern Europe (Sessions 1-2)

Objects in Collections. The Age of European Colonialism (Sessions 3-6)

Objects in Collections. The Postcolonial Era (Europe, Africa, Asia, the Americas) (Sessions 7-9)

Objects in Collections. The North American Industrial Age (Sessions 10-11)

Why do We Collect? Theories of Collecting (Sessions 12-14)

Objects in Collections. 20th Century Looting (Session 15)

Qualities that Add Value to Objects. (Authenticity, scarcity, etc.) (Sessions 16-17)

Objects in a Global Economy. The Contemporary Art Market (Sessions 18-30)

OBJECTIVES AND SKILLS

- Development of analytical, critical, and creative thinking.
- Comprehensive reading of complex texts.

- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

Students will become familiar with different forms of patronage and collecting, and will consider how these strategies have changed over time. The course will introduce students to the vocabulary of the art world and its market and will provide the critical tools necessary to approach a field that is changing rapidly due to large-scale speculation.

Students will develop a keen understanding of how the market for art responds to, or is born from, social change, economic interests, and political realities. They will leave the classroom with knowledge about key artworks, artists, collections/collectors, galleries, art fairs, and museums. Students will deepen their critical thinking skills through close reading of key texts, classroom discussion, and writing exercises.

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.

Student success in this course is predicated upon arriving to the sessions having carefully read the assigned texts. Class sessions will include a lecture and a discussion portion, as well pop quizzes, and your close engagement with the texts is necessary for success. The readings are challenging, therefore you should prepare questions and analyze your own reactions to the issues and arguments presented. You are expected to participate in class discussions during live sessions as well as the online forum outside of class. You are also expected to complete the written assignments in a thoughtful and timely manner. In class I will carefully review the requirements and expectations for the written assignments and provide a detailed document further explaining assignments when necessary. Through these exercises you will sharpen your writing and critical thinking skills and demonstrate your familiarity with the course's key concepts.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	13.33 %	20 hours
Discussions	20.0 %	30 hours
Exercises	33.33 %	50 hours
Group work	0.0 %	0 hours
Other individual studying	33.33 %	50 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Objects in Collections. Early Modern Europe

Topics: Introduction to the course; syllabus review; princely collections; patronage in early modern Europe

SESSION 3 (LIVE ONLINE)

Objects in Collections. The Age of European Colonialism

Topics: Wunderkammer (Cabinets of curiosities); Sir John Soane's Museum, London; "museums are not neutral"

Reading

"Introduction" (9-18) and "Ch. 2, The Sarcophagus" (36-45) from Alice Procter, *The Whole Picture: The story of the art in our museums & why we need to talk about it*. London: Cassell, 2020

Book Chapters: The Whole Picture: The colonial story of the art in our museums & why we need to talk about it

SESSION 4 (ASYNCHRONOUS)

Objects in Collections. The Age of European Colonialism

Continuous assessment. Assignment #1 due Session #4

For this session, listen to the episode "UK culture war: how should museums confront colonialism?" of the podcast *The Week in Art* from March 12, 2021.

You may download the podcast using your preferred app or stream it following the link below. Consider the ideas regarding museums and colonialism discussed in class and in the podcast, and write a 500-600 word personal response.

Podcast: UK culture war: how should museums confront colonialism? The Week in Art Podcast

SESSIONS 5 - 6 (LIVE IN-PERSON)

Objects in Collections. The Age of European Colonialism

Topics: the 17th-century Dutch art market; the creation of national museums; colonial expansion; collecting vs. looting; contested objects (Benin Bronzes, Bust of Nefertiti, etc.)

Reading

Dan Hicks, "Preface" (xii-xvii), "Ch. 1, The Gun That Shoots Twice," (1-17) and "Ch. 2, A Theory of Taking" (18-24) in *The Benin Bronzes, Colonial Violence and Cultural Restitution*. London: Pluto Press, 2020

Book Chapters: The British Museums: The Benin Bronzes, Colonial Violence and Cultural Restitution

SESSIONS 7 - 8 (LIVE IN-PERSON)

Objects in Collections. The Postcolonial Era (Europe, Africa, Asia, the Americas)

Topics: Postcolonial theory; "heritage" – who "owns" it?; the Zealy daguerreotypes at Harvard University; contemporary artists and the postcolonial lens (Carrie Mae Weems, Kara Walker, John Edmonds, Yinka Shonibare)

Reading

Ariella Aïsha Azoulay, excerpts from "Preface," (xiii-13), "Ch.1 Unlearning Imperialism," (58-75), "Ch. 2 Plunder, Objects, Art, Rights" (100-104) in *Potential History: Unlearning Imperialism*. London and New York: Verso, 2019

Podcast listening

Hyperallergic/Artmovements Podcast, episode #61. "Connecting Modern Art Museums, Colonialism, and Violence," Hrag Vartanian interviews Ariella Aïsha Azoulay, 11 March 2020

You may download the podcast using your preferred app or stream it following the link below.

Book Chapters: Potential History: Unlearning Imperialism

Podcast: Connecting Modern Art Museums, Colonialism, and Violence

SESSION 9 (ASYNCHRONOUS)

Objects in Collections. The Postcolonial Era (Europe, Africa, Asia, the Americas)

Continuous assessment. Assignment #2 due Session #9

Midterm preparation. One paragraph and a short bibliography.

In preparation for your midterm essay (1500-2000 words, due Session #15) read the assignment directions below. Select a topic and do some initial research. For Session #9 you should submit a one-paragraph summary of the topic you intend to write about and a short bibliography with at least 4 sources you intend to consult.

Midterm essay assignment

Describe a case of a contested museum object that interests you. Where is the object located? Who is calling for the restitution of the object? Has the object been returned? Describe the arguments that were made (or that have been made) for and against the restitution of your chosen object and explain your position on the issue.

SESSIONS 10 - 11 (LIVE IN-PERSON)

Objects in Collections. The North American Industrial Age

Topics: collections of the robber barons; emulation; art merchants (Duveen, Knoedler); artists as merchant (William Harnett; Winslow Homer)

Reading

S. N. Behrman, "Ch. 1, Itinerary" (11-46) in *Duveen: The Story of the Most Spectacular Art Dealer of All Time*. London: Daunt Books, 2014 (first published in 1952)

Book Chapters: Duveen: The Story of the Most Spectacular Art Dealer of All Time

SESSIONS 12 - 13 (LIVE IN-PERSON)

Why do We Collect? Theories of Collecting

Topics: the qualities of the collector; what do we collect?; why do we collect?; high and low cultural registers; social capital; conspicuous consumption

Reading

Walter Benjamin, "Unpacking my Library. A Talk About Collecting (1931)" (161-171) in *One Way Street and Other Writings*, trans. J. A. Underwood. London: Penguin Classics, 2009

Thorstein Veblen, excerpts from "Ch. IV, Conspicuous Consumption" (52-59)" and "Ch. VI, Pecuniary Canons of Taste" (85-86; 105-106) in *The Theory of the Leisure Class*. Oxford and New York: Oxford World Classics, 2009 (first published in 1912)

Book Chapters: One Way Street and Other Writings

Book Chapters: The Theory of the Leisure Class

SESSION 14 (ASYNCHRONOUS)

Why do We Collect? Theories of Collecting

Continuous assessment. Assignment #3 due Session #14

Reading reflection. 500-600 words

Write a personal reflection that incorporates either Benjamin on collecting or Veblen on conspicuous consumption. What idea/s resonated with you? Can you relate to these arguments in the 21st century? Can you identify contemporary issues that either Benjamin or Veblen helps you to understand?

SESSION 15 (LIVE ONLINE)

Objects in Collections. 20th Century Looting

Topics: Nazi-looted art; looting in Nepal in the 1980s; Getty antiquities scandal

Reading

Sharon Hecker and Giuseppe Calabi, "Spoliazioni d'arte, un nuovo affaire Pissarro," *We Wealth Magazine* (Oct. 9, 2020), English translation provided by the authors ("A New Pissarro Affair")

Optional viewing

The Woman in Gold (dir. Simon Curtis, 2015), streaming on Amazon

Midterm essay due Session #15

Article: *A New Pissarro Affair*

SESSIONS 16 - 17 (LIVE IN-PERSON)

Qualities that Add Value to Objects. (Authenticity, scarcity, etc.)

Themes: photography; propaganda; approaching modern and contemporary art – why is Duchamp's urinal art and Leroy Merlin's urinal a commercial product; NFTs

Reading

Walter Benjamin, "The Work of Art in the Age of its Technological Reproducibility (1935-36)" in *The Work of Art in the Age of its Technological Reproducibility and Other Writings on Media*, eds Michael W. Jennings et al. Cambridge and London: Harvard University Press, 2008

Book Chapters: The Work of Art in the Age of its Technological Reproducibility and Other Writings on Media

SESSIONS 18 - 19 (LIVE IN-PERSON)

Objects in a Global Economy. The Contemporary Art Market

Topics: universal expositions; the evolution of the art fair; blue chip galleries; top auction houses; top collectors

Reading

Don Thompson, "Art fairs, the final frontier" (186-194) in *The \$12 Million Stuffed Shark: The Curious Economics of Contemporary Art*. London: Aurum Press, 2012

Sarah Thornton, "Introduction" (xi-xx) and "Ch. 1, The Auction" (3-39) in *Seven Days in the Art World*. London: Granta Publications, 2009

Book Chapters: The \$12 Million Stuffed Shark: The Curious Economics of Contemporary Art

Book Chapters: Seven Days in the Art World

SESSION 20 (ASYNCHRONOUS)

Objects in a Global Economy. The Contemporary Art Market

Continuous assessment. Assignment #4 due Session #20

In preparation for your final essay (3500-4000 words, due Session #35) read the assignment directions below. Select a topic and do some initial research. For Session #20 you should submit a one-paragraph summary of the topic you intend to write about and a short bibliography with at least 4 sources you intend to consult.

Final essay assignment – Artist profile

Due Session #30, 11:59 PM

Select an artist (post WWII - present day) whose work interests you within the context of our class discussions and write an essay about this artist's work.

Your essay should describe key art works and analyze their place within the various social systems that we have studied this semester. You should end the essay by discussing the market value of the artist's work, and, taking on the role of art advisor, you should explain whether or not you would recommend that buyers purchase works by your chosen artist.

Following are questions that your essay should address.

Who is the artist?

What are their key works?

Does their work reference the art market?

Does this artist have gallery representation?

Is their work available for sale at major art fairs?

Is their work for sale on the secondary art market?

Who collects their work?

Has their work been the subject of a major monographic exhibition?

Has their work been included in group exhibitions?

Further information will be provided in class.

SESSIONS 21 - 22 (LIVE IN-PERSON)

Objects in a Global Economy. The Contemporary Art Market

Topics: the contemporary art market and China; the proliferation of private museums in China and the USA; public museums in the 21st century

Reading

Georgina Adam, "Ch. 2, Demand: China Wakes" (53-67) in *Dark Side of the Boom: The Excesses of the Art Market in the 21st Century*. London: Lund Humphries, 2018

Book Chapters: Dark Side of the Boom: The Excesses of the Art Market in the 21st Century

SESSIONS 23 - 24 (LIVE IN-PERSON)

Objects in a Global Economy. The Contemporary Art Market

Topics: TBA

Reading

TBA

SESSION 25 (ASYNCHRONOUS)

Objects in a Global Economy. The Contemporary Art Market

Continuous assessment. Assignment #5 due Session #25

Exhibition review. 500-600 words

Visit an exhibition (in person or online) and write a brief review. The review should include the title of the exhibition and a description of the exhibition's aims. How do the works in the exhibition help to tell the story the curator and/or institution aims to tell? How does the presentation (either in the gallery space or on the web) aid in this endeavor? Do you find the exhibition to be a successful one? Is there a work that strikes you as particularly powerful? Why? In order to ascertain this information it is important to look closely at the works on display and also to read any accompanying text (wall text, brochure, website, etc.).

SESSIONS 26 - 27 (LIVE IN-PERSON)

Objects in a Global Economy. The Contemporary Art Market

Topics: TBA

Reading

TBA

SESSIONS 28 - 29 (LIVE IN-PERSON)

Objects in a Global Economy. The Contemporary Art Market

Topics: Inside and outside of the art market; "outsider art" (Bill Traylor, Henry Darger); artists who reject the market (Cady Noland, David Hammons, Agnes Martin); the hunt for the next big talent; the art market and celebrity

Reading

Martin Herbert, "Introduction" (11-16) and "Street Level" (61-71) in *Tell Them I Said No*. Berlin: Sternberg Press, 2016

Book Chapters: Tell Them I Said No

SESSION 30 (LIVE ONLINE)

Objects in a Global Economy. The Contemporary Art Market

Topics: Forgeries, fakes, and reproductions; the fall of the Knoedler Gallery

Viewing

Made You Look: A True Story about Fake Art (dir. Barry Avrich, 2020), streaming on Netflix

Final essay due Session #30

BIBLIOGRAPHY

Recommended

- Titia Hulst, ed.. (2017). *A History of the Western Art Market: A Sourcebook of Writings on Artists, Dealers, and Markets*. First. University of California Press. ISBN 0520290631 (Printed)

EVALUATION CRITERIA

20% Preparation & participation. You should come to class prepared to discuss the readings and ask questions. We will have at least 10 pop quizzes (short answer and multiple choice) throughout the semester to test basic knowledge about the session themes and assigned readings.

20% Midterm evaluation. 1500-2000 word essay. Due Session #15

30% Final evaluation. 3500-4000 word essay. Due Session #30

30% Continuous assesment/evaluation. Five short assignments due on Asynchronous sessions (#4, 9, 14, 20, 25)

Criteria	Percentage	Comments
Preparation & participation	20 %	Always!
Midterm evaluation	20 %	Due Session #15
Final evaluation	30 %	Due Session #30
Continuous assesment/evaluation	30 %	Due Asynchronous sessions

Grade description and equivalent:

- 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.)

IE Impact

This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge. IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

Retake Policies:

Students have four opportunities to pass a course distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

- Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).
- Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students.
- The maximum grade a student can obtain in the second exam session is 8 out of 10.
- To retake this course, students must submit work they did not turn in during the semester and/or rewrite failed assignments.

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: **ANNA MAGDALENA WIECK TIJAN**

E-mail: awieck@faculty.ie.edu

Anna Wieck (PhD University of Michigan, 2016) is an art historian and museum professional. She has taught courses on modern art and photography at the University of Michigan and George Washington University, and has recently held positions at the National Gallery of Art, Washington DC and the Fundación MAPFRE, Madrid.

Office hours by appointment (awieck@faculty.ie.edu). Use course zoom link.

OTHER INFORMATION

THEMATIC BIBLIOGRAPHY

Additional, optional reading (and some viewing)

Italian Renaissance

Alison Cole, *Italian Renaissance Courts: Art, Pleasure and Power* (London: Laurence King Publishing, 2016)

Creighton Gilbert, "What did the Renaissance Patron Buy?," *Renaissance Quarterly* 51.2 (1998): 392-450.

17th Century Spain and the Netherlands

Ross Karlan, "Margaret of Austria, Queen of Spain: Power, Femininity, and Portraiture in the Court of Felipe III" from *The Edgar P. Richardson Lecture Series: Women, Power, and Portraiture*, Smithsonian National Portrait Gallery, Washington DC, 30 September 2020

Lecture: <https://www.youtube.com/watch?v=DAR63UqMfv4>

Simon Schama, *The Embarrassment of Riches: an Interpretation of Dutch Culture in the Golden Age* (New York: Knopf Random House, 1987)

Eric Jan Sluiter, "On Brabant Rubbish, Economic Competition, Artistic Rivalry, and the Growth of the Market for Paintings in the First Decades of the Seventeenth Century," *Journal of Historians of Netherlandish Art* 1:2 (Summer 2009) DOI: 10.5092/jhna.2009.1.2.4

Colonialism and Postcolonialism

Dan Hicks, *The Brutish Museums: The Benin Bronzes, Colonial Violence and Cultural Restitution* (London: Pluto Press, 2020)

Joris Kila and Marc Balcells, eds., *Cultural Property Crime: an Overview and Analysis on Contemporary Perspectives and Trends* (Leiden and Boston: Brill, 2015)

Edward Said, *Orientalism* (New York: Vintage Books, 1979)

Collecting

S.N. Behrman, Duveen, *The Story of the Most Spectacular Art Dealer of All Time* (New York: Little Bookroom, 2003)

Alla Myzelev and John Potvin, eds., *Material Cultures, 1740-1920: the Meanings and Pleasures of Collecting* (Farnham, UK and Burlington, VT: Ashgate, 2009)

Contemporary Art Market

BMW Art Guide by Independent Collectors: The Global Guide to Private and Publicly Accessible Collections of Contemporary Art (Ostfildern: Hatje Cantz, 2013)

Bruce Altshuler, *Biennials and Beyond: Exhibitions that Made Art History, 1962-2002* (London and New York: Phaidon, 2013)

Christina Bechtler and Dora Imhof, *The Private Museum of the Future* (Zurich: JRP/Ringier, 2018)

Hans Belting, Andrea Buddensieg, Peter Weibel, eds., *The Global Contemporary and the Rise of New Art Worlds* (Karlsruhe: ZKM/Center for Art and Media; Cambridge and London: The MIT Press, 2013)

Juliet Hacking, *Photography and the Art Market* (London: Lund Humphries, 2018)

Titia Hulst, ed., *A History of the Western Art Market: A Sourcebook of Writings on Artists, Dealers, and Markets* (Oakland: University of California Press, 2017)

Sarah Thornton, *Seven Days in the Art World* (New York: W.W. Norton, 2009)



IE-HUMANITIES

IE University

Professor: **GORETTI TERESA GONZALEZ**

E-mail: goretteresag@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

WOMEN LEADERS IN ART AND HISTORY: FROM CLEOPATRA TO TODAY

There are no prerequisites for this course

SUBJECT DESCRIPTION

How have women leaders, past and present leaned in, broken the glass ceiling, and navigated the leadership labyrinth? How can they inspire and empower both men and women today? From Cleopatra to the women leaders of the pandemic and the black lives matter movement, to the heroines of Cervantes and Calderon, and the lessons of Simone de Beauvoir and Virginia Wolf, the goal of this course is to study and learn from the words and actions of women leaders in history, literature, and today.

This course will be organized into three main topics:

Topic one: Women leaders of state

Topic two: Women leaders whose words and ideas cause societal shifts

Topic three: Women and leadership in literature and the arts

OBJECTIVES AND SKILLS

Upon completing this course, you will have

- 1) developed analytical, critical, and creative thinking
- 2) practiced comprehensive reading of complex texts, writing and argumentation
- 3) gained research and information gathering competence
- 4) practiced sensitivity to other cultures and human experiences
- 5) engaged with various styles of leadership
- 6) gained insight into the barriers that exist for women in positions of power
- 7) become familiar with women leaders, past and present

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 workroom 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.

This course prioritizes an attention to women leaders and leadership. Students learn about women leaders through a variety of media and disciplines. The class is generally devoted to learning from women leaders in many circumstances. These case studies in leadership will also offer opportunities to think about gender and leadership. In the second half of the course, students will work on a longer projects in the form of a group social media intervention, individual essay, and group podcast- researched, analyzed, written, and recorded by the students.

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	16.67 %	25 hours
Group work	20.0 %	30 hours
Other individual studying	23.33 %	35 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction to the course: objectives, contents, schedule, and evaluation systems

Themes: What is leadership? Why study women leaders?

Do we use the same language to describe male and female leaders?

Are the metaphors that have been used to speak of women who have risen to leadership roles still applicable?

Pre-Work: (reading) HBR article, "Women are better during a crisis" by Jack Zenger and Joseph Folkman

Article: "Women are better leaders during a crisis?"

SESSION 3 (LIVE ONLINE)

Women leaders of state: Early women leaders

How do Cleopatra and her fellow female pharaohs lean in? What can Queen Elizabeth of England and Queen Isabella of Spain teach us about women and leadership?

Pre-Work (viewing): Watch '6-'29 and 1:04- 1:15 of the talk: When Women Ruled by UCLA Egyptologist Kara Cooney – a look at women leaders through the stories of six female pharaohs (we will focus on the introduction and Cleopatra)

(reading): Queen Elizabeth I, "I have the heart and stomach of a king," (1588).

(reading): Queen Isabel, Excerpt from Baldassare Castiglione's The Book of the Courtier (1528). (PDF in additional documentation)

Multimedia Documentation: Speech to the troops at Tilbury

Video: When women ruled-National Geographic

SESSION 4 (ASYNCHRONOUS)

Women leaders of state: Women, power, and dismantling grand cultural narratives

How has western society depicted and controlled the voices of women leaders? How have powerful women then managed to dismantle these cultural narratives and find their own voices?

Pre-Work: (reading): Mary Beard, "Women and Power," (2018)

Cambridge University classicist, cultural critic, and feminist, Mary Beard explores the cultural underpinnings of misogyny, considering the public voice of women and our cultural assumptions about women's relationship

Working Paper: Women and Power

SESSIONS 5 - 6 (LIVE IN-PERSON)

Women leaders whose words and ideas cause societal shifts: Women leaders at the intersection of diversity and inclusion

How does diversity and inclusion relate to leadership? How does imposter syndrome affect leaders? Is the alpha male discourse still applicable today?

Pre-Work: (listening) Podcast, "Brené Brown in her Dare to Lead Podcast, with Jodi-Ann Burey and Ruchika Tulshyan on Imposter Syndrome"

Podcast: On Imposter Syndrome

SESSIONS 7 - 8 (LIVE IN-PERSON)

Women leaders who cause societal shifts: The leaders of feminist theory and queer studies

What if Shakespeare had a sister; What if every woman had a room of her own (Virginia Woolf)?

Is a woman born a woman or does she become one (Simone de Beauvoir)?

Is gender performative (Judith Butler)?

Pre-work:

(reading) Judith Butler's "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory"

Technical note: Performative Acts

SESSION 9 (ASYNCHRONOUS)

Women leaders: Diversity and Inclusion

Is the feminist movement racist and classist and does it too imitate the power structure of white patriarchy?

Pre-work: Excerpt from Bell Hooks

Article: *Ain't I woman enough*

SESSIONS 10 - 11 (LIVE IN-PERSON)

Women leaders who cause societal shifts: Early defenders of women's rights and the Me Too movement

How can a debate about the worth of women that spans three centuries (La Querelle des Femmes) inform our understanding of women's leadership today? What can a fifteenth century text whose author is building a city out of women leaders, a seventeenth century Mexican nun considered a proto feminist, and the Me Too movement have in common?

Pre-Work:

(reading) Sor Juana Inés de la Cruz's poem "You foolish men, that incite..." (1690)

(reading): Excerpt from Christine de Pisan's "City of women" (1405) (PDF in additional documentation)

(reading) "Me Too founder discusses where we go from here"

•M.D. : "You foolish men, that incite..."

•R.A. : "Me Too founder discusses where we go from here"

Other / Complementary Documentation: You foolish men that incite

Technical note: "Me too founder discusses where we go from here"

SESSIONS 12 - 13 (LIVE IN-PERSON)

Women and leadership in literature: Appropriating the trappings of the patriarchy and closing the gender gap today

How have women leaders used patriarchal codes to their own advantage? How do these seventeenth century characters dialogue with modern day female politicians?

Guest speaker:

Carolín Ferrer will speak about Gender Equality in Leadership. We will look at the global strategy of gender mainstreaming in the design and the implementation of policies, which is already a corporate requirement in many public and private bodies.

Carolina Ferrer is an Adjunct professor at the IE School of Global and Public Affairs (IE University) teaching courses in the areas of Gender Equality and Sustainable Development and Project Management in Undergraduate and Masters' degree programs. Carolina also works as an international consultant at the World Bank Group (since 2011), and at USAID, as a Gender Equality specialist, in mainstreaming gender aspects into development projects and analytical work in developing countries. Previously, she worked at UN Women, the Inter-American Development Bank, the Spanish Permanent Representations of Spain to the EU and to the United Nations.

Pre-work:

(reading) Act 3 of Lope de Vega's Fuenteovejuna (1619)

Other / Complementary Documentation: Fuenteovejuna-3

SESSION 14 (ASYNCHRONOUS)

Women leaders who cause societal shifts: Black Lives Matters

Who are the women who have fueled important social movements?

Pre-Work:

(reading) "She co-founded Black Lives Matter. Here's why she's so hopeful for the future"

Technical note: She cofounded black lives matter

SESSION 15 (LIVE ONLINE)

Midterm

SESSIONS 16 - 17 (LIVE IN-PERSON)

Women and leadership: Finding our voices and the Beijing Declaration

The UN Generation Equality Forum is asking for social media contributions from members of your generation in order to continue and implement the work that was started 25 years ago with the Beijing Conference, where Hillary Clinton famously said, "Women's Rights are Human Rights." The Beijing Declaration aimed/aims to eradicate the gender gap at all levels. At the rate we are going, we would have economic gender parity in 200 years. It is imperative that your generation -men and women-understand that there is much work to do in all societies. México and France hosted a continuation of the Beijing conference last summer.

So, the time is now! Global Women Leaders (GWL) <https://www.globalwomenleaders.org> is asking you to raise awareness, revitalize, and make real the decisions taken in Beijing.

In groups, we are asking you to make 1-minute videos (average) that can be showcased on various of your own social media platforms (Facebook, Tiktok, Instagram...), where you call for a need to finally achieve gender equality in this generation using the hashtags #Generationequality #GWLVoices and one more of your creation.

Working Paper: Beijing Declaration

SESSIONS 18 - 19 (LIVE IN-PERSON)

Women and leadership in literature: Leading from the margins: Unlearning Toxic Language and Toxic Leadership

What are the common points of reference for a seventeenth century gypsy girl and a Chicana lesbian woman? How can women become leaders, even from the margins?

Guest Speaker: Dr. Regina Llamas will discuss the position of women in China through various fictional works.

Regina Llamas holds a BA from Beijing University, an MA in Regional Studies East Asia (Harvard University), and a PhD in East Asian Languages and Cultures (Harvard University). She is currently working on a monograph on the historiography of Chinese drama and how the discipline was formed. She is also co-editing a book together with Patricia Sieber (Ohio State University) entitled *How to Read Chinese Drama*, and has submitted for publication a monograph on Top Graduate Zhang Xie with a complete translation. Her earlier work, both in English and Spanish, focused on southern Chinese drama, dramatic historiography, modern ethnography and dramatic performance, and the later Qing commentarial dramatic tradition. Dr. Llamas is also the author of *El licenciado número uno Zhang Xie*, in Spanish, as well as a number of papers on subjects related to the above interests. She is interested in Chinese History, Chinese Literature and the Chinese History of Entertainment, and teaches courses on these subjects.

(reading) Gloria Anzaldúa's "To live in the Borderlands" (1987)

Book Chapters: Borderlands

SESSION 20 (ASYNCHRONOUS)

Women and Leadership: Women and the arts

Meeting at the Museo Reina Sofia: Tour and background on women artists and museums

Cristina Nualart, PhD in Art History, researches contemporary art from feminist perspectives. She has authored publications on the gender gap in museums, and presented her research findings at several museums. She will share some of that research and expertise with us.

SESSIONS 21 - 22 (LIVE IN-PERSON)

Women leaders: Celebrating the men and women who are closing the gender gap

There are online timelines that chart feminism, but most begin sometime around 1700 and mainly support the idea of three important "waves." The first, from the 19th century to the early 20th, stressed the vote, while the second, from the 1960s to the '80s, emphasized equality in the workplace and in other areas of society. The third is ongoing, with a focus on cultural diversity.

In groups, let's make our own timeline of notable men and women who have contributed to feminism

SESSIONS 23 - 24 (LIVE IN-PERSON)

Women and leadership in literature: Finding our voices

From seventeenth century Marcela to a perfect Japanese girl: How are women's identities crafted? Who crafts them? How do we find our voices and begin to lead?

Pre- work: (reading) Cervantes and his women readers
(reading) Murakami's short story "100% perfect girl" (1983)

Book Chapters: 100% perfect girl

Book Chapters: Cervantes and his women readers

SESSION 25 (ASYNCHRONOUS)

Working on digital projects within your groups

Using the three topics that guided the class: Women leaders in politics, social leaders, and leaders as authors or subjects in the arts, craft the prompt for your essay about a woman from your country/cultural background who exhibits leadership in one of these ways. Your line of inquiry should be robust enough to develop a complex argument and execute 1000-1250 words of argument/analysis that will serve as your final essay and also as part of the group digital project.

Due: Literature Review for your final essay to be uploaded via Turnitin by midnight

SESSIONS 26 - 27 (LIVE IN-PERSON)

Women leaders: Women at the helm as directors

We will watch and discuss a film by a female director TBD

SESSIONS 28 - 29 (LIVE IN-PERSON)

Final Group Project Presentations

SESSION 30 (LIVE ONLINE)

What is the future of women and leadership. In groups, we will be writing manifestos for the future of leadership.

BIBLIOGRAPHY RECOMMENDED

- Simone de Beauvoir ; translated by Constance Borde, Sheila Malovany-. (2011). The second sex. London Vintage Books. ISBN 9780099499381 (Printed)
- Cooney, Kara.. (2020). When Women Ruled the World : Six Queens of Egypt.. National Geographic. ISBN 9781426220883 (Printed)
- Hooks, Bell.. (1987). Ain't I a Woman: Black Women and Feminism. Wallingford: Pluto Press. ISBN 9780861043798 (Printed)
- Eagly, Alice Hendrickson, and Linda Lorene Carli. (2007). . Through the Labyrinth : The Truth About How Women Become Leaders. Harvard Business School Press. ISBN 9781422116913 (Printed)
- Iñiguez Santiago. (2020). In an Ideal Business : How the Ideas of 10 Female Philosophers Bring Value into the Workplace.. Palgrave Macmillan. ISBN 3030363783 (Printed)
- Malcorra, Susana. (2018). Pasión Por El Resultado : El Liderazgo Femenino Ante Las Grandes Decisiones. Paidós. ISBN 9789501295467 (Printed)

EVALUATION CRITERIA

The evaluation for the course is based on class participation, written work, and group work

A. CLASS PARTICIPATION

This criteria will be used in reaching judgment about your class participation:

Depth and Quality of Contribution: The most important dimension of participation concerns the contents of your work. High quality refers to depth of insight, rigorous use of case evidence and consistency of argument.

Advancing the Knowledge of your Peers: Great ideas can become obscure through poor presentation. High quality presentation of ideas must consider the relevance and timing of your comments, and the flow and content of the class discussion. It demands analysis that is concise and clear, and that conveys a spirit of involvement in the discussion.

B. Short essay, Literature Review, and Final Essay

Throughout the course you will have to write two individual essays and one literature review.

All essays will be submitted through "Turnitin" on online campus.

Short Assignment: One page to be delivered via Turnitin before midnight on session 6. Do women lead differently from men? Use specific examples from the class readings.

Literature Review: To be uploaded via Turnitin before midnight of session 21. Annotation of 4 secondary sources (at least 3 of which must be peer reviewed). These sources must be read and analyzed before starting this assignment. For each source you will complete a 150-200 word bibliographic entry that contains both a summary and an assessment of each source.

Final Essay: Using the three topics that guided the class: Women leaders in politics, social leaders, and leaders as authors or subjects in the arts, write an essay about a woman from your country/cultural background who exhibits leadership in one of these ways. Your essay will be part of the group digital project.. Write 1000-1250 words.

Essays will be marked according to Structure (25%), Style (25%) and Content (50%) which also includes the appropriate and correct use of sources. Each of this criteria is graded as 0 (poor), 0.5 (average) and 1 (over average). The combination of this 3 general criteria makes up the final mark. In each of this criteria, the following points have to be observed:

1. Structure:

the general plan of the essay;

the connection between ideas exposed;

the inclusion of a conclusion;

the existence of paragraphs corresponding to ideas or concepts.

2. Style:

the absence of grammatical mistakes,

the proper use of academic English corresponding to college level;

the adequate use of sources and quotations,

3. Content:

the level of originality in the essay,

the argumentative level of the essay;

the relevance of the information contained in it, without being a mere summary;

the adequacy of the content to the question proposed;

the logical connections between presentation of ideas and final conclusions

the relevance of such conclusions without being a mere tautology.

In writing the essays, you should follow the guidelines learned in the Writing Skills course

C. MID-TERM

The Mid-term Exam will be an online exam.

If you score more than 7/10 in the midterm, you are automatically dispensed from examination of the first part of the course in the final exam. If you score less than 7/10, your final exam will consist of ALL the contents of the course. The specific format of the exams will be provided by your professor in due time.

D. SOCIAL MEDIA PROJECT AND FINAL GROUP PRESENTATION

Social Media Project: In groups of four, you will create 1-minute videos (average) that can be showcased on various of your own social media platforms (Facebook, Tiktok, Instagram...), where you call for a need to finally achieve gender equality in this generation using the hashtags #Generationequality #GWLVoices and one more of your creation.

Group Digital Project: In groups of four, you will create digital projects to showcase the essays you have written. Together, you must decide on how these essays will dialogue with each other: We know they are all about women. What else are they about? What can they teach us about women leaders today? How will you introduce them? What are the major themes of each essay? How do they work together? How can you link these themes to today? What will you name your project? Who is your target audience? How does your essay need to be adapted for the project?

Grading:

·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.)

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.

Regarding to the newly implemented 'liquid learning' model, all students must still abide by the same IEU attendance policy, including those students who are connecting remotely to class sessions and not physically in the classroom because they are unable to be physically in Spain, on campus. During the sessions, students connecting remotely are required to fully connect their camera and microphone at all times, and must actively participate during the sessions (using all necessary audiovisual equipment), just as their fellow peers who are physically present in the classroom on campus.

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. In this re-take students will be asked to submit all the work they did not turn in or failed during the course.

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).

IE Impact

This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge.

IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

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.

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- 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).
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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.

Criteria	Percentage	Comments
Class Participation	20 %	
Midterm	20 %	
Continuous Evaluation	30 %	
Final evaluation	30 %	

The Midterm is 20% of your grade

Class Participation is made up of in-class discussions (10%) and forum discussions (10%)

Continuous Evaluation is made up of Short essay (10%), Literature Review (10%), and Group Social Media Project (10%)

Final Exam is made up of the Final Essay (20%) and Final Group Project (10%)

PROFESSOR BIO

Professor: **GORETTI TERESA GONZALEZ**

E-mail: gorettiteresag@faculty.ie.edu

Goretti González, Phd

Originally from, California, Dr. González holds a Ph.D. and M.A. from Harvard University's Department of Romance Languages and Literatures, an M.A. from UCLA, and a B.A. from Scripps College. She has taught at Harvard University, Ca' Foscari, UCLA, and the Complutense as a graduate fellow, and has been a research fellow at Harvard's Villa Ippoliti (in Florence). Professor González has given conferences, publishes, and works on cultural and literary production in early modern Spain, as well as exchanges between Spain, Italy, and the broader Hispanic world. She is interested in visual and material culture, the picaresque and its translations, multilingual texts, women, diversity, and the construction of identities. Dr. González is an adjunct professor at IE's Departments of Languages and Humanities and sits on the board of the Foundation at Northgate González Markets.

OTHER INFORMATION

Office hours: By appointment.

email: gorettiteresag@faculty.ie.edu