IE HUMANITIES

IE-IMPACT IE-IMPACT SEP-2023 IEHN6OB-IE-IMPACT.1.M.Anthropo

Area Humanities

Number of sessions: 30

Academic year: 23-24

Degree course: FIRST

Number of credits: 6.0

Semester: 2º

Category: COMPULSORY

Language: English

Professor: **TIERRA MCMAHON**

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Tierra McMahon is an interdisciplinary social science researcher, with specialized training in Anthropology, Economics, and International Relations. Tierra has received awards for her teaching and research, including the London School of Economics Bloch and Parry Award for her work on artificial intelligence. Previously, Tierra worked as an Economist and Policy Analyst at the OECD in Paris and served at UNESCO under the aegis of the Post-2015 Sustainable Development Goals Agenda. These professional experiences greatly impacted her understanding of intra-national, political-economic dynamics, as well as her appreciation of key features of knowledge production on a global scale, which she seeks to bring to her anthropological research and teaching.

Office Hours

Office hours will be on request. Please contact at:

tmcmahon@faculty.ie.edu

SUBJECT DESCRIPTION

Anthropological Approaches to Contemporary Worlds

Anthropology is the comparative study of society and culture that asks big questions about what it means to be human. It offers a distinctive set of tools and orientations, facilitating a rigorous curiosity toward objects, categories, processes, and relations that are often taken for granted in our shared worlds. Anthropology is a means of expanding horizons, questioning assumptions, and traveling, both figuratively and literally, through exposure to new worlds encountered in published ethnographies and by conducting one's own fieldwork investigations.

This course provides an introduction to anthropology with an emphasis on contemporary topics and field sites. The course is divided into 4 thematic blocks in addition to 1 block on methods that offers students the opportunity to conduct their own ethnography. The blocks are the following:

1. Technology & Society
2. Sustainability & Knowledge
3. Business & Markets
4. Health & Wellness
- Methods Camp

Through explorations under the blocks outlined above, students will be invited to think about how attentiveness to culture 'closer to home' might have foreseen the financial and economic crises of 2008; how a global company like Anthropologie navigates quality control amidst clashes between local metrics and industry standards; how the study of algorithms in an American music laboratory produced enhanced possibilities for human freedom; and how sustainability efforts—from seal hunting campaigns to land conservation—are impacted by whose knowledge we take seriously.

Anthropology attends to the everyday experiences of people with attention to how these experiences are shaped by global events, systems, and discourses, as well as approximal structures and forces, all with careful attention to ways in which 'worlds' are co-constructed. Accordingly, this course provides methodological and theoretical opportunities that enable students to question what is 'real,' what is constructed, how and to what ends, and above all to investigate new possibilities for flourishing.

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and toolsets we believe everyone needs to develop to become innovative problem solvers who lead positive change.

The IE IMPACT learning journey aims to help IEU students to develop some of IE's core values through three "pillar courses":

- Humanities – in this first pillar, you choose the course topic that most resonates or interests you; you learn about yourself and about others; and you begin your development in the humanities – a core value of IEU – as a critical thinker;

- Technology – in this pillar, you take a course that aims to familiarize you with some of the technologies that have had the greatest impact on society or that have been applied for positive impact related to sustainability; it is also aimed at challenging you to break down mental barriers to technology and help you understand technological innovation by using technology to build a solution to a problem; and

- Entrepreneurship – this pillar represents another of IEU's core values, which is often misunderstood as a subject to start a business; in the IE Impact, entrepreneurship is the value of learning how to identify a problem, how to build a solution that can provide the most value to those who experience it and how to create a recurring system that allows that solution to be offered at scale so that you can achieve the greatest positive impact.

  The fourth and final course of the IE Impact is the IE Challenge, the culmination of the IE Impact learning journey. Students in the IE Challenge choose a course option and apply all they have learned to real-world challenges. They work as Innovation Consultants or Entrepreneurs and their challenges lead them to deepen their knowledge of problems related to the sustainability of People, Planet and Prosperity as per the Sustainable Development Goals and the UN's 2030 Agenda.

LEARNING 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.
- An appreciation of how anthropological approaches can contribute to key debates of our time through unique investigative methods and modes of analysis.
- An understanding of a range of key concepts and debates within anthropology.
- A familiarity with some of the disciplinary history and dominant approaches.
- Exposure to current trends in anthropology, including anthropology that is 'closer to home.'
- An ability to discuss and evaluate anthropological studies, with attention to theoretical and methodological contributions.
- Experience in designing and conducting an ethnography.
- A capacity to put different research outputs in dialogue with one another and understand how social science research is produced with a view for students to begin making their contribution.
- An appreciation of key cultural narratives and assumptions circulating in the global public sphere and an ability to constructively engage with one's surroundings with rigorous curiosity.

TEACHING 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. Asynchronous interaction and individual inquiry and discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

The course provides multiple opportunities for academic growth, practice, and feedback, including through class activities, take-home assignments (continuous assessment), group presentations, a project where students design and conduct their own ethnographic project, and a final essay that consolidates the investigations conducted throughout the semester.

Continuous Assessment

Continuous Assessment provides students with the opportunity for additional feedback throughout the course. For example, students will prepare a set of question or a brief response to the two asynchronous film sessions and receive feedback. More details will be provided in the Introductory Session. Also, please note, this course is taught as a "flipped classroom," meaning students will read the session texts ahead of the class meeting so they are prepared to fully engage in class discussions and activities.

Project – Conducting your Own Ethnography

Students will have the opportunity to design, plan, and conduct a short ethnography on a topic of their choosing. The professor will provide guidance throughout the course and specifically through the Methods Camps. After conducting their ethnographic explorations, students will be expected to produce a short summary report and brief presentation of their findings.

Final Essay

By the end of the course, students will write a final essay based on course materials and class discussions. The professor will provide a list of questions, from which students will choose one. More details will be provided during the course.

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	40.0 hours
Discussions	26.67 %	40.0 hours
Exercises in class, Asynchronous sessions, Field Work	13.33 %	20.0 hours
Group work	6.67 %	10.0 hours
Individual studying	26.67 %	40.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

PROGRAM (30 SESSIONS)

The following program is tentative. Although we will cover all of the listed topics, the selected readings and pace of the class will depend on group performance and the specific aims, needs and interests of students. Additionally, we may rearrange some sessions in order to accommodate guest speakers and off-campus activities. Please check your message board regularly for updates and announcements.

SESSIONS 1 - 2 (LIVE IN-PERSON)

INTRODUCTION & COURSE OVERVIEW

During this first session students will become familiar with the course structure, objectives, contents, schedule, and evaluation methods, as well as digital resources and platforms that will be used during the course. The professor will discuss class dynamics and outline strategies for creating a generative shared space for our semester together. Beyond getting students logistically set up for success in the course, this first session will introduce anthropology and 'thick data.' We will familiarize ourselves with what an ethnography is and the distinctive value of anthropological approaches. This session will also delve into anthropological appreciations of culture, which sets the groundwork for the course.

 Assigned **pre-session** reading:

- Engelke, Matthew. How to Think Like an Anthropologist. Princeton University Press, 2018.
  (Introduction + Ch 1) (This is a small format book, so the pages are tiny…)
- Tett, Gillian. Anthro-vision: A new way to see in business and life. Simon and Schuster, 2021.
  (Preface + Ch 1)

SESSIONS 3 - 4 (LIVE IN-PERSON)

Technology & Society (1): Reading Culture through Technology, Reading Technology through Culture

This session will introduce Block 1 Technology and Society. Here we will continue to build a more flexible appreciation of culture and a more nuanced means of studying 'culture'. We will do this exploring how the anthropological study of technology offers an antidote to static and essentialized appreciations of people and societies to reveal a more dynamic, mutually-constitutive relationship between humans and technologies. We will explore how technologies aren't outside of culture(s), as often assumed, but deeply intertwined with history, identity, self-making, and value creation, as we will see in the context of a Haitian arms market. We will also look at the construction of knowledge within the world of artificial intelligence in an early insider case and examine how such constructions spill over to other domains of human activity and understanding.

Assigned **pre-session** reading:

- Forsythe, Diana E. "Engineering Knowledge: The Construction of Knowledge in Artificial Intelligence." In Studying Those Who Study Us: An Anthropologist in the World of Artificial Intelligence. Stanford University Press, 2001
- Kivland, Chelsey L. "The Magic of Guns: Scriptive Technology and Violence in Haiti." American Ethnologist 45, no. 3 (2018): 354-366.

SESSION 5 (ASYNCHRONOUS)

TECHNOLOGY & SOCIETY (2): ARTIFICIAL INTELLIGENCE & THE MAN V. MACHINE CONSTRUCT

In this session, we will focus on artificial intelligence in popular discourse. After having surveyed anthropological approaches to artificial intelligence in the previous session, students will watch the 2017 film Alpha Go in their own time. Students will be invited to critically engage with some of the key constructs in artificial intelligence discourse present in the film, including the dominant construct of 'man' versus machine, human versus technology. This session will bring to the fore questions about agency, creation, competition, and the high stakes involved in globalized AI discourse.

Assigned Film for Asynchronous Session:

- *Alpha Go* Kohs, Greg, (2017).

SESSIONS 6 - 7 (LIVE IN-PERSON)

TECHNOLOGY & SOCIETY (3): ALGORITHMS, PREDICTIVE POLICING, & HUMAN HORIZONS

In this session, we will consolidate key insights garnered from Session 5 and student engagement with the film Alpha Go. We will then go deeper into a discussion of algorithms, specifically addressing predictive policing within a US context as well explore more emancipatory politics of care and scale in the context of music recommendation algorithms.

Assigned **pre-session** reading:

Scannell, R. Joshua. "This is not Minority Report. Predictive Policing and Population Racism." in Captivating technology: Race, carceral technoscience, and liberatory imagination in everyday life. Benjamin, Ruha, ed. Duke University Press, 2019.

Seaver, N. (2021). Care and scale: decorrelative ethics in algorithmic recommendation. Cultural Anthropology, 36(3), 509-537.

SESSIONS 8 - 9 (LIVE IN-PERSON)

SUSTAINABILITY & KNOWLEDGE (1): WHOSE SUSTAINABILITY? WHOSE KNOWLEDGE?

This session will introduce the second block of the course: Sustainability and Knowledge. We will examine what it means to be an expert in different contexts, and how different positionalities are granted differing levels of authority. We will also explore how these different positionalities and forms of knowledge are often mapped onto tensions between local and global regimes of expertise. We will examine a case in Turkey where best intentions for environmental sustainability may not have taken into account key actors and processes and thus risked undermining its own efforts. We will also look at an ethnography that follows how quality control in a company like Anthropologie functions in Morocco, where the embodied knowledge of local artisans is in tension with international, standardized methods situated within global value chains.

Assigned **pre-session** reading:

Nicholas, Claire. "Frames of reference: Cloth, Community, and Knowledge Ideology in Morocco." Museum Anthropology 45, no. 1 (2022): 28-41.

Scaramelli, Caterina. "The delta is dead: Moral ecologies of infrastructure in Turkey." Cultural Anthropology 34, no. 3 (2019): 388-416.

SESSION 10 (ASYNCHRONOUS)

SUSTAINABILITY & KNOWLEDGE (2): REPRESENTATION & FINDING A SEAT AT THE TABLE

During this session students will independently watch the award-winning film Angry Inuk. The film addresses the collision between different conceptions of animal welfare and the integration of different peoples, in this case North American Inuit within international markets. This film raises many important questions including: What is culture? What rights do indigenous peoples have to continue their 'traditions' and enter global markets? What does it mean to have a seat at the table? What constitutes having a voice and representation? How can good intentions and other incentives undermine attempts for sustainable livelihoods? Students will complete a short assignment based on the film.

Assigned Film for Asynchronous Session:

- Anrgy Inuk (2016) Arnaquq-Baril, Alethea (writer, director), Co-produced with the National Film Board of Canada, 122 minutes.

SESSIONS 11 - 12 (LIVE IN-PERSON)

SUSTAINABILITY & KNOWLEDGE (3): BEYOND THE HUMAN

In this session, we will discuss key takeaways from (asynchronous) Session 10 where students watched a film independently. We will link findings from student engagement with the film to two ethnographies, one that explores innovative technological approaches to saving turtles (from crows) and one that attempts to take indigenous hunting ontologies seriously. We will explore what constitutes knowledge as well as how we recognize sentience in other beings and why that matters for living together on this planet.

Assigned **pre-session** reading:

Dooren, Thom van. "Recognizing Ravens" in The wake of crows: Living and dying in shared worlds. Columbia University Press, 2019. (Ch 4)

Nadasdy, Paul. "The gift in the animal: The ontology of hunting and human–animal sociality." American ethnologist 34, no. 1 (2007): 25-43.

SESSIONS 13 - 14 (LIVE IN-PERSON)

SUSTAINABILITY & KNOWLEDGE (4): THE IMPORTANCE OF NETWORKS

This session will complete the second block of the course: Sustainability and Knowledge. Here we will address the importance of networks in shaping knowledge production and claims to legitimate sustainability projects. These are themes addressed in the previous two sessions, but we will go deeper by attending to complex constellations of people and non-human actors and objects, the latter of which are taken to be agentive. Students will be introduced to Actor-Network-Theory (ANT) classics and also consider how different types of knowledge are situated in different spaces and among different networks of people and things, and how knowledge is produced and legitimized through the marshalling of these networks.

Assigned **pre-session** reading:

- Callon, Michel. "Some elements of a sociology of translation: domestication of the scallops and the fishermen of St Brieuc Bay." The sociological review 32, no. 1_suppl (1984): 196-233.
- Latour, Bruno. (2007). Reassembling the social: An introduction to actor-network-theory. Oup Oxford. (Ch TBC)

SESSION 15 (LIVE IN-PERSON)

METHODS CAMP (1): DESIGNING & PLANNING YOUR ETHNOGRAPHY

This session introduces the Method Camp component of the course. Here students will begin planning and designing their ethnography. They will workshop their ideas in class in groups to flesh out their projects and **plan** their course of action. More details will be provided during the course.

Assigned **pre-session** reading:

- McMahon, Tierra. One-Day Ethnographic Excursions. (2023). [Text will be shared prior to session.]

Additional helpful resources:

- Amit, Vered. Constructing the Field: Ethnographic Fieldwork in the Contemporary World (2003)
- DeWalt, K.M. & DeWalt, B.M Participant Observation: A uide for fieldworkers (2010)
- Bernard. H.R. Research Methods in Anthropology, 5th edition (2011).

SESSIONS 16 - 17 (LIVE IN-PERSON)

BUSINESS & MARKETS (1): THE BUSINESS OF BLURRING BOUNDARIES

This session introduces the Business and Markets Block. This session will begin to sensitize students to the power of setting boundaries or 'domaining' as well as demonstrate that business does not function in a realm of its own but rather draws on other activities often assumed to be separate from business. In this session, students will explore two ethnographic case studies that demonstrate the power of boundary making, one at the international level and the other within more intimate spaces associated with reproductive labor.

Assigned **pre-session** reading:

Mitchell, Timothy, "Society, economy, and the state effect." In State/culture: State-formation after the cultural turn Mitchell, Timothy and George Steinmetz. 76 (1999): 90.

Montgomery, Mary. Hired daughters: domestic workers among ordinary Moroccans. Indiana University Press, 2019. Ch TBD

SESSIONS 18 - 19 (LIVE IN-PERSON)

BUSINESS & MARKETS (2): BUSINESS & KINSHIP, ODD BEDFELLOWS OR STANDARD STRATEGY?

This session builds on the previous session, examining ways in which kinship and family are part and parcel of many business ventures and multiple markets. In the ethnography studied, students will see how business structures and decisions impact family life as well as examine ways in which people have used family (blood related or chosen) to succeed in their entrepreneurial engagements. This session will also deepen our inquiry into the power of domaining, further exploring how different types of social activity may not be as discrete as often assumed, and to what effect. We will also look at ways in which narratives, particularly about modernity, play a role in our field sites, theory, and everyday life and how this impacts how we think about business and family among other spheres of activity.

Assigned **pre-session** reading:

Shever, Elana. ""I am a Petroleum Product": Making Kinship Work on the Patagonian Frontier." Vital relations: modernity and the persistent life of kinship (2013): 85-107, AND

McKinnon, Susan, and Fenella Cannell. "Vital Relations." Modernity and the Persistent Life of Kinship (2013). (Introduction), OR

Yanagisako, Sylvia. Producing culture and capital: Family firms in Italy. Princeton University Press, 2003. Ch 1. (TBC)

SESSION 20 (ASYNCHRONOUS)

METHODS CAMP (2): CONDUCTING YOUR ETHNOGRAPHY

This session is a continuation of the Method Camp component of the Course. In this asynchronous session, students will conduct their planned ethnography at their chosen field site. This session builds on Methods Camp (1) and allows students to bring their plans to fruition through participant observation and other relevant methods identified in Session 15. Additional details will be provided during the course. Students will share initial findings as a short assignment.

SESSIONS 21 - 22 (LIVE IN-PERSON)

BUSINESS & MARKETS (3): CULTURAL MOTIVATIONS & RESPONSES TO DEBT

In this session we will look at different motivations for taking on debt, including within the US student loan context, as well as address phenomena such as witchcraft in South Africa which have been framed as responses to indebtedness and reaction to living with little control over or understanding of global financial flows. While the latter has been characterized as a functionalist appreciation of certain cultural activities, through comparison of these two ethnographic cases as well as a discussion of others, we will consider what is at stake in such characterizations as well as to put it crudely how money is also more than money and involves, symbolic gestures as well as intimate attempts at future making. Here we will also look at the politics of academic citations and academic knowledge production.

Assigned **pre-session** reading:

- Caitlin Zaloom, Indebted 2019 (Chapter TBD)
- Comaroff, Jean, and John L. Comaroff. "Occult economies and the violence of abstraction: notes from the South African postcolony." American ethnologist 26, no. 2 (1999): 279-303.

SESSIONS 23 - 24 (LIVE IN-PERSON)

BUSINESS & MARKETS (4): THE GIFT & OTHER FORMS OF EXCHANGE

This session introduces the concept of the gift and will demonstrate not only its many hidden facets, but its ongoing importance for social relations in business and beyond. We will draw on early 20th century anthropologists such as Malinowski and Mauss to understand how gift exchange formed the backbone of many societies, as well as critically engage with their legacies. Above all, we will demonstrate how the concept of gift exchange is still widely applicable today in contemporary business settings and a multitude of markets.

Assigned **pre-session** reading:

Djohari, Natalie. "Trading in unicorns: The role of exchange etiquette in managing the online second-hand sale of sentimental babywearing wraps." Journal of Material Culture 21, no. 3 (2016): 297-316.

Mauss, Marcel. The gift: The form and reason for exchange in archaic societies. WW Norton & Company, 2000. (Introduction, Ch 1)

SESSION 25 (ASYNCHRONOUS)

METHODS CAMP (3): PRESENTATIONS – DISSEMINATING YOUR CONTRIBUTION

In this session, students will create a short video presentation of their ethnographic project. An important part of knowledge production is dissemination! An important part of this involves not only looking at your findings, but thinking about them in relation to other work and debates in existing literature. The aim of this session is twofold: 1) to get students to process their research and situate as part of a larger academic conversation and 2) to get students comfortable producing short video presentations, as this is an important contemporary form of communication, used in both disseminating research to larger audiences and in job markets. Students will upload their video as the session assignment.

SESSIONS 26 - 27 (LIVE IN-PERSON)

HEALTH & WELLNESS (1): MEDICAL STRATEGIES IN A GLOBALIZED WORLD

This session will introduce the Health and Wellness Block. We will explore health and wellness from the perspective of globalization with attention to how new industries are intertwined with human reproductive strategies. We will also think about challenges faced by the medical profession in attempting to treat similar illness in vastly different contexts around the globe from Denmark to West Africa, where the efficacy of medical equipment and diagnosis of basic illnesses may be more contingent than expected.

Assigned **pre-session** reading:

Mol, Annemarie, and John Law. "Regions, networks and fluids: Anaemia and social topology." Social Studies of Science 24, no. 4 (1994): 641-671.

Marcia Inhorn. 2011. Globalization and gametes: reproductive 'tourism', Islamic bioethics and Middle Eastern modernity. Anthropology and Medicine 18(1): 87-103.

SESSIONS 28 - 29 (LIVE IN-PERSON)

HEALTH & WELLNESS (2): MENTAL HEALTH & PHYSICAL CAPITAL

This session builds on the topic of Health and Wellness with a focus on both mental health and physical health. We will examine a case from Brazil where conceptions of crazy are tied to gendered expectations, familial power, and global trends in care and capital. We will delve into a case in the Balkans where the boundaries between mental health support and economic aid are key to understanding the efficacy of post-war development projects. Finally, we will look at a classic urban ethnography taking in place in a Chicago Boxing ring, where young men work like dogs to bulk themselves up and make it.

Assigned **pre-session** reading:

Biehl, J., & Locke, P. (2010). Deleuze and the Anthropology of Becoming. Current anthropology, 51(3), 317-351.

Wacquant, L. J. (1995). Pugs at work: Bodily capital and bodily labour among professional boxers. Body & society, 1(1), 65-93.

SESSION 30 (LIVE IN-PERSON)

CONCLUSION – CONSOLIDATING OUR INVESTIGATIONS

In this final session, we will return to our initial treatment of cultural constructs to reflect on our new vantage point following the ethnographic investigations explored under the four thematic blocks of the course as well as through the methods camp, where students acquired hands-on experience conducting an ethnography. We will wrap up the course with the discussion of two ethnographies and the professor will provide additional guidelines for the final essay.

Assigned **pre-session** reading:

- Graeber, D. (1995). Dancing with corpses reconsidered: an interpretation of famadihana (in Arivonimamo, Madagascar). American Ethnologist, 22(2), 258-278.

- Ingold, Tim. "Rethinking the animate, re-animating thought." Ethnos 71, no. 1 (2006): 9-20.

EVALUATION CRITERIA

criteria	percentage	Learning Objectives	Comments
Preparation and Participation	20 %		
Continuous Assessment	20 %		
Group Presentation	0 %		
Final Evaluation	30 %		
Group Work	0 %		
Class Participation	0 %		
Midterm Evaluation	30 %		
Other	0 %		

RE-SIT / RE-TAKE 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 20%, they will have to enroll again in the course the following year.

- Students who do not comply with the 80% 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 who retake the course will be asked to submit all the work they did not turn in or failed during the course.

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](). The Program Director may provide further indications.

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Area Humanities

Number of sessions: 30

Academic year: 23-24

Degree course: FIRST

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Category: COMPULSORY

Language: English

Professor: **REGINA LLAMAS**

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Regina Llamas

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

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 work, both in English and Spanish, focuses on Chinese drama, dramatic historiography, modern ethnography and dramatic performance, and the later Qing commentarial dramatic tradition. She is the author of *Top Graduate Zhang Xie: The Earliest Chinese Extant Chinese Southern Play* (CUP, 2021) and co-edited a book together with Patricia Sieber (Ohio State University) entitled *How to Read Chinese Drama* (CUP, 2022). She is currently Associate Professor in the Humanities at IE University where she teaches Chinese History and Culture.

Office Hours

Office hours will be on request. Please contact at:

rllamas@faculty.ie.edu

SUBJECT DESCRIPTION

CHINA: WAYS OF THINKING, WAYS OF DOING.

Edited by Documentation
13th November 2023

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 increasinglycompetitive contemporary world.

IE IMPACT- HUMANITIES is the first Pillar course in the IE Impact Learning Journey.

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and toolsets we believe everyone needs to develop to become innovative problem solvers who lead positive change.

The IE IMPACT learning journey aims to help IEU students to develop some of IE's core values through three "pillar courses":

·Humanities – in this first pillar, you choose the course topic that most resonates or interests you; you learn about yourself and about others; and you begin your development in the humanities – a core value of IEU – as a critical thinker;

·Technology – in this pillar, you take a course that aims to familiarize you with some of the technologies that have had the greatest impact on society or that have been applied for positive impact related to sustainability; it is also aimed at challenging you to break down mental barriers to technology and help you understand technological innovation by using technology to build a solution to a problem; and

·Entrepreneurship – this pillar represents another of IEU's core values, which is often misunderstood as a subject to start a business; in the IE Impact, entrepreneurship is the value of learning how to identify a problem, how to build a solution that can provide the most value to those who experience it and how to create a recurring system that allows that solution to be offered at scale so that you can achieve the greatest positive impact.

The fourth and final course of the IE Impact is the IE Challenge, the culmination of the IE Impact learning journey. Students in the IE Challenge choose a course option and apply all they have learned to real-world challenges. They work as Innovation Consultants or Entrepreneurs and their challenges lead them to deepen their knowledge of problems related to the sustainability of People, Planet and Prosperity as per the Sustainable Development Goals and the UN's 2030 Agenda.

LEARNING OBJECTIVES

In this class you will further develop:

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.

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.

TEACHING 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. 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 must read your assignments from A Brief History of Chinese Civilization and any additional reading you may have.

Required Textbook: Conrad Schirokauer and Miranda Brown, *A Brief History of Chinese Civilization* (Cengage Learning; 4the ed. 2012)ISBN: 978-0495913238

This is a good 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.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	30.0 hours
Discussions	20.0 %	30.0 hours
Exercises in class, Asynchronous sessions, Field Work	20.0 %	30.0 hours
Group work	13.33 %	20.0 hours
Individual studying	26.67 %	40.0 hours
TOTAL	100.0 %	150.0 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. Chinese history often discusses China as if it were a continuous political entity within one geographical space while downplaying the contribution of other peoples and their culture and governing models. For clarity and simplicity's sake I have adopted a chronological approach to Chinese history, but 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: Blank Map of China

SESSIONS 3 - 4 (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: *A Brief History of Chinese Civilization,* pp. 24-44. All need to watch the Singapore video.

Presentation 1: Why is filial piety important? What did Confucius say? Contextualize this ideas, tell students where scholars think it originated and introduce and discuss the Singapore video https://www.youtube.com/watch?v=ybxNkpS5q-g . A number of questions arise from this video: what is the message in the video? Why is this message important? Why do you think the Singapore government needed to promote such a video? Please look at other sources of information. The Singapore Government requires that children pay a monthly allowance to their parents: https://deankoh-84.medium.com/making-sense-of-filial-piety-d7a6de50d32c and his video https://www.youtube.com/watch?v=MeSz0LzA328 and this recent article on filial piety in Singapore: https://www.channelnewsasia.com/cna-insider/filial-piety-norms-singapore-changing-younger-generations-allowance-retirement-3707871. Also, find out what is happening in China.

Multimedia Material: Singapore Video

Multimedia Material: Singapore Filial Piety Laws

Multimedia Material: Changing attitudes towards filial piety in Singapore

SESSION 5 (ASYNCHRONOUS)

Sustainability Topics:

- Social Challenge

CHOOSE ONE

Here are a few short documentaries and articles on contemporary China. I have chosen them on different topics, since your interests may differ. Please CHOOSE ONE TOPIC and read the essay and watch the documentary carefully.

In one paragraph of 300 words each, explain:

1. On the basis of the article you have chosen, explain what you find interesting/important about this topic. Please use citations.

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**: Rùn or Stay? Please read this article 'Rùn or stay?' - Why young Chinese who want to migrate hesitate https://www.eth.mpg.de/molab-inventory/reproduction-migration/run-or-stay-why-young-chinese-who-want-to-migrate-hesitate and Listen to the **Drum Towe**r **PODCAST**: **Long gowns and Short Jackets.** (Go to IE Library, Resources, Premium press, The Economist, Register (you need to use your IE account) and then look for the podcast [You can find it in spotify etc. too.]

c) **Gender Issues:** What do these two pieces of information have in common— Han Zhang's article on a recent court ruling "How a Sexual-Harassment Suit May Test the Reach of #MeToo in China" and this video https://www.youtube.com/watch?v=4mCVS20gj_8 on single or "leftover" women. Please read this article on Gender imbalance from Caixin (attached). It has many interesting additional articles embedded within. And if you want, here is a video on Leftover men: https://www.youtube.com/watch?v=u4orQ0p788k).

d) **Race and Racism in China**: Watch: https://www.youtube.com/watch?v=dcqTrIUvzoQ Compare with: https://www.youtube.com/watch?v=xXYWwxfrV-o and read China's Zero Tolerance Policy for racism and what happens in social media. https://edition.cnn.com/2020/05/25/asia/china-anti-african-attacks-history-hnk-intl/index.html "Chinese social media filled with anti-black racist content, says watchdog" by Amy Hawkins, The Guardian.

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

Video: a) Under the Same Sky (Kanopy)

Article: a) China's Crackdown on Tutoring

Article: b) Rùn or Stay: Why Young Chinese who want to Migrate Hesitate

Multimedia Material: b) Long Gowns and Short Jackets

Multimedia Material: c) How a Sexual-Harassment Suit May Test the Reach of #MeToo in China

Multimedia Material: c) China doesn't like that I am a single woman.

Multimedia Material: c) Left Over Men

Multimedia Material: d) Not the right kind of mixed race

Article: d) China's Zero Tolerance Policy for racism

Article: e) Nationalism Ruined my Friendships

SESSIONS 6 - 7 (LIVE IN-PERSON)

Sustainability Topics:

- Environment

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: *A Brief History of Chinese Civilization,* pp. 47-57 and pp.111-115

Presentation2: The Silk Road and the New Silk Road(s). What was and is the contribution of merchants to the culture of the Silk Road?

Multimedia Material: Dunhuang

SESSIONS 8 - 9 (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: *A Brief History of Chinese Civilization*, pp.100-108; pp. 130-157.

Presentation3: 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 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."

Article: David Rennie: Chaguan. China's Education: Traditional education (Youtube)

Article: China's Education System (Look at the sources for this paper and read them.)

Article: Nest Made-in-China boom: College Graduates.

SESSION 10 (ASYNCHRONOUS)

Sustainability Topics:

- Governance

Session 10: Asynchronous

Short readings. Please choose one texts below and discuss in no more than 300 words: how these essays reflect the ideas of the different schools we have learnt. Use examples from within the text. These texts can be found in both libraries, Segovia and Madrid.

1. **Legalists**: From the *Book of Lord Shang*: "Agriculture and War", "Discussing the People" and "Rewards and Punishments." From Han Fei: "The Five Vermin" and from Li Si, "Memorial on the Burning of Books." *Sources of the Chinese Tradition*, pp. 194-207.

2. **Jia Yi,** "The Faults of Qin", *Sources of the Chinese Tradition*, pp.227-233.

3. **Zhuangzi** on Death: Anthology of Chinese Literature, Cyril Birch ed., pp.82-85 only anecdotes 1&2. The third anecdote is translated as "The Great and Venerable Teacher" in Sources. Read also "In the World of Men," and "The Secret of Caring for Life," *Sources of the Chinese Tradition*, pp.103-107.

4. **Mencius**: Read all selections, and read the "Duty of Ministers to Reprove the Leader." *Sources of the Chinese Tradition*, pp. 116-129. Check the numbered items in the text--they will serve as guide to the readings.

Book Chapters: Legalists Shang Yang, Han Fei and Li Si

Book Chapters: "The Faults of Qin"

Book Chapters: Zhuang Zi

Book Chapters: Mencius

SESSIONS 11 - 12 (LIVE IN-PERSON)

Sustainability Topics:

- Economic Development

Foreigners, Despotism, the Rise of Literacy

First part of the class will be discussion and a writing quiz on Asynchronous Class.

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 and their importance in administration and trade. We will also 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: *A Brief History of Chinese Civilization*, pp.160-170 and pp. 181-187 and 192-202.

SESSIONS 13 - 14 (LIVE IN-PERSON)

Sustainability Topics:

- Economic Development

Silver, Revolution and Conquest

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 reasons for the fall of the Ming and the dynastic change.

Reading: A Brief History of Chinese Civilization, pp. 188-191 and 209-215.

Presentation 5: *China and Europe: The Silver Trade*

Please read: William S. Attwell (SOAS)"International Bullion Flows and the Chinese Economy circa 1530-1650" in Past and Present, 1982 (68-90). Attwell's provides an excellent overview of the circulation of silver. Read also: http://afe.easia.columbia.edu/chinawh/web/s5/s5_4.html and http://afe.easia.columbia.edu/chinawh/web/s5/s5_4b.html

Other / Complementary Documentation: Silver in China
Other / Complementary Documentation: Silver in China II
Article: International Bullion Flows and the Chinese Economy circa 1530-1650

SESSION 15 (LIVE IN-PERSON)

Midterm: multiple choice exam plus small essay.

SESSIONS 16 - 17 (LIVE IN-PERSON)

Manchus, Revolution and Reform.

We will look at the establishment of a new Manchu dynasty, the emperors, 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: *A Brief History of Chinese Civilization*, pp.243-260 and 262-267.

Presentation 6: The First Opium War. 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)

Sustainability Topics:

- Environment
- Governance
- Social Challenge

Fall of Empire and the Republic

After the fall of the last dynasty, China started to experiment with many different form of government. In this class, we will discuss the consequences of Western encroachment and the various attempts at reform, beginning with the Sino-Japanese war. This is a truly fascinating period in Chinese history, where China is trying to move forward without losing its cultural essence.

Reading: *A Brief History of Chinese Civilization*,pp. 278-299.

Presentation 7: Business in time of War: The Liu's of Shanghai during the Republican Era and the Japanese War.

Book Chapters: The Liu's of Shanghai CH8

Article: Traditional Chinese Business Forms Revisited: Family, Firm and Financing

SESSION 20 (ASYNCHRONOUS)

Read Lu Xun's short story "**My Hometown**." What do you think Lu Xun is criticizing about the society at the time? 300 words.

Book Chapters: My Old Home, in Selected Stories of Lu Hsun, 1972 (ced)

SESSIONS 21 - 22 (LIVE IN-PERSON)

The People's Republic

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: *A Brief History of Chinese Civilization*, pp. 326-347.

Presentation 8: 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."

Multimedia Material: Morning Sun

SESSIONS 23 - 24 (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: *A Brief History of Chinese Civilization*, pp. 348-362.

Presentation 9: 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 do watch the first part. Use parts of it on your presentation.

Multimedia Material: The Gate of Heavenly Peace 1

Multimedia Material: The Gate of Heavenly Peace 2

SESSION 25 (ASYNCHRONOUS)

Watch the movie ***The Blue Kite*** in Kanopy. Choose one character and explain how her/his life changes over the course of the movie and what are the political issues that influence them.

SESSIONS 26 - 27 (LIVE IN-PERSON)

Dissent in China: 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 10: 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 was Carrie Lam, who is Lee Ka-chiu, 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.

SESSIONS 28 - 29 (LIVE IN-PERSON)

China's Dream and a New World Order

China is dissatisfied with the world order created by the US and Europe after WWII. What is China's vision of a new world order? Did China benefit from the past world order? Does China have a new vision for a new world order? How does China make use of Western Created Institutions. I would like you to include here the plight of the Uyghurs and Human Rights in China,

Here are some views on China, but please make use of other sources and more importantly, try to find a balanced point of view between China and the US (which is generally called "The West").

https://www.nbr.org/event/chinas-vision-for-a-new-world-order-in-theory-and-practice/

or https://www.youtube.com/watch?v=OqVeceK2BTY&t=101s

China's New World order and Europe: https://www.cidob.org/es/publicaciones/serie_de_publicacion/opinion_cidob/seguridad_y_politica_mundial/china_and_us_in_the_new_global_order_the_role_for_the_eu

And here is Susan Shirk: https://www.youtube.com/watch?v=puKkTi6FdzA

And here Kevin Rudd: https://www.youtube.com/watch?v=szAChpVvQuk

Article: What Does China Want? (Journal of Contemporary China, 27:113, 643-658) (ced)

Working Paper: Xi Jinping's World View (Foreign Policy, ASIA WORKING GROUP PAPER 2 | FEBRUARY 2016)

SESSION 30 (LIVE IN-PERSON)

Final exam: Multiple choice and essay based on readings and documentary films.

EVALUATION CRITERIA

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.)

criteria	percentage	Learning Objectives	Comments
Presentation&Preparation	20 %		15 presentation 5 preparation.
Midterm Evaluation	20 %		
Assignments	30 %		
Final Exams	30 %		

RE-SIT / RE-TAKE 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 20% of the classes. If they miss over 20%, they will have to enroll again in the course the following year.

·   Students who do not comply with the 80% 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.

BIBLIOGRAPHY

Compulsory

 - Conrad Schirokauer and Miranda Brown. (2012). *A Brief History of Chinese Civilization.* 4the ed.. Cengage Learning. ISBN 978049591323 (Digital)

 - Zhuangzhuang Tian. (1993). *The Blue Kite (Lan Feng Zheng).* Film. ISBN 0000000000000 (Digital)

   The lives of a Beijing family throughout the 1950s and 1960s, as they experience the impact of the Hundred Flowers Campaign, the Great Leap Forward, and the Cultural Revolution.

 - W.T. De Bary et al.. (2000). *Sources of the Chinese Tradition.* Second. Columbia University Press. ISBN 978023110939 (Printed)

   A collection of seminal primary readings on the social, intellectual, and religious traditions of China

BEHAVIOR RULES

Please, check the University's Code of Conduct here. The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy here. The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code here. The Program Director may provide further indications.

IE HUMANITIES

IE-IMPACT IE-IMPACT SEP-2023 IEHN6OB-IE-IMPACT.1.M.Critical
Area Humanities
Number of sessions: 30
Academic year: 23-24
Degree course: FIRST
Number of credits: 6.0
Semester: 2º
Category: COMPULSORY
Language: English

Professor: **CLAUDIA RODRIGUEZ-PONGA LINARES**

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Prof. Claudia Rodríguez-Ponga Linares. PhD in Arts, University of São Paulo

Claudia Rodriguez-Ponga Linares currently teaches at IE University, Universidad Nebrija, SUR Escuela (UC3M), Universitat Oberta de Catalunya of Catalonia (UOC) and is a guest professor at Universidad Autónoma de Madrid (UAM). She is currently curating a site specific solo project with Eva Lootz which will take place in 2024 (Sala Alcalá 31). Her curatorial practice includes other solo exhibitions with Valeria Maculan (OTR Espacio de Arte), Sara Ramo (Sala Alcalá 31) and Debora Bolsoni (Athena Contemporanea, Drawing Lab Paris), as well as group exhibitions and projects of a collaborative nature such as "Nudo-Nido", curated alongside Isabella Lenzi and selected by a jury of experts for the Sala de Arte Joven de la Comunidad de Madrid. She organizes or gets involved in workshops and experiences such as "Más acá", curated by Maria Ptkq and the Institute of Postnatural Studies at CA2M, "Cuatro tardes tamo", held alongside Eva Lootz in the Museo Reina Sofía, or "La escuela perturbable II" in the context of the exhibition on Francesc Tosquelles (also in Museo Reina Sofia). Her recent academic publications include essays such as "Algo piensa", in Revista Concreta, "Cuentos caníbales", in a book edited by the Institute of Postnatural Studies, "El tarot de Eva", in Accesos Magazine (UCM), "Sobre el arte como trabajo afectivo-reproductivo", in Arte ConTexto Magazine, "¿Creen ustedes en lo que existe?", in Re-visiones Magazine (UCM), or "Crítica en estado de rêverie", in Revista de Occidente. She has also published texts in catalogues of artists such as Rita Castro Neves and Daniel Moreira, Sonia Navarro Peralta or Paulo Nimer Pjotta. She is author of the book Tentempié, a compilation of essays on painting (and painters) and her "Brief Treatise on Art and Magic" is available in Portuguese here: https://teses.usp.br/teses/disponiveis/27/27159/tde-12072018-163542/pt-br.php

Office Hours
Office hours will be on request. Please contact at:

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SUBJECT DESCRIPTION

Critical Approaches to Society and Culture

What is the sign of our times? How is the way we see the world different to how we saw it before the turn of the millennia? What are the most characteristic narratives of the present and how can we learn to position ourselves critically before them?

In this course we will summarize and map all the burning issues which can easily be identified as critically contemporary: from ecology to feminism or queer theory to digitalization and artificial intelligence. All of these "knots" have one thing in common: they have challenged the stability of the safety net which Western Thought provided.

We will do so with the help of contemporary artistic and cultural practices, since specially what has been called "ultra-contemporary art" constantly connects with the social and political turns of actuality, providing creative ways of dealing with these issues, even if it is not to solve them, but to better understand them.

The course will be structured as a glossary, as a summary of "the signs of our times" and, also, as a cartography: a philosophical and social geography which the students will cross and grasp with the help of a multimedia approach (diagrams, drawings, images, videos, interviews, etc). This kaleidoscopic approach will help us better understand the disruptions in the route which was set by Enlightenment and Modernity, and which is now in sheikh.

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and toolsets we believe everyone needs to develop to become innovative problem solvers who lead positive change.

The IE IMPACT learning journey aims to help IEU students to develop some of IE's core values through three "pillar courses":

·Humanities – in this first pillar, you choose the course topic that most resonates or interests you; you learn about yourself and about others; and you begin your development in the humanities – a core value of IEU – as a critical thinker;

·Technology – in this pillar, you take a course that aims to familiarize you with some of the technologies that have had the greatest impact on society or that have been applied for positive impact related to sustainability; it is also aimed at challenging you to break down mental barriers to technology and help you understand technological innovation by using technology to build a solution to a problem; and

·Entrepreneurship – this pillar represents another of IEU's core values, which is often misunderstood as a subject to start a business; in the IE Impact, entrepreneurship is the value of learning how to identify a problem, how to build a solution that can provide the most value to those who experience it and how to create a recurring system that allows that solution to be offered at scale so that you can achieve the greatest positive impact.

The fourth and final course of the IE Impact is the IE Challenge, the culmination of the IE Impact learning journey. Students in the IE Challenge choose a course option and apply all they have learned to real-world challenges. They work as Innovation Consultants or Entrepreneurs and their challenges lead them to deepen their knowledge of problems related to the sustainability of People, Planet and Prosperity as per the Sustainable Development Goals and the UN's 2030 Agenda.

LEARNING 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.

-Developing the students understanding of the core issues of contemporary thought.

-Reading contemporary art and culture and its underlying critical narratives.

TEACHING 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. Asynchronous interaction and individual inquiry and discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

The course will be structured by brief thematic units which will be introduced in lecture format and followed by class discussion. Students will be asked to read an essay, article, interview or watch some sort of audiovisual material before class, so that they may be sufficiently prepared for class discussion and debate. During the course, the writing of a review (be it an art, music or cinema review) will be required, as well as its oral presentation. A group project will be required, and this too will be presented in class.

Since the course aims to become a cartography of the signs of our times, we will be employing a coherent methodological approach, which means we will rove this philosophical and social geography with the help of a multimedia approach (diagrams, drawings, images, videos, interviews, etc). This kaleidoscopic approach will help us better understand the disruptions in the route which was set by Enlightenment and Modernity, and which is now in sheikh.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35.0 hours
Discussions	20.0 %	30.0 hours
Exercises in class, Asynchronous sessions, Field Work	16.67 %	25.0 hours
Group work	16.67 %	25.0 hours
Individual studying	23.33 %	35.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

What is contemporary? Is the contemporary what is happening now, or what is relevant? In this course we will discuss the idea of contemporaneity and map several burning issues which can easily be identified as critically contemporary.

We will subsequently explore how the present incides in out interpretations and readings of the past, introducing Foucault's archaeology of knowledge to present diverse humanistic methodologies of looking at the overlooked and "reconfiguring" the past.

During the first session, we will also go over the course's structure, objectives, content, and evaluation system. We will also discuss both the professor's and students' expectations.

No reading/watching is required prior to this session.

SESSIONS 3 - 4 (LIVE IN-PERSON)

In this session we will introduce decolonial thought and analize the colonial impact on visual culture. We will introduce the idea of "cartography" and how visual artists have used it to turn maps and museums around, creating alternative mappings of reality. This reflection about the decolonizing images will be the backdrop agaadnts which we will analyze social movements such as tearing down monuments.

Prior to the lecture, however, we will start the lesson with a brief assignment and group discussion regarding the article by David Graeber and David Wengrow which you were required to read at the end of last week's session.

SESSION 5 (ASYNCHRONOUS)

For our first asynchronous session, students will be visiting one of the new "chapters" that structure the new permanent collection at the Museo Nacional Reina Sofía.

Students will choose a section and analyze how the past is being re-read and revised from the present and in which ways this speaks about contemporary identity (and deconstructs certain historical canons which now seem obsolete). I have linked a video titled "Rethinking the collection" in which Manolo Borja, the former Director of the museum, explains this in more detail.

Students will take note of their impressions so that they may be formalized and discussed in the next combined session.

SESSIONS 6 - 7 (LIVE IN-PERSON)

In this session we will discuss indigenism and the activities and claims of indigenous peoples, trying to use as many interviews and first hand testimonies as possible to analyze epistemic difference and injustice, and how different wordviews inform the creation of different landscapes, both mental and tangible.

We will also devote part of the session to a reviewing assignment and group discussion related to both the reading of Andrea Giunta's text and the asynchronous visit to the Museo Reina Sofía.

SESSIONS 8 - 9 (LIVE IN-PERSON)

In this session we will become acquainted with critical race theory, trying to use as many interviews and first hand testimonies as possible to analyze epistemic difference and injustice and how race and racism is intertwined with coloniality and modernity.

As usual, we will devote part of this lesson to a reading assingment and group discussion about James Baldwin's article.

SESSION 10 (ASYNCHRONOUS)

For this session, students will watch either the first or second chapter of "Exterminate all the Brutes", by Raoul Peck, and complete a brief assignment.

SESSIONS 11 - 12 (LIVE IN-PERSON)

In this session, we will introduce the idea of feminism and its diverse (sometimes complimentary and sometimes confronting), stances.

We will unearth a parallel art history and its implications in the questioning of western individuality, the lone artistic genius, the use of discarded or poor materials and the considertion of "crafts" versus "fine arts".

SESSIONS 13 - 14 (LIVE IN-PERSON)

After an assignment in which we will cover the conversation between Audre Lorde and James Baldwin and discuss the interactions between Critical Race Theory and Feminism, we will introduce Queer Theory and see how it differs or overlaps with diverse feminist currents.

We will introduce the idea of gender and in relation to binary thought and power relations.

SESSION 15 (LIVE IN-PERSON)

In this session, we will focus on the importance of identity as a concept, examining its relations with some of the topics discussed in previous sessions, such as decolonial thought, indigenism, critical race theory, feminism or queer theory.

The prevalence of the body in diverse artistic and cultural practices will help us put images to this cartography.

SESSIONS 16 - 17 (LIVE IN-PERSON)

Afer a reading assignment and debate regarding Amy Gutmann's text on identity politics, we will analyze the relational role of art and other cultural manifestations and the importance of live in-person relations in the present time.

We will present Isabelle Stenger's concept of "cosmopolitics" and present a brief history of "communal" practices in art, politics and culture in general to reflect on how to live together in the same world made of very diverse realities and landscapes? Can art help imagine different forms of relating to each other and to otherness as such?

SESSIONS 18 - 19 (LIVE IN-PERSON)

As usual, we will devote part of this lesson to a reading assingment and group discussion about Bruno Latour's Compositionist Manifesto.

Then, we will introduce the idea of the Anthropocene and proceed to examine various case scenarios to land and map the comunal and ecological activities of the so called "global South", in order to start contemplating the interactions between communality, ecology, critical race theory and indigenism and better understand the political connotations of diverse forms of ecological practices.

SESSION 20 (ASYNCHRONOUS)

During this asynchronous session, students will visit a temporary art exhibition which relates to the topics discussed previously and produce a written review contextualizing the exhibition in contemporary thought.

In order to facilitate the task, the professor will recomend several adequate exhibitions so that each student may pick one. This excercise serves as "midterm evaluation".

SESSIONS 21 - 22 (LIVE IN-PERSON)

The session will begin with sharing our impressions about the exhibitions we visited and reviewed during the previous asynchronous session.

Then, we will proceed to learn more about the digital turn and artifitial intelligence with the help of one of the pioneering digital Spanish artist Enrique Radigales, who will illustrate the technical progression of the last decades and its challenges with the aid of his own artistic production.

SESSIONS 23 - 24 (LIVE IN-PERSON)

In this session we will introduce the last of the crucial ideas or concepts of our critically contemporary cartography by learning about posthuman thought and considering it in the light of our own... humanity?

SESSION 25 (ASYNCHRONOUS)

In this session, students will experience, on their own, with "psychogeography", a practice which consists in wandering aimlessly, "drifting", roaming and observing their environment.

Psychogeography is related to a situationist practice called "derive" (literally "drift"), which specifically aimed to transgress the usual fluxes of the western city by avoiding purpose and productivity, but also by allowing our surroundings to reveal themselves, developing our awareness. According to Francesco Careri, author of the book "Walkscapes", situationists saw this as "an attempt to investigate the psychic effects of the urban context on the individual" and conceive "new forms of behaviour in real life". The derive is proposed, therefor, as one of the keys to find alternative ways "of inhabiting the city".

Students will try to keep an eye out for symptoms and signs of our times, which they may find in grafittis, advertisements, people they come across, architecture, urban design and other unexpected places. But also, they will try to simply "drift" throughout the city and observe what happens.

Thrhoughout the "derive", students will only use their cellphone to take a few photographs of their findings. They will select three pictures and deposit them in a folder created for this purpose in Blackboard.

SESSIONS 26 - 27 (LIVE IN-PERSON)

In this session we will comment on the findings of our own individual "derive" with the help of the sequence of photographs that the students sent (and which the professor will have structured in a loose presentation or reel).

We will also asses the ideas for group projects/presentations, so that the session will serve as a collective tutorial, sharing information that may be useful for more than one student and group.

Please bare in mind that the final projects and presentations will be developed in groups, but, for grading purposes, each student will hand in an individual essay or be held accountable for a part of the project.

SESSIONS 28 - 29 (LIVE IN-PERSON)

Group presentations and feedback.

SESSION 30 (LIVE IN-PERSON)

Remaining group presentations and conclusions.

EVALUATION CRITERIA

criteria	percentage	Learning Objectives	Comments
Class Participation	20 %		Class participation is fundamental
Midterm evaluation	30 %		The reviewing excercise of asynchronous session 20 and live/in person sessión 21 is to be considered our midterm evaluation
Final evaluation	30 %		Final evaluation consists of: your group presentation (10%) and the individual work you have done within this group project and which you will hand in individually (20%)
Continuous assessment	20 %		This concept encompasses all reading assignments

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 20% of the classes. If they miss over 20%, they will have to enroll again in the course the following year.

·   Students who do not comply with the 80% 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.

In this course, the re-sit will consist in submitting all the work they did not turn in or failed during the course.

BIBLIOGRAPHY

Recommended

 - David Graeber and David Wengrow. *Unfreezing the ice age: the truth about humanity's deep past.* From the book "The Dawn of Everything". The Guardian (from Allen Lane Publishers). ISBN 9780241402429 (Digital)

   https://www.theguardian.com/news/2021/oct/19/unfreezing-the-ice-age-the-truth-

about-humanitys-deep-past

 - Andrea Giunta. *Strategies of Modernity in Latin America.* The Institute of International Visual Arts and MIT. ISBN 9780262631723 (Digital)

 - Marisol de la Cadena. *Earth Beings. Ecologies of Practice Across Andean Worlds.* Duke University Press. ISBN 9780822359630 (Digital)

 - Giorgio Agamben. *What is Contemporary?.* From the book "What is an Apparatus". Stanford University Press. ISBN 978150360004 (Digital)

 - James Baldwin. *Letter from a Region in my Mind.* From the book "The Fire Next Time". The New Yorker. ISBN 9780679744726 (Digital)

  https://www.newyorker.com/magazine/1962/11/17/letter-from-a-region-in-my-mind

 - Amy Guttman. *The Good, the Bad, and the Ugly of Identity Politics.* From the book "Identity in Democracy". Princeton. ISBN 9780691096520 (Digital)

 - T.J. Demos. *Aginst the Anthropocene.* Sternberg Press. ISBN 9783956792106 (Digital)

 - Cary Wolfe. *What is Porthumanism.* University of Minnesota Press. ISBN 0816666148 (Digital)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

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ETHICAL POLICY

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IE HUMANITIES

IE-IMPACT IE-IMPACT SEP-2023 IEHN6OB-IE-IMPACT.1.M.Cultures

Area Humanities

Number of sessions: 30

Academic year: 23-24

Degree course: FIRST

Number of credits: 6.0

Semester: 2º

Category: COMPULSORY

Language: English

Professor: **CHRIS ATANASOV KOSTOV**

E-mail: catanasov@faculty.ie.edu

CHRIS ATANASOV KOSTOV

Chris Kostov is Adjunct Professor in the School of Politics, Economics & Global 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.

Office Hours

Office hours will be on request. Please contact at:

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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.

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and toolsets we believe everyone needs to develop to become innovative problem solvers who lead positive change.

The IE IMPACT learning journey aims to help IEU students to develop some of IE's core values through three "pillar courses":

·Humanities – in this first pillar, you choose the course topic that most resonates or interests you; you learn about yourself and about others; and you begin your development in the humanities – a core value of IEU – as a critical thinker;

·Technology – in this pillar, you take a course that aims to familiarize you with some of the technologies that have had the greatest impact on society or that have been applied for positive impact related to sustainability; it is also aimed at challenging you to break down mental barriers to technology and help you understand technological innovation by using technology to build a solution to a problem; and

·Entrepreneurship – this pillar represents another of IEU's core values, which is often misunderstood as a subject to start a business; in the IE Impact, entrepreneurship is the value of learning how to identify a problem, how to build a solution that can provide the most value to those who experience it and how to create a recurring system that allows that solution to be offered at scale so that you can achieve the greatest positive impact.

The fourth and final course of the IE Impact is the IE Challenge, the culmination of the IE Impact learning journey. Students in the IE Challenge choose a course option and apply all they have learned to real-world challenges. They work as Innovation Consultants or Entrepreneurs and their challenges lead them to deepen their knowledge of problems related to the sustainability of People, Planet and Prosperity as per the Sustainable Development Goals and the UN's 2030 Agenda.

LEARNING OBJECTIVES

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.

TEACHING 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. Asynchronous interaction and individual inquiry and discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	40.0 hours
Discussions	26.67 %	40.0 hours
Exercises in class, Asynchronous sessions, Field Work	13.33 %	20.0 hours
Group work	6.67 %	10.0 hours
Individual studying	26.67 %	40.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

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 (See Bibliography)

Multimedia Material: How Racial Residue: How Race Alters Perception of People, Places, and Things. (Cornell University)

SESSIONS 3 - 4 (LIVE IN-PERSON)

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 (See Bibliography)

Article: Understanding White Privilege. (Francis E. Kendall, Ph.D., 2002)

Multimedia Material: What kind of Asian are you?. (Youtube.com)

SESSION 5 (ASYNCHRONOUS)

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 (See Bibliography)

Article: Non-verbal barriers to effective intercultural communication. (Utopía y Praxis

Latinoamericana, vol. 24, núm. Esp.5, pp. 307-316, 2019)

SESSIONS 6 - 7 (LIVE IN-PERSON)

Nonverbal Communication (Chapter 4)

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

SESSIONS 8 - 9 (LIVE IN-PERSON)

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

SESSION 10 (ASYNCHRONOUS)

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. (International Journal of

Society,Culture And Language, 2020 (ced))

Article: Cross Cultural HR Practices Impact in Indian Context. (SRRN, 24 Feb 2020) (ced)

SESSIONS 11 - 12 (LIVE IN-PERSON)

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 (See Bibliography)

Article: Dimensionalizing Cultures: The Hofstede Model in Context. (Online Readings in Psychology

and Culture, 2(1))

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

(European Journal of Business and Management, Vol 3, No.6, 2011)

SESSIONS 13 - 14 (LIVE IN-PERSON)

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 (See Bibliography)

Article: Comparison between Western and Middle Eastern Cultures: Research on Why American Expatriates Struggle in the Middle East (Otago Management Graduate Review , Volume 13 2015)

SESSION 15 (LIVE IN-PERSON)

SESSION 15: Midterm

SESSIONS 16 - 17 (LIVE IN-PERSON)

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 (See Bibliography)

Article: How Culture Impacts Our Value of Women. (Forbes, Apr 6, 2020)

Article: Women, Culture and Africa's Land Reform Agenda. (Front. Psychol., 23 November 2018)

SESSIONS 18 - 19 (LIVE IN-PERSON)

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 (See Bibliography)

Article: Divided Community with Identity Problems. (Development and Cooperation, 09/02/2021)

Article: Understanding and Explaining Islamophobia in Eastern Europe. (Transnational,Cross Regional and Global Connections,15.12.2018)

SESSION 20 (ASYNCHRONOUS)

Case Study: Thailand

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

Working Paper: A Pilot Study on Cross Cultural Communication of Thai Expatriate Managers working in Taiwan-Based Thai Organizations. (National Taiwan Normal University (TAIWAN) Ref 1.23)

Article: Thai Culture: Do's and Don'ts. (Cultural Atlas, 2016)

SESSIONS 21 - 22 (LIVE IN-PERSON)

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. (Center for disease control and prevention)

Book Chapters: Textbook, Chapter 11: Communities: Cultures Within Cultures (See Bibliography)

Article: Multicultural Perspectives Strengthen Native American Identity, Says Stanford Scholar. (Standord News, June 26, 2013)

SESSIONS 23 - 24 (LIVE IN-PERSON)

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 (See Bibliography)

Article: Top 10 Internal Communication Problems Within Big Corporations. (Beekeeper, August 22, 2022)

Article: Cross-Cultural Perspectives of LGBTQ Psychology from Five Different Countries: Current State and Recommendations. (Centre intégré universitaire de santé et de services sociaux du Centre-Sud-de-l'Île-de-Montréal)

SESSION 25 (ASYNCHRONOUS)

Case Study: Sweden

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

Article: Swedish Culture (Cultural Atlas)

Working Paper: How the Swedish culture affects education in compulsory schools. (GRIN, Term Paper (Advanced Seminar), 2014)

Article: Sweden's Pandemic Experiment. (The New Yorker, April 6, 2021)

SESSIONS 26 - 27 (LIVE IN-PERSON)

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 (See Bibliography)

Article: Five Important Factors of Marketing Communications. (Businessing, NOVEMBER 19, 2020)

Article: Cultural Imperialism Theories. (Oxford Bibliographies, 27 JUNE 2018)

SESSIONS 28 - 29 (LIVE IN-PERSON)

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 (See Bibliography)

Article: Working on Common Cross-cultural Communication Challenges. (PBS)

Article: Six Barriers to Cross-Cultural Communications. (Declic International, 9 jul, 2018)

SESSION 30 (LIVE IN-PERSON)

FINAL EXAM

EVALUATION CRITERIA

A. Class participation

The grade reflects students' pro-active contribution to class discussion. All readings are mandatory and students are expected 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 peace 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 on site. 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 peace 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.

OTHER RELEVANT INFORMATION ABOUT THIS COURSE:

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 20%.

· 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 20% or more of the scheduled sessions receives an automatic 0.0, and loses his or her right to the second chance or call (convocatoria.)

criteria	percentage	Learning Objectives	Comments
Preparation and Participation	20 %		Preparation and participation
Midterm evaluation	30 %		Midterm evaluation
Continuous Assessment	20 %		Continuous assessment
Final evaluation	30 %		Final evaluation

RE-SIT / RE-TAKE POLICY

b) 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 20% of the classes. If they miss over 20%, they will have to enroll again in the course the following year.

? Students who do not comply with the 80% attendance rule will lose their 1st and 2 nd 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 who retake the final exam will have to prepare to have a multiple-choice test with 30 questions on all the 30 sessions.

BIBLIOGRAPHY

Compulsory

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

SAGE. ISBN 9781544383866 (Printed)

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)

BEHAVIOR RULES

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ATTENDANCE POLICY

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ETHICAL POLICY

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IE HUMANITIES

IE-IMPACT IE-IMPACT SEP-2023 IEHN6OB-IE-IMPACT.1.M.Economic

Area Humanities

Number of sessions: 30

Academic year: 23-24

Degree course: FIRST

Number of credits: 6.0

Semester: 2º

Category: COMPULSORY

Language: English

Professor: **PAULINA ELISA ETXEBERRIA GARAIGORTA**

E-mail: peetxeberria@faculty.ie.edu

PAULINA ELISA ETXEBERRIA GARAIGORTA

Academic background

PhD in Economics, European Doctor, UPV/EHU (Spain); MPhil. Quantitative Finance, (Spain); M.A. Business and Economics, University Pompeu Fabra (Spain).

Research experience

Researcher at Boston College (Boston), 2017, University of Pennsylvania (Philadelphia), 2007, 2011- 2013, European University Institute (Florence), 2009, and UPV/EHU, 2005-2008, 2010-2011, 2013-2014.

She has addressed seminars and conferences at several institutions such as Symposium of Economic Analysis, Encuentros de Economía Aplicada, ASSET Annual Meeting, Symposium of Economic Theory and Applications, DEGIT Dynamics, Economic Growth and International Trade, All China (ACE) International Conference.

Her research has been published in scientific journals and books. She has participated in several research networks and long-duration projects financed by the European Commission and the Spanish Ministry of Science and Innovation.

Teaching experience

- IE University:

2014-2023: Introduction to Economics, Microeconomics, Foundations of Macroeconomics, Macroeconomics, Global Economic Environment, Economics, Policy and Technology, Economic Growth and Inequality, IE Humanities; Poverty and Inequality (Master).

2017-2021: Final Project Advisor

2019-2023: Academic supervisor

2019-2023: coordinator for Microeconomics

She has been awarded for "Good teaching Evaluations" for the years 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2021-22 and 2022-23.

- Brown University: 2020; 2022; 2023: Principles in Economics.
- UPV/EHU: 2005-2011, 2013-2014: Macroeconomic Theory, Political Economy II, Finance, Asset Pricing, Introduction to Matlab.

Consulting experience:

She worked on research and international consulting services on innovation and urban growth and development in cities and regions.

Office Hours

Office hours will be on request. Please contact at:

peetxeberria@faculty.ie.edu

SUBJECT DESCRIPTION

HISTORY OF ECONOMIC THOUGHT: BACK TO THE FUTURE

The course introduces the history of economic thought. It will follow a chronological order, analyzing key economic thinkers.

Prolonged disagreements and controversies have frequently characterized the history of economic thought. Throughout history philosophers, political scientists, and economists have often differed over what is to be regarded as the "CORRECT" ECONOMIC THEORY of the economy. A fundamental question underlies disagreements on matters of policy: Can Markets regulate by themselves or is there a need of Government intervention in the Economy? If so, how much? Which Models explain the behavior of the economy better?

One of the main driving forces behind the evolution of new ideas is the march of EVENTS. We will relate different social and economic events to schools of thought and economic models. Therefore, we will review main economic 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 also link all these fabulous economic thinkers and concepts with current economic issues, such as 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.

IE IMPACT- HUMANITIES is the first Pillar course in the IE Impact Learning Journey.

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and knowledge we at IE University believe our future graduates need to develop into leaders of positive change.

IE IMPACT includes three "pillar courses": the Humanities, Technology and Entrepreneurship. It culminates in a fourth, hands-on course called the IE Challenge, whose design embodies IE's value of Diversity and its commitment to Sustainability.

The IE Impact Learning Journey aims to help IEU students transform into leaders of positive change by developing:

·   humanistic approaches to interpersonal relations, decision-making and critical thinking;

·   familiarity with the technologies that are applied to solve some of the world's greatest challenges, as well as understanding the implications of applying such technologies;

·   entrepreneurial mindsets, know-how, and skills to identify and solve problems worth solving, and to create validated business models that enable solutions to be enduring and scalable;

·   a curiosity and an awareness about how sustainability-driven enterprises are sources of positive change; and

·   adaptive leadership skills, as well as personal and team-based skills to foster innovation through diversity.

LEARNING OBJECTIVES

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.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	30.0 hours
Discussions	20.0 %	30.0 hours
Exercises in class, Asynchronous sessions, Field Work	16.67 %	25.0 hours
Group work	16.67 %	25.0 hours
Individual studying	26.67 %	40.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction, Course Guidelines, Motivation of the Course

****

I. BACKGROUND OF ECONOMIC THINKING: From the Agricultural Revolution to Trade and the Market System.

The Origin of the World, the Agricultural Revolution, the Greco-Roman World and the late Middle Ages.

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

SESSIONS 3 - 4 (LIVE IN-PERSON)

Market Development and the great geographical expansion. The early Middle Age (500 to 1500 AD).

The School of Salamanca

****

Colonialism and Pre-capitalism. The Scottish Enlightment.

Physiocrats and Mercantilists

Book Chapters: Roncagglia, A. The Wealth of Ideas: A History of Economic Thought- Chapters 2.6 (ced)

Book Chapters: Roncagglia, A. The Wealth of Ideas: A History of Economic Thought- Chapters 4.6 (ced)

SESSION 5 (LIVE IN-PERSON)

TBD

SESSIONS 6 - 7 (LIVE IN-PERSON)

II. THE ORIGINS OF THE CAPITALIST & LIBERAL THOUGTH. CLASSICAL AND NEOCLASSICAL (XVIII & XIX. century)

The beginning of the history of modern Economics: ADAM SMITH (1723-1790)

****

The difficult road towards prosperity and the distribution of wealth

Thomas R. Malthus (1766-1834); David Ricardo (1772-1823); John Stuart Mill (1806-73)

Book Chapters: Smith, A., An Inquiry into the Nature and Causes of the Wealth of Nations- Book 4, part 1 (ced)

Book Chapters: Smith, A., An Inquiry into the Nature and Causes of the Wealth of Nations- Book 4, part 2 (ced)

Book Chapters: Ricardo, D. On the Principles of Political Economy and Taxation- Chapter 7 (ced)

SESSIONS 8 - 9 (LIVE IN-PERSON)

From Political Economy to Scientific Economics.

The Marginalist

****

The role of Money, interest rates, credit bubbles and debt-deflation.

The first celebrity economist: Irving Fisher (1867-1947)

Book Chapters: Dimand, Robert W., Geanakoplos, John (2005); Celebrating Irvin Fisher: the legacy of a great economist. Malden, MA : Blackwell, 2005 (available at IE Library)

SESSION 10 (LIVE IN-PERSON)

TBD

SESSIONS 11 - 12 (LIVE IN-PERSON)

III. A DEBATE ABOUT THE FOUNDATIONS OF CAPITALISM

Criticisms to the meaning of Capitalism.

Thorstein Veblen (1857-1929) rejects Adam Smith.

Max Weber (1864-1920) about the spirit of capitalism.

Marx and Marxism: What is up in the 21st Century. Proletarians revolution will destroy capitalism.
****

The Limits of Capitalism. Innovation, Entrepreneurship and Creative Destruction.

Joseph Schumpeter (1883-1950).

Book Chapters: Marx, K. The Capital- Chapter 32 (ced)

Book Chapters: Schumpeter, J., Capitalism, Socialism, and Democracy- Chapters 7 & 11 (ced)

SESSIONS 13 - 14 (LIVE IN-PERSON)

Debate: Marx vs Classics. Capitalism vs Communism

****

Overview

SESSION 15 (LIVE IN-PERSON)

MIDTERM EVALUATION: midterm exam

SESSIONS 16 - 17 (LIVE IN-PERSON)

IV. TESTING THE KEYNESIAN ECONOMIC THOUGTH

The Great Depression (1929): JOHN MAYNARD KEYNES (1883-1946).
****

Austrian Economics vs Keynesianism

Hayek and Von Mises. The debate Hayek-Keynes.

Book Chapters: Keynes, J.M., The General Theory of Employment, Interest and Money- Chapters 3 (ced)

Book Chapters: Keynes, J.M., The General Theory of Employment, Interest and Money- Chapters 10 (ced)

Book Chapters: Hayek, Road to Serfdom- Condensed version (ced)

SESSIONS 18 - 19 (LIVE IN-PERSON)

Monetarism vs Keynesianism

Milton Friedman: The Chicago School.
****

Debate: Keynes vs Hayek & Friedman

Book Chapters: Friedman, M., Friedman, R. (1979), Free to Choose- Chapter 1 (available at IE Library)

SESSION 20 (LIVE IN-PERSON)

TBD

SESSIONS 21 - 22 (LIVE IN-PERSON)

V. NEW THEORIES THAT GO BACK TO THE PAST

The Oil crisis of the 70s. Stagflation. Was Keynes right?

Mathematical sophistication and New Models in Economics.
****

Covid 19 crisis and the actual situation

Multimedia Documentation: Robert E. Lucas Jr. – Biographical. NobelPrize.org. Nobel Prize Outreach AB 2022. Sat. 5 Nov 2022.

SESSIONS 23 - 24 (LIVE IN-PERSON)

Back to Adam Smith. Growth theories.

Solow-Swan, Endogenous growth theory, Unified growth theory
****

Back to Adam Smith. New Growth Theory

The role of culture and institutions

Book Chapters: Galor, Oded (2022), The Journey of Humanity- Chapters 3 & 6
Book Chapters: Acemoglu,D., Robinson, A. (2012) Why Nations Fail: the origins of power, prosperity and poverty- Chapter 1 (available at IE Library)

SESSION 25 (LIVE IN-PERSON)

TBD

SESSIONS 26 - 27 (LIVE IN-PERSON)

VI. CURRENT PROBLEMS

How to solve social dilemmas? War conflicts and climate change

Game theory. Nash equilibrium.
****

New Technologies, Monopolies and Market Power. Are big tech companies too powerful?

Book Chapters: Eeckhout, J. (2021), The Profit Paradox- Introduction

SESSIONS 28 - 29 (LIVE IN-PERSON)

Criticism to Homo Economicus. Behavioral and Experimental economics.

****

Debate. What have we learned from the past?

Book Chapters: Kahneman, D. (2011). Thinking Fast and Slow- Introduction & Conclusions (available at IE Library)

Book Chapters: Banerjee,A., Duflo, E., (2012). Poor economics : a radical rethinking of the way to fight global poverty- Chapter 1 (ced)

SESSION 30 (LIVE IN-PERSON)

FINAL EVALUATION: final exam

EVALUATION CRITERIA

criteria	percentage	Learning Objectives	Comments
Final Exam	30 %		It consists of answering multiple-choice and short questions.
Intermediate Tests	30 %		It consists of answering multiple-choice and short questions.
Class Participation	20 %		Active participation in class
Other	20 %		The continuous evaluation includes short essays, questions, short quizzes, and in-class debates.

RE-SIT / RE-TAKE POLICY

BIBLIOGRAPHY

Recommended

 - Mark Skousen. *The Making of Modern Economics: the lives and ideas of great thinkers.* ISBN 978076564544 (Digital)

 - Robert. L. Heilbroner. *The Worldly Philosophers: the lives, times and ideas of the great economic thinkers.* ISBN 978068486214 (Digital)

BEHAVIOR RULES

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ATTENDANCE POLICY

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ETHICAL POLICY

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IE HUMANITIES

IE-IMPACT IE-IMPACT SEP-2023 IEHN6OB-IE-IMPACT.1.M.Ethics

Area Humanities
Number of sessions: 30
Academic year: 23-24
Degree course: FIRST
Number of credits: 6.0
Semester: 2º
Category: COMPULSORY
Language: English

Professor: **THEODORE LECHTERMAN**

E-mail: tlechterman@faculty.ie.edu

AI Ethics and Governance

Dr. Theodore "Ted" Lechterman is Assistant Professor of Philosophy at IE University, where he researches and teaches in political philosophy and applied ethics. Recent topics of publication include the concept of accountability in AI and the ethics of combatting disinformation with AI. Current projects include the ethics of selling weaponizable technology and the legitimacy of democracy-enhancing robots. In addition to his work on AI, Lechterman has made significant contributions to business ethics and the ethics of philanthropy. His first book, *The Tyranny of Generosity: Why Philanthropy Corrupts Our Politics and How We Can Fix It*, was published in 2022 by Oxford University Press. He is an officer of the ECPR Standing Group on Political Theory, an Experienced Researcher with the EU MSC Rise Project REVFAIL, and an organizer of the AAAI/ACM Conference on AI, Ethics, and Society. Lechterman frequently contributes to public debates and advises organizational leaders on forecasting ethical risks and exercising power responsibly. He holds degrees from Harvard and Princeton and completed postdoctoral fellowships at Stanford, Goethe, Hertie, and Oxford, where he was an inaugural fellow at the Institute for Ethics in AI.

Office Hours

Office hours will be on request. Please contact at:

https://calendly.com/tlechtable

SUBJECT DESCRIPTION

Artificial intelligence offers incredible potential for solving problems and making our lives better. Its many promises include accelerating scientific discovery, curing diseases, improving efficiency, and widening access to opportunities. But AI also raises numerous questions about the values it promotes and the risks it imposes. AI can threaten human safety, destroy the environment, and create or reinforce patterns of discrimination. It can upend cherished traditions and ways of living and empower some people and belief systems over others. What are the potential benefits and costs of different innovations and applications? How should value trade-offs be resolved and how should opportunities and impacts be fairly distributed? And who should decide, interpret, and enforce the answers to these questions? This course will acquaint students with forms and applications of AI and the ethical debates that surround them. These debates include concerns about (e.g.) privacy, safety, fairness, explainability, wellbeing, sustainability, democracy, and dignity—and disagreements about how these values should be defined, weighed, and applied. Students will leave the course equipped to defend convincing positions on these questions. And they will leave with general tools of philosophical reasoning that can be applied to ethical questions in other domains.

AI is a rapidly evolving field. The reading assignments, assessments, and schedule presented below are provisional and subject to change. All readings and materials will be posted on Blackboard.

IE IMPACT

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and toolsets we believe everyone needs to develop to become innovative problem solvers who lead positive change.

The IE IMPACT learning journey aims to help IEU students to develop some of IE's core values through three "pillar courses":

- Humanities – in this first pillar, you choose the course topic that most resonates or interests you; you learn about yourself and about others; and you begin your development in the humanities – a core value of IEU – as a critical thinker;

- Technology – in this pillar, you take a course that aims to familiarize you with some of the technologies that have had the greatest impact on society or that have been applied for positive impact related to sustainability; it is also aimed at challenging you to break down mental barriers to technology and help you understand technological innovation by using technology to build a solution to a problem; and

- Entrepreneurship – this pillar represents another of IEU's core values, which is often misunderstood as a subject to start a business; in the IE Impact, entrepreneurship is the value of learning how to identify a problem, how to build a solution that can provide the most value to those who experience it and how to create a recurring system that allows that solution to be offered at scale so that you can achieve the greatest positive impact.

> The fourth and final course of the IE Impact is the IE Challenge, the culmination of the IE Impact learning journey. Students in the IE Challenge choose a course option and apply all they have learned to real-world challenges. They work as Innovation Consultants or Entrepreneurs and their challenges lead them to deepen their knowledge of problems related to the sustainability of People, Planet and Prosperity as per the Sustainable Development Goals and the UN's 2030 Agenda.

LEARNING OBJECTIVES

Primary 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.

Additional objectives and skills:

- Familiarity with concepts and approaches in applied ethics.
- Detailed understanding of artificial intelligence and its social implications.
- Familiarity with current debates over AI ethics and governance.
- Critical reassessment of predispositions and conventional wisdom.
- Ability to articulate and defend normative positions on the design, operation, and governance of AI.

TEACHING 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. Asynchronous interaction and individual inquiry and discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

Students are required to read the assigned materials for each session in advance. Asynchronous sessions will normally consist of a multimedia viewing (e.g., film), event, or activity. In-person sessions will consist of an interactive lecture, to be followed in most cases by a debate or assessment activity.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	40.0 hours
Discussions	26.67 %	40.0 hours
Exercises in class, Asynchronous sessions, Field Work	13.33 %	20.0 hours
Group work	6.67 %	10.0 hours
Individual studying	26.67 %	40.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Governance
- Social Challenge
- Economic Development

Introduction to AI ethics

What is AI, and what are the ethical challenges that AI raises? Why should we care?

V.C. Müller, "Ethics of Artificial Intelligence and Robotics," *The Stanford Encyclopedia of Philosophy* (Fall 2023 Edition), Edward N. Zalta & Uri Nodelman (eds.), https://plato.stanford.edu/archives/fall2023/entries/ethics-ai/.

SESSION 2 (LIVE IN-PERSON)

Course expectations and review of syllabus

Course syllabus.

SESSION 3 (LIVE IN-PERSON)

Crash course in ethical theory

How do you understand "ethics," "morality" and related concepts? How do different research disciplines treat these concepts? What are the differences between ethics, law, and social norms? What are the different levels of analysis in ethical theory? What are some of the main theoretical approaches?

N. Smith et al., "Normative Moral Theory," in *Introduction to Philosophy*, ed. N. Smith et al.
R. Blackman, "Here's How You Should Think about Ethics," in R. Blackman, *Ethical Machines*

SESSION 4 (LIVE IN-PERSON)

How to write a philosophy essay

We'll discuss strategies and expectations for writing philosophical essays.

J. Pryor, "Guidelines on Writing a Philosophy Paper," http://www.jimpryor.net/teaching/guidelines/writing.html
Sample essays posted on Blackboard

Recommended: H. de Bres, *The Pink Guide to Philosophy*, https://sites.google.com/a/wellesley.edu/pinkguidetophilosophy/

SESSION 5 (ASYNCHRONOUS)

Sustainability Topics:

- Environment
- Governance
- Social Challenge
- Economic Development

Algorithmic bias

View the film *Coded Bias* on Netflix. How can algorithms create or reinforce bias and discrimination? Why is this a problem?

Coded Bias (Netflix) - https://www.netflix.com/title/81328723. (Contact the professor for access if needed.)

SESSION 6 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

Artificial (narrow) intelligence, bias, and explainability

What is narrow artificial intelligence? What makes AI biased and inexplicable? Under what conditions might someone have a right to an explanation? Whose responsibility is it to redress algorithmic bias? What does it mean for AI to be fair?

S. U. Noble, "Missed Connections: What Search Engines Say About Women," *Bitch* 54 (2012): 36-41.
R. Blackman, *Ethical Machines,* selections

SESSION 7 (LIVE IN-PERSON)

Quiz on course requirements and writing techniques (5% of final grade).

SESSION 8 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

Automation and the future of work

Is automation something to be welcomed or resisted? What do societies owe to workers whose jobs are lost to robots? How should societies manage disruptions to the labor market and working environment caused by AI?

J. Cohen, "Good Jobs," MIT Work of the Future Task Force Research Brief (2020).

SESSION 9 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

In-class essay 1 on narrow AI (5% of final grade).

SESSION 10 (ASYNCHRONOUS)

Sustainability Topics:

- Environment
- Governance
- Social Challenge
- Economic Development

Artificial general intelligence

View the film *2001: A Space Odyssey*. How does the film portray artificial general intelligence? Is this portrayal realistic? What ethical lessons should we draw?

2001: A Space Odyssey. (Access details to be provided.)

SESSION 11 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Governance
- Social Challenge
- Economic Development

Artificial (general) intelligence and value alignment

Is AGI a threat to humanity? How should we seek to align advanced AI systems with human values? Which technical and ethical approaches should we use? What are the ethical assumptions embedded in different technical approaches?

S. Russell, *Human Compatible* (London: Allen Lane, 2019), chs. 5-6.
I. Gabriel, "Artificial Intelligence, Values, and Alignment," *Minds and Machines* 30, no. 3 (2020): 411–37.

SESSION 12 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Governance
- Social Challenge
- Economic Development

In-class debate 1 on the future of work. Roles and guidelines will be communicated in advance.

SESSION 13 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Governance
- Social Challenge
- Economic Development

Generative AI

What ethical issues does generative AI exacerbate or introduce? What are the benefits and limitations of tools like ChatGPT? How should we assess the approaches toward responsible AI of leading large-language model producers (OpenAI, Meta, etc.)?

B. C. Stahl & D. Eke, "The ethics of ChatGPT–Exploring the ethical issues of an emerging technology," *International Journal of Information Management* 74 (2024): 102700.

SESSION 14 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Governance
- Social Challenge
- Economic Development

In-class essay 2 on AGI and value alignment (5% of final grade).

SESSION 15 (LIVE IN-PERSON)

Midterm exam (30% of final grade).

SESSION 16 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

Surveillance and privacy

What is privacy and why is it valuable? How should we weigh the value of privacy against security and convenience?

C. Véliz, *Privacy is Power*, selections

SESSION 17 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Governance
- Social Challenge
- Economic Development

In-class debate 2 on generative AI. (Roles and guidelines will be communicated in advance.)

SESSION 18 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Governance
- Social Challenge
- Economic Development

Autonomous vehicles and transportation justice

How should autonomous vehicles navigate moral dilemmas? What are the social impacts of introducing autonomous vehicles, and how should they be managed?

Participate in the Moral Machine Experiment: https://www.moralmachine.net/.
J.-F. Bonnefon, A. Shariff, and I. Rahwan, "The Social Dilemma of Autonomous Vehicles," *Science* 352, no. 6293 (2016): 1573–76.
J. Himmelreich, "Never Mind the Trolley: The Ethics of Autonomous Vehicles in Mundane Situations," *Ethical Theory and Moral Practice* 21 (2018): 669–684.

SESSION 19 (LIVE IN-PERSON)

Sustainability Topics:

> - Governance
> - Social Challenge
> - Economic Development

In-class essay 3 on privacy (5% of final grade).

SESSION 20 (ASYNCHRONOUS)

Sustainability Topics:

> - Governance
> - Social Challenge
> - Economic Development

Introduction to social media ethics

View the film *The Social Dilemma* on Netflix. What are the ethical challenges of social media? Who is responsible for these problems?

The Social Dilemma (Netflix), https://www.netflix.com/watch/81254224. (Contact professor for access if needed.)

SESSION 21 (LIVE IN-PERSON)

Sustainability Topics:

> - Governance
> - Social Challenge
> - Economic Development

Social media, truth, and violence

What are the benefits and costs of social media for individuals and society? How should social media be regulated? Who should decide?

E. Ziliotti et al., "Social Media and Democracy," in *Ethics of Socially Disruptive Technologies*, ed. I. V. De Poel et al., 1st ed. (Cambridge, UK: Open Book Publishers, 2023), 33–52.

SESSION 22 (LIVE IN-PERSON)

Sustainability Topics:

> - Environment
> - Governance
> - Social Challenge
> - Economic Development

In-class debate 3 on autonomous vehicles. (Roles and guidelines to be communicated in advance.)

SESSION 23 (LIVE IN-PERSON)

Sustainability Topics:

> - Governance

Automating democracy

How can AI be used to enhance democracy? What are the ethical assumptions embedded in different enhancement proposals? Should we replace democracy with algocracy?

J. Susskind, *Future Politics*, selections
C. Hidalgo, "A Bold Idea to Replace Politicians," TED, Apr 3, 2019, https://youtu.be/CyGWML6cI_k?si=T18wrxg_eILQkWb_.

SESSION 24 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

In-class essay 4 on social media (5% of final grade).

SESSION 25 (ASYNCHRONOUS)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

Engage in the "Ethical Crossroads of Emerging Technologies" VR case simulation. Access instructions will be provided.

SESSION 26 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

Lethal autonomous weapons

Under what conditions, if any, should lethal autonomous weapons replace conventional weapons? Should we rely on machines to decide who lives and dies?

P. Asaro, "Autonomous Weapons and the Ethics of Artificial Intelligence," in *Ethics of Artificial Intelligence*, ed. S. Matthew Liao (New York: Oxford University Press, 2020), 212–36.

SESSION 27 (LIVE IN-PERSON)

Sustainability Topics:

- Governance

In-class debate on automating democracy. (Roles and guidelines to be communicated in advance.)

SESSION 28 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge

Governing AI

Who should govern AI and how? What is the state of current regulation and management strategy? What gaps and controversies remain in AI governance?

UNESCO Recommendation on AI Ethics
EU AI Act, selections

SESSION 29 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

In-class debate on lethal autonomous weapons. (Roles and guidelines to be communicated in advance.)

SESSION 30 (LIVE IN-PERSON)

Final examination.

EVALUATION CRITERIA

Preparation and participation (20%). Students are expected to contribute actively and thoughtfully to the class activities and discussions. This requires careful reading of all required materials in advance of each session. Half of the preparation and participation grade will be based on contribution to class discussions; the other half will be based on the student's performance in in-class debates. Format and guidelines regarding the debates will be shared in the first week.

Midterm exam (30%). A midterm exam will be taken in class using technology for ensuring academic integrity. Bring a laptop. The midterm may consist of multiple choice questions, identification questions, and short-answer questions. It will cover the first half of the course and be based on readings, films, lectures, and debates. You will have 80 minutes. If your laptop fails (and this is verified by the professor), you may take a make-up exam with the professor in office hours. A make-up exam can also be taken if you are absent with the approval of IE Impact. No make-up exam can be taken if you are absent without an excuse authorized by IE Impact.

Final exam (30%). The final exam will be an in-class exam much like the midterm. Bring your laptop. It will cover the whole course but place greater emphasis on the second half. The same policies apply regarding make-ups.

Continuous assessment (20%). This category includes the quiz on course expectations (5%) and four in-class essays of ~750 words (5%) each. The lowest essay grade will dropped (though all essays must be written). The essays will serve to practice the skills of moral reasoning, argument, and rhetoric. Essays will be graded on a scale of 0-2, with 0 meaning no credit, 1 meaning good, and 2 meaning excellent. Make-up essays may be written during the professor's office hours if the student was absent and IE Impact program excused the absence or with the professor's permission if the student experienced a technical failure during the initial writing attempt.

Extra credit. Extra credit opportunities will be offered periodically, often in connection with attending local events related to the course's subject matter.

criteria	percentage	Learning Objectives	Comments
Final Exam	30 %		
Midterm Exam	30 %		
Preparation & Participation	20 %		
Continuous Assessment	20 %		

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 20% of the classes. If they miss over 20%, they will have to enroll again in the course the following year.

- Students who do not comply with the 80% 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 who fail the course during the regular period will take an intensive exam during the retake period. The format of the exam will be communicated in advance and may contain multiple choice questions, short-answer questions, extended essays, and/or an oral component.

BIBLIOGRAPHY

Recommended

- Reid Blackman. *Ethical Machines.* ISBN 1647822815 (Digital)
- S. Matthew Liao (ed.). *The Ethics of Artificial Intelligence.* ISBN 9780190905071 (Digital)
- Cathy O'Neil. *Weapons of Math Destruction.* ISBN 9780553418828 (Digital)
- James Rachels. *Elements of Moral Philosophy.* ISBN 0078038243 (Digital)
- Stuart Russell. *Human Compatible.* ISBN 9780525558620 (Digital)
- Nathan Smith et al.. *Introduction to Philosophy.* ISBN 9781951693596 (Digital)
- Jamie Susskind. *Future Politics.* ISBN 9780192559494 (Digital)
- Carissa Véliz. *Privacy Is Power.* ISBN 1473583535 (Digital)

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IE HUMANITIES

IE-IMPACT IE-IMPACT SEP-2023 IEHN6OB-IE-IMPACT.1.M.Happines

Area Humanities

Number of sessions: 30

Academic year: 23-24

Degree course: FIRST

Number of credits: 6.0

Semester: 2º

Category: COMPULSORY

Language: English

Professor: **GABRIEL MARIN**

E-mail: gabrielm@faculty.ie.edu

GABRIEL MARIN

Gabriel Marin received his PhD in History from the University of Laval (Quebec City), and has been teaching at Royal Military College (Kingston), Ottawa and Carleton Universities, Canada. He is interested in Intellectual History, Historiography and Nostalgias, publishing a book in 2013 at L'Harmattan, Paris, about the relationship between national memory construction and school teaching during and in the aftermath of the totalitarian political regimes.

As a postdoctoral researcher (2010-2014), Gabriel Marin continued his work bringing a comparative analysis of history and literature textbooks in Romania, France, Canada, and the US, written and taught during the Cold War period (his second book is currently under press).

As a Social Sciences Research Council fellow (2007-2008), he was interested about the immigrant nostalgias, approaching taxi-drivers, migrant workforce and ethnic business. He worked and traveled in the US and Canada with Eastern European and Latin American immigrant truck-drivers having fled communism and war.

In addition, Gabriel Marin holds a MA in Social Work at the University of Ottawa, founding Canadian Association of Alternatives in Therapy, and working on depression, intercultural counseling, and spirituality in migrant psychotherapeutic settings. Gabriel Marin also lived, worked and studied in Romania, France, Hungary, and Russian Federation.

Office Hours

Office hours will be on request. Please contact at:

gabrielm@faculty.ie.edu

Professor: **MARIANA NIETHARDT DEL CASTILLO**

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.

Office Hours

Office hours will be on request. Please contact at:

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SUBJECT DESCRIPTION

THE PHILOSOPHY OF HAPPINESS

What do we call happiness? Do we really know how to live a happy life? Is what makes you happy the same as what makes me happy? In other words, if as individuals, we live happy lives, does that make happiness something personal? Or does happiness exist in relation to the other, to a community, and to family and friends? Are we more or less happy nowadays? Since these are questions that do not have easy answers, we can begin by looking back at the writings of our earliest great thinkers who already questioned whether or not happiness is the meaning and purpose of life.

This course will explore these and other questions related to happiness as we comprehend it today: happiness as philosophical inquiry, happiness from its psychological prospect to the pathological feature of medical discourse, and from politics to the social policies of well-being. We will also look at how different spiritualities embrace happiness and how this is expressed in arts such as literature and music, in social media and through behavior consumerism.

The first part of the class (up to the mid-term exam) will focus on the intellectual history of the idea of happiness from a comparative perspective: philosophical, ethical and theological considerations.

And the second part of the course will examine the meaning of happiness in other disciplines such as psychology, art and literature, artificial intelligence and the economy for what these can tell us about how we apprehend happiness today.

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and toolsets we believe everyone needs to develop to become innovative problem solvers who lead positive change.

The IE IMPACT learning journey aims to help IEU students to develop some of IE's core values through three "pillar courses":

·Humanities – in this first pillar, you choose the course topic that most resonates or interests you; you learn about yourself and about others; and you begin your development in the humanities – a core value of IEU – as a critical thinker;

·Technology – in this pillar, you take a course that aims to familiarize you with some of the technologies that have had the greatest impact on society or that have been applied for positive impact related to sustainability; it is also aimed at challenging you to break down mental barriers to technology and help you understand technological innovation by using technology to build a solution to a problem; and

·Entrepreneurship – this pillar represents another of IEU's core values, which is often misunderstood as a subject to start a business; in the IE Impact, entrepreneurship is the value of learning how to identify a problem, how to build a solution that can provide the most value to those who experience it and how to create a recurring system that allows that solution to be offered at scale so that you can achieve the greatest positive impact.

The fourth and final course of the IE Impact is the IE Challenge, the culmination of the IE Impact learning journey. Students in the IE Challenge choose a course option and apply all they have learned to real-world challenges. They work as Innovation Consultants or Entrepreneurs and their challenges lead them to deepen their knowledge of problems related to the sustainability of People, Planet and Prosperity as per the Sustainable Development Goals and the UN's 2030 Agenda.

LEARNING OBJECTIVES

OBJECTIVES AND SKILLS:

The objectives of this course inlcude:

-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.

TEACHING METHODOLOGY

METHODOLOGY

IE's Liquid Learning 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. Asynchronous interaction and individual inquiry and discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in

Lectures	23.33 %	35.0 hours
Discussions	23.33 %	35.0 hours
Exercises in class, Asynchronous sessions, Field Work	16.67 %	25.0 hours
Group work	16.67 %	25.0 hours
Individual studying	20.0 %	30.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction to the idea of happiness, its varied meanings and its understanding in different cultures. We will learn about the "European" origin of the discourse on living well: Plato and Aristotle (eudaimonia and virtues).

Book Chapters: Plato: The Republic (ced)

Book Chapters: Aristotle: Nicomachean Ethics (ced)

Description: Session 1. Course introduction. General discussion of the idea of happiness and why it interests us today. Session 2. Greek Antiquity: happiness and virtues. Plato and Aristotle as two thinkers that have shaped the European discourse on happiness, how we understand it, think about it, and how it had determined how we think is the meaning of life.

SESSIONS 3 - 4 (LIVE IN-PERSON)

Happiness and Pleasure: Epicureanism and Stoicism.

Beatific Happiness: Christianity and the Theology of Happiness.

Book Chapters: Epicurus: Letter to Menoeceus (ced)

Book Chapters: Seneca: Of a happy life. (De Vita Beata) (ced)

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)

Article: Pleasure in Epicurean and Christian orthodox conceptions of happiness (South African Journal of Philosophy 2014: xx–xx (ced))

Article: Pope Francis' 10 secrets to happiness (National Catholic Reporter, Vatican City — July 29, 2014)

Description: Session 3: Happiness and Pleasure. Hedonism was attached to the notion of happiness during Greek Antiquity and Roman times. Is "pleasure" the highest form of good that one can experience and the only mean to minimize "pain" and "suffering"? - Session 4: This session will explore the Judeo-Christianity understanding of happiness as it displays: loaded with the eudaimonic heritage of the ancient Greek philosophy, and the new eucharistic perspective as praxis of God's transcendence and revelation.

SESSION 5 (ASYNCHRONOUS)

Happiness and Blessedness: Judaism and Islam

Multimedia Material: Rabbi Lord Jonathan Sacks: "Happiness in the Jewish Perspective" (YouTube)

Multimedia Material: "Happiness and the Pursuit of Happiness - The Islamic Perspective" (YouTube)

Students are required to do the assigned readings & podcasts & videos etc. More about the format of the asynchronous homework will be provided in class.

SESSIONS 6 - 7 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

Common Happiness and the Right to Happiness: The Enlightenment and the Pursuit of Happiness.

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)

Book Chapters: Le Guin,U."The Ones Who Walk Away From Omelas" (ced)

Description: Session 6: If the pursuit of happiness is as old as history itself, the Enlightenment introduced a new perspective on the subject, based on the advancement of the concept of reason. The philosophical, political, and scientific discourse shaped the foundation of modernity, including the birth of the Nation-State and its duty to achieve an ultimate goal: universal happiness - Session 7: Utilitarianism is been regarded as one of the most persuasive philosophical approaches in the Anglo-Saxon 19th century world. How can we multiply happiness? Do we have to sacrifice our own greatest good for the good of others?

SESSIONS 8 - 9 (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)

Multimedia Material: A. de Botton, "Philosophy: A Guide to Happiness – Nietzsche on Hardship" (YouTube)

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

Description: Session 8: Is happiness an illusionary escape from suffering? What are the conditions of earthly happiness?. Is it true that without pain there is no gain?: in this session, we will examine the concepts of happiness proposed by Schopenhauer and Nietzsche - Session 9: Life is absurd: the existentialists have sought to answer the question of (un)happiness as an interlocked quest into the nature of human condition.

SESSION 10 (ASYNCHRONOUS)

The Path to Happiness: Buddhism and Daoism

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

Multimedia Material: M. Ricard, "The habits of happiness" (TED)

Multimedia Material: The Happiness Lab, Lao Tzu (Spotify)

Students are required to do the assigned readings & podcasts & videos etc. More about the format of the asynchronous homework will be provided in class.

SESSIONS 11 - 12 (LIVE IN-PERSON)

Happiness in Hell

Happiness and Idleness

Article: "How to be happy in a Gulag: Lessons from Aleksandr Solzhenitsyn" (Medium, Aug 24, 2017)

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

Article: Russell,B."In Praise of Idleness" (Harper's Magazine)

Multimedia Material: The Happiness Lab with Dr. Laurie Santos (Episode 5) (Pushkin.fm)

Description: Session 11: in this "schocking" session we will learn how to find happiness in the worst circumstances - Session 12:

SESSIONS 13 - 14 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

Consuming Happiness

Wrap-up session

Article: Z. Bauman, "Happiness in a society of individuals" (Soundings; Spring 2008; 38 (ced))

Article: P. Bruckner, "Condemned to Joy" (City Journal: Winter 2011 - The Social Order (ced))

Description: Session 13: What if we make people unhappy for not being happy? Are we condemned to joy? - Session 14: What lessons can we learn from the history of the Philosophy of Happiness?

SESSION 15 (LIVE IN-PERSON)

MIDTERM EXAM

More details about the format of the evaluation will be provided in class.

SESSIONS 16 - 17 (LIVE IN-PERSON)

Subjective, Objective Happiness, and Well-Being

Book Chapters: Robert Nozick: The Experience Machine (ced)

Article: John Kekes: Happiness (Mind , Jul., 1982, New Series, Vol. 91, No. 363 (Jul., 1982), pp. 358-376) (ced))

Description: Is Happiness "subjective" or "objective"? Or, can it be "both"? Can "subjective" happiness be measured? What about "objective" happiness? Can we measure happy well-adjusted people through "scientific facts" (brain observation)? Are biological and physical interpretations different from social constructions, psychological or ethical considerations of happiness?

Students are required to do the assigned readings & podcasts & videos etc., and answer a question or write a summary of the assigned homework etc. in the weekly discussion forum. More about the format of the asynchronous homework will be provided in class.

SESSIONS 18 - 19 (LIVE IN-PERSON)

For a Positive Psychology Revolution: in the Search of a Meaningful Life.

Book Chapters: S. Freud: Civilization and Its Discontent

Article: Are You Happy? (The New York Review of Books, April 3, 2008) (ced))

Article: Maslow's Hierarchy of Needs (Simply Psychology, April 04, 2022)

Description: Can the "emotional distress" be apprehended as a "clinical" problem and tackled through a healing approach (therapeia -gr.) only? Why are Freud and his disciples regarding suffering as a "medical condition", rather than considering it a paradoxical "human condition"?

SESSION 20 (ASYNCHRONOUS)

Loneliness and Depression in a All-Connected Virtual World? The Globalization of (Un)Happiness

Multimedia Material: David Fincher: The Social Network (2010) (Netflix)

Book Chapters: Artificial Intelligence's 'Black Box' Is Nothing to Fear (in Health Tech : The Apps and Gadgets Redefining Wellness; The New York Times Editorial Staff, 2018 (ced)

Book Chapters: Why Was This 3-Year-Old So Irritable, and What Was Wrong With Her Eye? The New York Times Editorial Staff, 2018 (ced)

Description: Scientific research seeks connections between depression and addictions linked to smart phones, Internet and Social Media. Is "virtual happiness" more tempting? Why?

Students are required to do the assigned readings & podcasts & videos etc., and answer a question or write a summary of the assigned homework etc. in the weekly discussion forum. More about the format of the asynchronous homework will be provided in class.

SESSIONS 21 - 22 (LIVE IN-PERSON)

'Mind fixers', 'Prozac Generations', and how Happiness became a "medical norm"? Antidepressants, Victims of (Un)happiness and the Market of Mental Health

Article: How does Big Pharma influence mental health? (Medium, Jun 21, 2019)

Multimedia Material: How Drug Companies Helped Shape A Shifting, Biological View Of Mental Illness (NPR, May 2, 2019)

Article: CDC: COVID-Related Anxiety, Depression Skyrockets in Young Adults (HartFord Healthcare, August 20, 2020)

Description: We will discuss the strain caused by medical treatment of the mental health drug market industry or how the industry of happiness works in an happy and unhappy world. Why do we need a "medical" foundation to deal with happiness today?

SESSIONS 23 - 24 (LIVE IN-PERSON)

Happiness as Political Dystopias. "Equal, free and happy": a(n) (im)possible pursuit of happiness for the "capitalist man" (K. Marx)

Multimedia Material: George Orwell's Animal Farm Animation (Full Movie) (Youtube)

Article: How to be happy in a Gulag: Lessons from Aleksandr Solzhenitsyn (Medium, Aug 24, 2017)

Working Paper: Christian Nash Beas García: Freedom and happiness.Sigmund Freud and Karl Marx, Final Project September 27, 2014 (St Diego State University)

Description: 20th century has started with the most ambitious radical political and philosophical agenda, and has ended dramatically: 100 million people have died from ideals of ultimate happiness.

SESSION 25 (ASYNCHRONOUS)

Music, Art and Pop culture, the American happiness industry. Civil Rights Movements in America: Freedom and the Pursuit of Happiness.

Article: The Happiness Movement: Pop Culture, Money, and Science (The Wood Word, October 7, 2010)

Article: De Tocqueville on the Pursuit of Happiness. (Harvard Ichthus, DECEMBER 27, 2010)

Working Paper: Draft of Chapter 111, "On Being a Good Neighbor (The Martin Luther King, Jr. Papers Project)

Description: Are Americans obsessed with the pursuit of happiness? Their economy, politics, social and religious identities are the inner fabric of this ambitious American Dream.

SESSIONS 26 - 27 (LIVE IN-PERSON)

Happiness and Multiculturalism. Who defines what?

Article: Sometimes Fantasy Works Cervantes, Kafka and the Value of Fantasy (Psychology Today, July 8, 2013)

Article: Love in the Time of Chivalry How Lothario got his bad name (Psychology Today, April 25, 2014)

Article: Positive Psychology, Ethnocentrism, and the Disguised Ideology of Individualism (THEORY & PSYCHOLOGY, VOL. 18(5): 563–589) (ced))

Article: Multiculturalism and the Promise of Happiness. (New Formations; Winter 2007/2008; 63) (ced))

Description: Positive Psychology is been criticized because of its eurocentric "simplistic" view on tackling happiness universally. Can the universality of human experience influence our scientific approach?

SESSIONS 28 - 29 (LIVE IN-PERSON)

What the history and art of living well could teach us? What could be more relevant than Happiness?

Book Chapters: From the Palaeolithic to the Present: Three Revolutions in the Global History of Happiness.

Multimedia Material: On Technology and Faith (TED)

Multimedia Material: The Psychology Of Pinocchio (Youtube)

Description: What can we learned from this course? Are the Sciences ("Technology", Medicine, etc.) and Humanities (Philosophy, Spiritualities, Politics, etc.) two antagonist views in the pursuit of happiness? Why individuals and societies aim to happiness?

SESSION 30 (LIVE IN-PERSON)

FIINAL EXAM

EVALUATION CRITERIA

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.)

criteria	percentage	Learning Objectives	Comments
Final evaluation	30 %		
Midterm evaluation	30 %		
Continuous assessment	20 %		
Preparation and participation	20 %		

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 20%, they will have to enroll again in the course the following year.

· Students who do not comply with the 80% 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.

For your retake you need to contact the professor as soon as you are aware of your status. You and the teacher will discuss together about the conditions of your retake. For instance, you might be asked to submit all the work you have failed during the course or to write an academic essay on a topic you need to agree with your teacher, etc..

BIBLIOGRAPHY

Compulsory

- Darrin McMahon. (2006). *Happiness: A History.* Reprint edición. Grove Press. ISBN 9780802142894 (Printed)

Recommended

- Illich, Ivan. *Medical Nemesis: The Expropriation of Health.* PANTHEON BOOKS. ISBN 0714510963 (Printed)

- Raymond A. Belliotti. *Happiness is Overrated..* Rowman Littlefield. ISBN

0742533621 (Digital)

 - Jonathan Haidt.. *The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom.* Basic Books. ISBN 9780465028 (Printed)
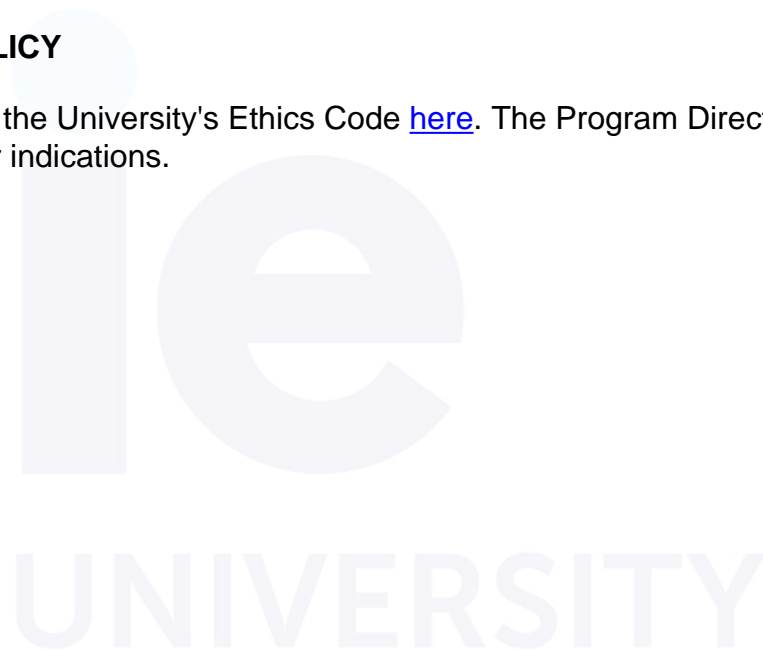
BEHAVIOR RULES

Please, check the University's Code of Conduct [here](). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](). The Program Director may provide further indications.

IE HUMANITIES

IE-IMPACT IE-IMPACT SEP-2023 IEHN6OB-IE-IMPACT.1.M.Identity

Area Humanities
Number of sessions: 30
Academic year: 23-24
Degree course: FIRST
Number of credits: 6.0
Semester: 2º
Category: COMPULSORY
Language: English

Professor: **ARIADNE MARIA FERRO BAJUELO**

E-mail: aferro@faculty.ie.edu

Agent of Reflection in Higher Education | Inclusion and Intercultural Facilitator | Ikigai-Focused ADHD Coach and Educator | Lover of Learning

Dr. Ariadne María Ferro Bajuelo is an adjunct professor at IE University. She has experience teaching courses at the University of Florida, University of Central Florida, NYU Madrid, Universidad de Alcalá -Alcalingua, and Syracuse University Madrid. Her previous research examines languages in contact, in particular, Spanglish as it is spoken by Cuban U.S. Americans in South Florida. She is an intercultural and inclusion facilitator, an Intercultural Development Inventory (IDI) Qualified Administrator, and has facilitated trainings on topics related to ikigai and interculturality, cross-cultural intelligence, inclusion, and critical thinking. Dr. Ferro also participated in the design and delivery of Coursera's *Diversity with Inclusion in Organizations MOOC*.

She received her M.A. from the University of Florida, her Ph.D. from Universidad de Alcalá, and her M.Ed. in Intercultural Education from the UNED. She is also a certified ADHD coach and a board-certified ADHD educator who coaches clients through her consultancy, The Zunzún. When she's not in the classroom, Dr. Ferro enjoys spending time with her kids, watching British detective shows, reading and learning, eating Cuban food, and planning her next visit back to South Florida to visit her family.

Office Hours

Office hours will be on request. Please contact at:

aferro@faculty.ie.edu

SUBJECT DESCRIPTION

IDENTITY, INTERCULTURALITY, AND POP CULTURE

In a world of conflict and polarization, intercultural competence is essential to relationships, team work, and bridge building. However, before embarking on any sort of intercultural work, we must first understand our identities and how these impact and inform the way we perceive and interpret our experiences and our interactions with others. In the process of this journey, we will also learn about ourselves and how we are shaped by culture, positions of power and forms of inclusion and exclusion. Reflection upon oneself as a cultural being is an important aspect of interculturality. In our exploration in this class, we will leave our comfort zone and enter a learning zone of new insights, perspectives, and actions. We will use popular culture as a lens through which we'll unpack how the concepts of identity, representation, and interculturality are transmitted in the communities with which we feel the most familiar or with which we have the most contact.

Through readings, viewings, writings, and discussions both in and out of the classroom, we will engage with these ideas to gain a clearer understanding of our own values and the role pop culture has played in shaping them. We'll consider the role of popular culture in intercultural communication, and we'll develop a more critical lens of what media we consume and the social identities that are defined and represented in them using established intercultural frameworks.

IE IMPACT- HUMANITIES is the first Pillar course in the IE Impact Learning Journey.

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and knowledge we at IE University believe our future graduates need to develop into leaders of positive change.

IE IMPACT includes three "pillar courses": the Humanities, Technology and Entrepreneurship. It culminates in a fourth, hands-on course called the IE Challenge, whose design embodies IE's value of Diversity and its commitment to Sustainability.

The IE Impact Learning Journey aims to help IEU students transform into leaders of positive change by developing:

- humanistic approaches to interpersonal relations, decision-making and critical thinking;
- familiarity with the technologies that are applied to solve some of the world's greatest challenges, as well as understanding the implications of applying such technologies;
- entrepreneurial mindsets, know-how, and skills to identify and solve problems worth solving, and to create validated business models that enable solutions to be enduring and scalable;
- a curiosity and an awareness about how sustainability-driven enterprises are sources of positive change; and
- adaptive leadership skills, as well as personal and team-based skills to foster innovation through diversity.

LEARNING 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.

TEACHING METHODOLOGY

The course will be taught using IE's Liquid Learning methodology, combining three essential elements for a complete and dynamic learning experience: synchronous, asynchronous, and individual inquiry and discovery. Synchronous interaction is learning that happens in live, in real time. Asynchronous interaction and individual inquiry and discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

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Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
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Group work	13.33 %	20.0 hours
Individual studying	26.67 %	40.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

The following program is tentative. Although we will cover all the listed topics, the selected readings, activities, and pace of the class depends on group performance. All readings will be listed in the corresponding section and will be available on Campus Online.

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SESSIONS 1 - 2 (LIVE IN-PERSON)

Topics:

- Introduction to the course: objectives, contents, schedule, and evaluation
- Identity

Homework for next class:
Readings in sessions' homework folder
Prepare one handwritten page of notes on A4 paper for reading quiz 1

SESSIONS 3 - 4 (LIVE IN-PERSON)

Topics:

- Reading quiz 1
- What is culture?
- Analogies of culture

- Intercultural frameworks
- Culture and meaning-making

Homework for next session:

- Reading in session's homework folder
- Self-reflection 1 uploaded to Feedback Fruits

SESSION 5 (ASYNCHRONOUS)

Topics:

- Reading quiz 2
- Applying the IPM
- Peer review 1 in Feedback Fruits

Homework for next session:

- Reading in session's homework folder
- Upload final self-reflection 1 to Turnitin

SESSIONS 6 - 7 (LIVE ONLINE)

Topics:

- Reading quiz 3
- Deeper dive – culture
- What is popular culture?
- Intercultural Praxis Model

Homework for the next session:
Readings in session's homework folder

SESSIONS 8 - 9 (LIVE IN-PERSON)

Topics:

- Reading quiz 4
- Deeper dive – pop culture
- Representation

Homework for the next session:

- Readings in the session's homework folder
- Self-reflection 2 uploaded to Feedback Fruits

SESSION 10 (ASYNCHRONOUS)

Topics:

- Pop culture messaging and resistance
- Peer review 2 in Feedback Fruits

Homework for the next session:

- Culture jam compilation and analysis
- Readings in the session's homework folder
- Upload final self-reflection 2 to TurnitIn

SESSIONS 11 - 12 (LIVE IN-PERSON)

Topics:

- Reading quiz 5
- Pop culture and race
- Group research of non-western pop culture and race

Homework for the next session:

- Readings in the session's homework folder
- Final upload of group research topic

SESSIONS 13 - 14 (LIVE IN-PERSON)

Topics:

- Reading quiz 6
- Pop culture, classism, and ageism
- Creation of midterm question bank

Homework for next session:

- Study for midterm exam
- Be sure to bring a laptop for the midterm (tablets and phones cannot be used)

SESSION 15 (LIVE IN-PERSON)

Midterm exam

Homework for the next session:

- Readings in the session's homework folder

SESSIONS 16 - 17 (LIVE IN-PERSON)

Topics:

- Reading quiz 7
- Pop culture and gender
- Group research of non-western pop culture and class, age, and gender

Homework for the next session:

- Readings in the session's homework folder
- Final upload of the group's research topic

SESSIONS 18 - 19 (LIVE IN-PERSON)

Topics:

- Reading quiz 8
- Pop culture and sexuality
- Group research of non-western pop culture and race

Homework:

- Readings in sessions' homework folder
- Final upload of group's research topic

- Self-reflection 3 uploaded to Feedback Fruits

SESSION 20 (ASYNCHRONOUS)

EXPERIENTIAL ACTIVITY: TBD

- Peer review 3 to Feedback Fruits

Homework for the next session:

- Readings in the session's homework folder
- Upload final self-reflection 3 to TurnitIn

SESSIONS 21 - 22 (LIVE IN-PERSON)

Topics:

- Reading quiz 9
- Pop culture and disability
- Group research of non-western pop culture and disability

Homework for the next session

- Readings in sessions' homework folder
- Final upload of group's research topic

SESSIONS 23 - 24 (LIVE IN-PERSON)

Topics:

- Reading quiz 10
- Pop culture and visual media
- General review of concepts
- Begin general analysis of non-western pop culture and western pop culture along with IPM

Homework for the next session:

- Readings in sessions' homework folder

SESSION 25 (ASYNCHRONOUS)

Topic:

Preparing for the group project

SESSIONS 26 - 27 (LIVE IN-PERSON)

Topic:

- Pop culture and social media(from Social Media Freaks)
- General review of course concepts
- Group research of non-western social media and social identities

Homework for the next session:

- Turn in distribution of roles checklist
- Submission of final paper outline in Feedback Fruits

SESSIONS 28 - 29 (LIVE IN-PERSON)

Topic:

- Peer review of final research paper outline
- Lab
- Feedback session

Presentation of final research

SESSION 30 (LIVE IN-PERSON)

Topic:

- Peer review of final research paper outline
- Lab
- Feedback session

Presentation of final research

EVALUATION CRITERIA

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*)

Preparation and participation:

- Positive engagement (5%)
- Group assignments and peer reviews (10%)
- Self-evaluation of participation (5%)

Continuous assessment:

- 10 reading quizzes, of which the lowest four grades will be dropped. There will be no make-ups for missed quizzes, regardless of the reason. (5%)
- Three self-reflection essays (15%)

Midterm exam:

  - Submission of review questions and answers (10%)
  - Exam (20%)

Final evaluation:

  - Group research and outline (10%)
  - Individual peer review of final paper (10%)
  - Individual contribution (10%)

criteria	percentage	Learning Objectives	Comments
Preparation and Participation	20 %		
Midterm evaluation	30 %		
Final evaluation	30 %		
Continuous assessment	20 %		

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 20%, they will have to enroll again in the course the following year.

  - Students who do not comply with the 80% 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 will need to write a five-page paper (excluding title page and reference), in APA 7 on a topic related to the course and to be approved by the professor.

BIBLIOGRAPHY

Recommended

 - Kidd, Dustin. (2018). *Pop Culture Freaks: Identity, Mass Media, and Society.* 2nd. Routledge. ISBN 9780813350875 (Digital)

BEHAVIOR RULES

Please, check the University's Code of Conduct here. The Program Director may provide further indications.

OTHER INFORMATION

Technology in the Classroom - The course does not require the regular use of laptops or other electronic devices unless I explicitly require devices for an assignment. I encourage you to take notes by hand to internalize learning. If you are caught using the laptop inappropriately during class, I will give you a warning. If you get caught a second time, you will be kicked out of the classroom and marked as absent for that day. I am very strict about this. The use of mobile phones will not be permitted under any circumstances during this course.

Assignments – I understand unexpected circumstances may occur, and it is impossible to prepare in advance for everything that life throws at you. For this reason, I will grant each student a 24-hour grace period on ONE assignment (except the midterm and the final) during the course of the semester. For all other late assignments, your grade will drop 5% each day that it is late for a maximum of two days.

Attendance – Attendance at all scheduled classes is mandatory and essential for success in the course. Missing more than 30% of class sessions will result in an automatic fail of the course. If you miss class for any reason, you are responsible for getting notes from classmates and for reviewing Blackboard. Attendance is not just about showing up, it is about being an active listener and contributor to class discussion. Please come to class on time, with questions and opinions about the readings and lectures. If you arrive more than five minutes after class begins, you will be marked absent. I will ask students who do not come to class prepared to be active and engaged to leave the classroom. These students will be marked as absent.

Office Hours – I do not have set office hours. If you would like to speak with me, we can can email (aferro@faculty.ie.edu) or you can request an appointment for an online chat. I like getting to know my students, so consider this an open invitation to chat about anything or nothing in particular; it is also an important part of how I can be a better facilitator! Furthermore, these meetings are a particularly useful time to discuss your work and my feedback on it. If you do not understand how you are being evaluated, it is your right and responsibility to come to talk to me about it. I will answer emails received during the workweek within 24-48 hours, but if you write me after 5 pm on Friday, I will respond on Monday morning.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here]. The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here]. The Program Director may provide further indications.

IE HUMANITIES

IE-IMPACT IE-IMPACT SEP-2023 IEHN6OB-IE-IMPACT.1.M.Image

Area Humanities
Number of sessions: 30
Academic year: 23-24
Degree course: FIRST
Number of credits: 6.0
Semester: 2º
Category: COMPULSORY
Language: English

Professor: **CRISTINA NUALART**

E-mail: cnualart@faculty.ie.edu

CRISTINA NUALART

Cristina Nualart loves how pictures can make us chuckle, get angry or feel sympathetic. She 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 (Complutense University Madrid), and VASDiV (funded by agrant from the Art and Humanities Research Council/GCRF, UK). In Spain, she has developed courses for Casa Asia, and collaborated with 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.

Office Hours

Office hours will be on request. Please contact at:

Request appointments after class or via email.

SUBJECT DESCRIPTION

IMAGE, ART and POWER

Visual culture links to power systems, either by transmitting or perpetuating dominant structures, or by questioning and attempting to subvert them. Consider, for example, the use of imagery as a soft power tool for public diplomacy, or the visual activism of the Black Power movement. To understand how visual imagery can be used to support power, we must also understand what systems of power exist within the constructs of art and visual studies. Our aim is to explore how cultural production shapes our understanding of social dynamics, through our collective interpretation of visual art, photojournalism, films, fashion, architecture and media imagery.

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 imagery all around us. The learning process includes some image-based tasks (no drawing skills required) in addition to written work designed to deepen the understanding of the theories discussed. Thinking through different geographical and chronological environments will strengthen historical knowledge and provide tools for building richer intercultural connections.

IE Impact

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students, and has the mission to foster the skills, mindsets, and toolsets we believe everyone needs to develop to become innovative problem solvers who lead positive change. The IE IMPACT learning journey aims to help IEU students to develop some of IE's core values through three "pillar courses":

Humanities – in this first pillar, you choose the course topic that most resonates or interests you; you learn about yourself and about others; and you begin your development in the humanities – a core value of IEU – as a critical thinker;

Technology – in this pillar, you take a course that aims to familiarize you with some of the technologies that have had the greatest impact on society or that have been applied for positive impact related to sustainability; it is also aimed at challenging you to break down mental barriers to technology and help you understand technological innovation by using technology to build a solution to a problem; and

Entrepreneurship – this pillar represents another of IEU's core values, which is often misunderstood as a subject to start a business; in the IE Impact, entrepreneurship is the value of learning how to identify a problem, how to build a solution that can provide the most value to those who experience it and how to create a recurring system that allows that solution to be offered at scale so that you can achieve the greatest positive impact.

The fourth and final course of the IE Impact is the IE Challenge, where students choose a course option and apply all they have learned to real-world challenges. They work as Innovation Consultants or Entrepreneurs, and their challenges lead them to deepen their knowledge of problems related to the sustainability of People, Planet and Prosperity as per the Sustainable Development Goals and the UN's 2030 Agenda.

LEARNING OBJECTIVES

Students with regular attendance who actively participate in class will strengthen these skills:

- 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:

- Become conversant in basic notions of visual culture, its practices and methodologies.
- Critically interpret artistic creations and other visual products.
- Gain knowledge of the role of imagery in different contexts.
- Be familiar with intellectual debates on the uses and power of art in society.

TEACHING 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 live, in real-time. Asynchronous interaction and individual inquiry and discovery are learning experiences that happen outside the classroom, using collaboration tools and digital platforms

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35.0 hours
Discussions	20.0 %	30.0 hours
Exercises in class, Asynchronous sessions, Field Work	16.67 %	25.0 hours
Group work	13.33 %	20.0 hours
Individual studying	26.67 %	40.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

NOTE:

Readings in the syllabus are subject to change. Required texts will be made available on Blackboard or via IE Library. Students are welcome to propose alternative sources, in particular of relevant texts in minority languages that are not available in English.

SESSIONS 1 - 2 (LIVE IN-PERSON)

COURSE INTRODUCTION

A conversation on visual studies and representations of power.

SESSIONS 3 - 4 (LIVE IN-PERSON)

SEMIOTICS, FASHION and INDIVIDUALITY

We begin with that is which is closest to us: our clothes. 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, for example, reflecting on the place that individuals occupy in shared social spaces. How does personal appearance incorporate semiotic messages? Think of selfies, dress styles, traditional costumes, tattoos or cosmetic technologies. What are the elements of transgression, for fitting in and belonging, for identity formation?

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

Book Chapters: "Hermstory", chapter 5 in: The Feminism and Visual Culture Reader, edited by Amelia Jones, 2010 (available at IE Library)

SESSION 5 (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".

* All asynchronous sessions require students to complete a task that counts towards their Continuous Evaluation grade.

SESSIONS 6 - 7 (LIVE IN-PERSON)

VISUAL CULTURE

We introduce "visual elements" as tools of analysis, and continue discussing art (and who/what makes art) and power.

Video: Ways of Seeing (watch episodes 1 to 4) (Youtube)

Book Chapters: John Berger: Ways of Seeing (available at IE Library)

SESSIONS 8 - 9 (LIVE IN-PERSON)

IMAGE ETHICS

An introduction to ethical debates on intellectual property, the creation and use of images, and image rights.

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

SESSION 10 (ASYNCHRONOUS)

Cultural Mediation

Cultural Mediation is a practice that many museums now use to involve the audiences in dialogue with visual experiences. Students will attend one of the events held in nearby museums or online, from a suggested list (details explained in previous class, and on Blackboard).

* All asynchronous sessions require students to complete a task that counts towards their Continuous Evaluation grade.

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

SESSIONS 11 - 12 (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.

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

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

SESSIONS 13 - 14 (LIVE IN-PERSON)

ARCHITECTURE and URBAN LIFE

Urban planning and the design of landscapes, buildings, monuments, and even islands or objects in outer space, affect the image we have of out environment, and our agency within it. Images of these spaces also include recordings created for public surveillance (a good reason to review the notion of "image ethics").

One group of students will read a chapter from Jane Jacobs's key book *The Death and Life of Great American Cities* (1961), helpful to rethink contemporary urban problems and possibilities. Another group of students will read a chapter from *The Language of Houses*, by Alison Lurie (2014).

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 (available at IE Library)

Book Chapters: "People Who Can't Afford to Live Here Should Move Somewhere Else", in: If You Lived Here: The City in Art, Theory, and Social Activism, by Martha Rosler, 1999

Book Chapters: The Death and Life of Great American Cities (available at IE Library)

Book Chapters: The language of houses: how buildings speak to us (2014) (available at IE Library)

SESSION 15 (LIVE IN-PERSON)

- MIDTERM -

Single session assessment.

SESSIONS 16 - 17 (LIVE IN-PERSON)

GREY / SILVER

In this second part of the course, we explore visual culture themed by colours. A variety of visual media will be discussed. Students are invited to recall images that they associate with the colour.

Book Chapters: "White People Should Figure Out How to Get Rid of White Privilege", chapter 4 in: White Privilege, 2019 (CED)

Book Chapters: "What is Curatorial Activism?"

SESSIONS 18 - 19 (LIVE IN-PERSON)

GOLD

We explore visual culture themed by colours. A variety of visual media will be discussed. Students are invited to recall images that they associate with the colour.

Book Chapters: "Under the Shadow: Problems in Museum Development in Asia", in: Contemporary Asian Art and Exhibitions: Connectivities and World-making, edited by: Michelle Antoinette & Caroline Turner, 2014 (ced)

SESSION 20 (ASYNCHRONOUS)

Visual Anthropology

This session you will familiaze yourself with visual anthropology and photo-essays.

All asynchronous sessions require students to complete a task that counts towards their Continuous Evaluation grade.

SESSIONS 21 - 22 (LIVE IN-PERSON)

GREEN

We explore visual culture themed by colours. A variety of visual media will be discussed. Students are invited to recall images that they associate with the colour.

SESSIONS 23 - 24 (LIVE IN-PERSON)

RED

We explore visual culture themed by colours. A variety of visual media will be discussed. Students are invited to recall images that they associate with the colour.

Book Chapters: Susan SONTAG: On Photography (available at IE Library)

Book Chapters: Susan SONTAG: Regarding the Pain of Others (available at IE Library)

SESSION 25 (ASYNCHRONOUS)

Visual experiences in writing

How are written reviews of film and art exhibitions constructed? Which magazines publish them? What makes a good exhibition review? In addition to the set reading, 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, and put them into practice.

All asynchronous sessions require students to complete a task that counts towards their Continuous Evaluation grade.

Book Chapters: Chapters: "How to Substantiate Your Ideas" and "Practical How To's", in: How to write about contemporary art, 2014 (available at IE Library)

SESSIONS 26 - 27 (LIVE IN-PERSON)

PINK / PURPLE

We explore visual culture themed by colours. A variety of visual media will be discussed. Students are invited to recall images that they associate with the colour.

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

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 (CED)

Video: Tom of Finland (2017)

SESSIONS 28 - 29 (LIVE IN-PERSON)

BLUE

We explore visual culture themed by colours. A variety of visual media will be discussed. Students are invited to recall images that they associate with the colour.

Book Chapters: Chapter "The Film Age", in: The Social History of Art, Vol. 4., 1999 (available at IE Library)

SESSION 30 (LIVE IN-PERSON)

Course wrap up and closure.

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. Submissions that do not comply with the assessment requirements, submission procedures and deadlines will be rejected.

criteria	percentage	Learning Objectives	Comments
Class Participation	20 %		Preparation and participation
Individual Work	20 %		Continuous assessment
Intermediate Tests	30 %		Midterm
Final Exam	30 %		Final evaluation

RE-SIT / RE-TAKE POLICY

EVAUATION CRITERIA

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

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 20% of the classes. If they miss over 20%, they will have to enroll again in the course the following year. Students who do not comply with the 80% 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, additional essay or exam tailored to ensure the individual student has a good comprehension of the course content, and can demonstrate the skills and capacities specified in the course aims.

BIBLIOGRAPHY
Recommended

 - John Berger. (2008). *Ways of seeing.* Penguin Books. ISBN 9780141035796 (Printed)
 - James Elkins. (2000). *How to use your eyes.* Routledge. ISBN 9781135961602 (Printed)
 - Arnold Hauser. (1999). *The social history of art / 4, Naturalism, impressionism, the film age..* 3rd edition. Routledge. ISBN 9780415199483 (Printed)
 - Jane Jacobs. (2011). *The death and life of great American cities.* Anniversary edición. New York : Modern Library. ISBN 9780679644330 (Printed)
 - Amelia Jones. (2006). *A companion to contemporary art since 1945.* Oxford : Blackwell Pub.. ISBN 9781405107945 (Printed)
 - Amelia Jones. (2010). *The feminism and visual culture reader.* 2nd Edition. Routledge. ISBN 9780415543705 (Printed)

 - James Laver. (2020). *Costume and Fashion.* Thames Hudson Ltd. ISBN 9780500204498 (Printed)
 - Alison Lurie, Karen Sung. (2015). *The language of houses : how buildings speak to us.* Reprint edición. Delphinium Books. ISBN 9781883285661 (Printed)
 - Maura Reilly, Lucy R Lippard. (2021). *Curatorial activism : towards an ethics of curating.* 1st published, repr.. Thames & Hudson. ISBN 9780500239704 (Printed)
 - Martha RoslerBrian Wallis 1953-Dia Art Foundation.. (1998). *If you lived here : the city in art, theory, and social activism.* New Press. ISBN 9781565844988 (Printed)
 - Susan Sontag. (2001). *On photography.* New York : Picador USA : Farrar, Straus and Giroux. ISBN 9781429957113 (Printed)
 - Susan Sontag. (2004). *Regarding the pain of others.* First Picador edition.. New York : Picador. ISBN 9781466853577 (Printed)
 - Gilda Williams. (2019). *How to write about contemporary art.* Reprint. Thames & Hudson. ISBN 9780500291573 (Printed)

BEHAVIOR RULES

Please, check the University's Code of Conduct here. The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy here. The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code here. The Program Director may provide further indications.

19th October 2023

IE HUMANITIES

IE-IMPACT IE-IMPACT SEP-2023 IEHN6OB-IE-IMPACT.1.M.Life

Area Humanities

Number of sessions: 30

Academic year: 23-24

Degree course: FIRST

Number of credits: 6.0

Semester: 2º

Category: COMPULSORY

Language: English

Professor: **GABRIEL MARIN**

E-mail: gabrielm@faculty.ie.edu

GABRIEL MARIN

Gabriel Marin received his PhD in History from the University of Laval (Quebec City), and has been teaching at Royal Military College (Kingston), Ottawa and Carleton Universities, Canada. He is interested in Intellectual History, Historiography and Nostalgias, publishing a book in 2013 at L'Harmattan, Paris, about the relationship between national memory construction and school teaching during and in the aftermath of the totalitarian political regimes.

As a postdoctoral researcher (2010-2014), Gabriel Marin continued his work bringing a comparative analysis of history and literature textbooks in Romania, France, Canada, and the US, written and taught during the Cold War period (his second book is currently under press).

As a Social Sciences Research Council fellow (2007-2008), he was interested about the immigrant nostalgias, approaching taxi-drivers, migrant workforce and ethnic business. He worked and traveled in the US and Canada with Eastern European and Latin American immigrant truck-drivers having fled communism and war.

In addition, Gabriel Marin holds a MA in Social Work at the University of Ottawa, founding Canadian Association of Alternatives in Therapy, and working on depression, intercultural counseling, and spirituality in migrant psychotherapeutic settings. Gabriel Marin also lived, worked and studied in Romania, France, Hungary, and Russian Federation.

Office Hours

Office hours will be on request. Please contact at:

gabrielm@faculty.ie.edu

SUBJECT DESCRIPTION

THE ART OF LIVING WELL: FROM ANCIENT TRADITIONS TO ARTIFICIAL INTELLIGENCE

What does it mean "to live a good life"? Are we more or less happy nowadays than we have been in the past? Furthermore, with the strong belief of today/tomorrow's "unprecedented" advancement of human practical knowledge, new technologies and scientific discoveries, do you think we will be living a better or less good life in the future?

The first part of the class (up to the mid-term exam) will be focused more or less on the "past' and the intellectual history of the idea of happiness will be comparatively explored: our journey will be mainly philosophical, ethical, theological and on other Western and non-Western cultural traditions.

The second part of the course will examine the meaning of happiness from more a present and future perspective. Other disciplines such as health sciences, psychology, high tech industry, artificial intelligence, marketing and global economy will be investigated for what these can tell us about how challenging it might be to apprehend the art of living well for tomorrow.

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and toolsets we believe everyone needs to develop to become innovative problem solvers who lead positive change.

The IE IMPACT learning journey aims to help IEU students to develop some of IE's core values through three "pillar courses":

·Humanities – in this first pillar, you choose the course topic that most resonates or interests you; you learn about yourself and about others; and you begin your development in the humanities – a core value of IEU – as a critical thinker;

·Technology – in this pillar, you take a course that aims to familiarize you with some of the technologies that have had the greatest impact on society or that have been applied for positive impact related to sustainability; it is also aimed at challenging you to break down mental barriers to technology and help you understand technological innovation by using technology to build a solution to a problem; and

·Entrepreneurship – this pillar represents another of IEU's core values, which is often misunderstood as a subject to start a business; in the IE Impact, entrepreneurship is the value of learning how to identify a problem, how to build a solution that can provide the most value to those who experience it and how to create a recurring system that allows that solution to be offered at scale so that you can achieve the greatest positive impact.

The fourth and final course of the IE Impact is the IE Challenge, the culmination of the IE Impact learning journey. Students in the IE Challenge choose a course option and apply all they have learned to real-world challenges. They work as Innovation Consultants or Entrepreneurs and their challenges lead them to deepen their knowledge of problems related to the sustainability of People, Planet and Prosperity as per the Sustainable Development Goals and the UN's 2030 Agenda.

LEARNING OBJECTIVES

This course, **The Art of Living Well: From Ancient Traditions to Artificial Intelligence**, is an extremely rich subject of inquiry and we cannot be so ambitious as to try to cover every aspect of this term. However, the objectives of this course inlcude:

-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.

TEACHING 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. Asynchronous interaction and individual inquiry and discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35.0 hours
Discussions	23.33 %	35.0 hours
Exercises in class, Asynchronous sessions, Field Work	16.67 %	25.0 hours
Group work	16.67 %	25.0 hours
Individual studying	20.0 %	30.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction to the idea of happiness, its varied meanings and its understanding in different cultures. We will learn about the "European" origin of the discourse on living well: Plato and Aristotle (eudaimonia and virtues).

Book Chapters: Plato: The Republic (ced)

Book Chapters: Aristotle: Nicomachean Ethics (ced)

Description: Session 1. Course introduction. General discussion of the idea of happiness and why it interests us today. Session 2. Greek Antiquity: happiness and virtues. Plato and Aristotle as two thinkers that have shaped the European discourse on happiness, how we understand it, think about it, and how it had determined how we think is the meaning of life.

SESSIONS 3 - 4 (LIVE IN-PERSON)

Hedonism and Stoicism; the Philosophy of Happiness in Classical Greek and Roman Antiquity

Book Chapters: Epicurus: Letter to Menoeceus (ced)

Book Chapters: Seneca: Of a happy life. (De Vita Beata) (ced)

Description: Two views of happiness, Epicureanism and Stoicism. These two views are attached to the notion of (un)happiness during Greek Antiquity and Roman times. We will address question such as "virtuous" and "rational" life far from "emotions". Is "pleasure" the highest form of good that one can experience and the only mean to minimize "pain" and "suffering"? Are Epicureans and Stoics "incompatible"? What is the context and historical origins (individual, social) of these two views? What lessons can we draw from them today?

SESSION 5 (ASYNCHRONOUS)

Asia, Latin America and Sufism on Happiness, yesterday and today.

Article: Mohsen Joshanloo: Eastern Conceptualizations of Happiness: Fundamental Differences with Western Views (J Happiness Stud (2014) 15:475–493) (ced)

Article: Sebastian Purcell: What the Aztecs can teach us about Happiness & the Good Life (AEON, 11 November 2016)

Article: Buddha and Happiness (Pursuit of Happiness)

Description: Is happiness a European product only? Do we fully understand what a "happy" life looks like for others? This session offers an overview of the history of this idea, and its symbolism in the culture and spiritual life of non-Europeans.

Students are required to do the assigned readings & podcasts & videos etc.,and answer a question or write a summary of the assigned homework etc. in the weekly discussion forum. More about the format of the asynchronous homework will be provided in class.

SESSIONS 6 - 7 (LIVE IN-PERSON)

Beatific Happiness, Western and Eastern Christianity and the Theology of Happiness.

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

Book Chapters: St. Thomas Aquinas: Summa Theologica (ced)

Article: Pleasure in Epicurean and Christian orthodox conceptions of happiness (South African Journal of Philosophy 2014: xx–xx) (ced)

Description: This session will explore the Judeo-Christianity understanding of happiness as it displays: loaded with the eudaimonic heritage of the ancient Greek philosophy, and the new eucharistic perspective as praxis of God's transcendence and revelation.

SESSIONS 8 - 9 (LIVE IN-PERSON)

Common Happiness and the Right to Happiness: The Enlightenment and the Pursuit of Happiness.

Book Chapters: Montesquieu: My Thoughts (selections). (ced)

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

Article: David Hume: The Four Essays on Human Life and on Happiness (OUDCE Hilary Term 2017) (ced)

Description: If the pursuit of happiness is as old as history itself, the Enlightenment introduced a new perspective on the subject, based on the advancement of the concept of reason. The philosophical, political, and scientific discourse shaped the foundation of modernity, including the birth of the Nation-State and its duty to achieve an ultimate goal: universal happiness.

SESSION 10 (ASYNCHRONOUS)

Utilitarianism or "normative ethics": the "right" and "wrong" actions that will bring you a happy life.

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

Book Chapters: John Stuart Mill: Utilitarianism.Chapter II. What Utilitarism is (ced)

Video: The Man, The Boy & The Donkey (Youtube)

Description: Utilitarianism is been regarded as one of the most persuasive philosophical approaches in the Anglo-Saxon 19th century world. It was endorsed by protestants and free capitalist market model thinkers. How has utilitarianism influenced social welfare policies on happiness since? What's about today's challenges?

Students are required to do the assigned readings & podcasts & videos etc.,and answer a question or write a summary of the assigned homework etc. in the weekly discussion forum. More about the format of the asynchronous homework will be provided in class.

SESSIONS 11 - 12 (LIVE IN-PERSON)

The Human Conquest of Happiness: Schopenhauer and Nietzsche

Book Chapters: The essays of Arthur Schopenhauer. The art of controversy (ced)

Video: Philosophy: A Guide to Happiness – Nietzsche on Hardship (Youtube)

Description: Is happiness an illusionary escape from suffering (a "prison" for Schopenhauer, a "dialectical burden of resistance" for Nietzsche)? Is it an escape from individual self-education, self-determination and a new kind of commitment for an Übermensch (Over-Human) after "the death of God"? Can such "ascetic" endeavor be practiced today?

SESSIONS 13 - 14 (LIVE IN-PERSON)

Existentialism: Søren Kierkegaard, Albert Camus, Jean Paul Sartre

Other / Complementary Documentation: Kierkegaard, Soren: The Concept of Anxiety

Article: A Life Worth Living: Albert Camus on Our Search for Meaning and Why Happiness Is Our Moral Obligation (The Maginalian)

Article: On Sartre: Can Existentialists be Happy? Authentic Life, Authentic Happiness (Science, Religion and Culture, 6(1): 122-129.)

Description: In line with Schopenhauer and Nietzsche, the existentialists have sought to answer the question of (un)happiness as an interlocked quest into the nature of human condition and ontology.

SESSION 15 (LIVE IN-PERSON)

MIDTERM EXAM

More details about the format of the evaluation will be provided in class.

SESSIONS 16 - 17 (LIVE IN-PERSON)

Subjective, Objective Happiness, and Well-Being

Book Chapters: Robert Nozick: The Experience Machine (ced)

Article: John Kekes: Happiness (Mind , Jul., 1982, New Series, Vol. 91, No. 363 (Jul., 1982), pp. 358-376) (ced)

Description: Is Happiness "subjective" or "objective"? Or, can it be "both"? Can "subjective" happiness be measured? What about "objective" happiness? Can we measure happy well-adjusted people through "scientific facts" (brain observation)? Are biological and physical interpretations different from social constructions, psychological or ethical considerations of happiness?

Students are required to do the assigned readings & podcasts & videos etc., and answer a question or write a summary of the assigned homework etc. in the weekly discussion forum. More about the format of the asynchronous homework will be provided in class.

SESSIONS 18 - 19 (LIVE IN-PERSON)

For a Positive Psychology Revolution: in the Search of a Meaningful Life.

Book Chapters: S. Freud: Civilization and Its Discontent

Article: Are You Happy? (The New York Review of Books, April 3, 2008) (ced)

Article: Maslow's Hierarchy of Needs (Simply Psychology, April 04, 2022)

Description: Can the "emotional distress" be apprehended as a "clinical" problem and tackled through a healing approach (therapeia -gr.) only? Why are Freud and his disciples regarding suffering as a "medical condition", rather than considering it a paradoxical "human condition"?

SESSION 20 (ASYNCHRONOUS)

Loneliness and Depression in a All-Connected Virtual World? The Globalization of (Un)Happiness

Video: David Fincher: The Social Network (2010) (Netflix)

Book Chapters: Artificial Intelligence's 'Black Box' Is Nothing to Fear (in Health Tech : The Apps and Gadgets Redefining Wellness; The New York Times Editorial Staff, 2018 (ced)

Book Chapters: Why Was This 3-Year-Old So Irritable, and What Was Wrong With Her Eye? The New York Times Editorial Staff, 2018 (ced)

Description: Scientific research seeks connections between depression and addictions linked to smart phones, Internet and Social Media. Is "virtual happiness" more tempting? Why?

Students are required to do the assigned readings & podcasts & videos etc., and answer a question or write a summary of the assigned homework etc. in the weekly discussion forum. More about the format of the asynchronous homework will be provided in class.

SESSIONS 21 - 22 (LIVE IN-PERSON)

'Mind fixers', 'Prozac Generations', and how Happiness became a "medical norm"? Antidepressants, Victims of (Un)happiness and the Market of Mental Health

Article: How does Big Pharma influence mental health? (Medium, Jun 21, 2019)

Podcast: How Drug Companies Helped Shape A Shifting, Biological View Of Mental Illness (NPR, May 2, 2019)

Article: CDC: COVID-Related Anxiety, Depression Skyrockets in Young Adults (HartFord Healthcare, August 20, 2020)

Description: We will discuss the strain caused by medical treatment of the mental health drug market industry or how the industry of happiness works in an happy and unhappy world. Why do we need a "medical" foundation to deal with happiness today?

SESSIONS 23 - 24 (LIVE IN-PERSON)

Happiness as Political Dystopias. "Equal, free and happy": a(n) (im)possible pursuit of happiness for the "capitalist man" (K. Marx)

Video: George Orwell's Animal Farm Animation (Full Movie) (Youtube)

Article: How to be happy in a Gulag: Lessons from Aleksandr Solzhenitsyn (Medium, Aug 24, 2017)

Working Paper: Christian Nash Beas García: Freedom and happiness.Sigmund Freud and Karl

Marx, Final Project September 27, 2014 (St Diego State University)

Description: 20th century has started with the most ambitious radical political and philosophical agenda, and has ended dramatically: 100 million people have died from ideals of ultimate happiness.

SESSION 25 (ASYNCHRONOUS)

Music, Art and Pop culture, the American happiness industry. Civil Rights Movements in America: Freedom and the Pursuit of Happiness.

Article: The Happiness Movement: Pop Culture, Money, and Science (The Wood Word, October 7, 2010)

Article: De Tocqueville on the Pursuit of Happiness. (Harvard Ichthus, DECEMBER 27, 2010)

Working Paper: Draft of Chapter 111, "On Being a Good Neighbor (The Martin Luther King, Jr. Papers Project)

Description: Are Americans obsessed with the pursuit of happiness? Their economy, politics, social and religious identities are the inner fabric of this ambitious American Dream.

SESSIONS 26 - 27 (LIVE IN-PERSON)

Happiness and Multiculturalism. Who defines what?

Article: Sometimes Fantasy Works Cervantes, Kafka and the Value of Fantasy (Psychology Today, July 8, 2013)

Article: Love in the Time of Chivalry How Lothario got his bad name (Psychology Today, April 25, 2014)

Article: Positive Psychology, Ethnocentrism, and the Disguised Ideology of Individualism (THEORY & PSYCHOLOGY, VOL. 18(5): 563–589) (ced)

Article: Multiculturalism and the Promise of Happiness. (New Formations; Winter 2007/2008; 63) (ced)

Description: Positive Psychology is been criticized because of its eurocentric "simplistic" view on tackling happiness universally. Can the universality of human experience influence our scientific approach?

SESSIONS 28 - 29 (LIVE IN-PERSON)

What the history and art of living well could teach us? What could be more relevant than Happiness?

Book Chapters: From the Palaeolithic to the Present: Three Revolutions in the Global History of Happiness. (ced)

Video: On Technology and Faith (TED)

Video: The Psychology Of Pinocchio (Youtube)

Description: What can we learned from this course? Are the Sciences ("Technology", Medicine, etc.) and Humanities (Philosophy, Spiritualities, Politics, etc.) two antagonist views in the pursuit of happiness? Why individuals and societies aim to happiness?

SESSION 30 (LIVE IN-PERSON)

FINAL EXAM

More details about the format of the evaluation will be provided in class.

EVALUATION CRITERIA

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).

criteria	percentage	Learning Objectives	Comments
Class Participation	20 %		
Intermediate Tests	30 %		
Final Exam	30 %		
Continuous Evaluation	20 %		Online Weekly Discussion Forum

RE-SIT / RE-TAKE 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 20%, they will have to enroll again in the course the following year.

· Students who do not comply with the 80% 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.

For your retake you need to contact the professor as soon as you are aware of your status. You and the teacher will discuss together about the conditions of your retake. For instance, you might be asked to submit all the work you have failed during the course or to write an academic essay on a topic you need to agree with your teacher, etc..

BIBLIOGRAPHY

Compulsory

 - Darrin McMahon. (2006). *Happiness: A History.* Reprint edición. Grove Press. ISBN 9780802142894 (Printed)

Recommended

 - Illich, Ivan. *Medical Nemesis: The Expropriation of Health.* PANTHEON BOOKS. ISBN 0714510963 (Printed)

 - Raymond A. Belliotti. *Happiness is Overrated..* Rowman Littlefield. ISBN 0742533621 (Digital)

 - Jonathan Haidt.. *The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom.* Basic Books. ISBN 9780465028 (Printed)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](). The Program Director may provide further indications.

IE HUMANITIES

IE-IMPACT IE-IMPACT SEP-2023 IEHN6OB-IE-IMPACT.1.M.Odyssey

Area Humanities
Number of sessions: 30
Academic year: 23-24
Degree course: FIRST
Number of credits: 6.0
Semester: 2º
Category: COMPULSORY
Language: English

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. In his second year at IE-University, 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.

Office Hours
Office hours will be on request. Please contact at:

ajepure@faculty.ie.edu

SUBJECT DESCRIPTION

The Odyssey of Knowledge: From Flintstones to Space Shuttles.

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 that brought us to the internet and to the moon? 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 examples from all periods and continents about the different mechanisms people have developed to resolve these basic problems. We will learn about successful episodes and dramatic failures. 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 ...?

IE IMPACT- HUMANITIES is the first Pillar course in the IE Impact Learning Journey.

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and knowledge we at IE University believe our future graduates need to develop into leaders of positive change.

IE IMPACT includes three "pillar courses": the Humanities, Technology and Entrepreneurship.
It culminates in a fourth, hands-on course called the IE Challenge, whose design embodies IE's value of Diversity and its commitment to Sustainability.
The IE Impact Learning Journey aims to help IEU students transform into leaders of positive change by developing:

- humanistic approaches to interpersonal relations, decision-making and critical thinking;
- familiarity with the technologies that are applied to solve some of the world's greatest challenges, as well as understanding the implications of applying such technologies;
- entrepreneurial mindsets, know-how, and skills to identify and solve problems worth solving, and to create validated business models that enable solutions to be enduring and scalable;
- a curiosity and an awareness about how sustainability-driven enterprises are sources of positive change; and
- adaptive leadership skills, as well as personal and team-based skills to foster innovation through diversity.

LEARNING 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.
- Recognize the relation between the past and the present.

TEACHING 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. Asynchronous interaction and individual inquiry and discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities.

The teaching is based on several groups of themes. When possible, each double session will start with a theoretical class, including lectures with powerpoint presentations and audiovisual materials illustrating the many cultural artifacts and site-maps, followed by a practical application session and/or debate on the learned topics, in combination with assigned texts.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	40.0 hours
Discussions	26.67 %	40.0 hours
Exercises in class, Asynchronous sessions, Field Work	13.33 %	20.0 hours
Group work	6.67 %	10.0 hours
Individual studying	26.67 %	40.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction

Course and matters.

Explaining objectives and the different parts of the course.

What is expected from students throughout the semester?

Grading criteria and assignments.

SESSION 2 (LIVE IN-PERSON)

Introduction II

Short examples from the course content and class discussion about some keywords:

Humanities - Anthropology - Knowledge

Examples of surprising ancient know-how during different periods of Antiquity:

From flintsones to rocket science.

SESSION 3 (LIVE IN-PERSON)

Humanity Studies

Why should you know about Humanities?

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

Why is Anthropology important for a better understanding of our world?

Interpretation of "Culture" - Developing an Approach.

Definition of Culture.

Book Chapters: Anthropology: the Exploration of Human Diversity (Chapter 1), 3-21 (Reading provided on Blackboard)

SESSION 4 (LIVE IN-PERSON)

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

This concept will be introduced and explained by different examples, like the history of chess and the Antikythera Mechanism.

Article: Our current knowledge of the Antikythera Mechanism (Nature Astronomyv2 n1 (2018 01 01): 35-42 (Reading provided on Blackboard))

SESSION 5 (ASYNCHRONOUS)

Ethnocentrism

Article: Body Ritual among the Nacirema (American Anthropologist, 58, 1956) (CED)

Guidelines to submit a homework for this asynchronous session will be available on Blackboard.

SESSION 6 (LIVE IN-PERSON)

Applied Anthropology

How have anthropologists' understanding of "culture" changed over time?

Keywords: Enculturation, Acculturation, Assimilation.

What do we need to understand human behavior?

SESSION 7 (LIVE IN-PERSON)

Human Nature

What do we know about human nature?

Recent theories from Paleoanthropology about Human Evolution.

... With some help from Primatology.

Book Chapters: Our Inner Ape, Chapter 1 (1-39) (See Bibliography) (Reading provided on Blackboard)

SESSION 8 (LIVE IN-PERSON)

Climatology - The Scientific Study of Climate

Climate Changes in the past as a key factor of human evolution and history.

Human response on the challenge of changing environments.

Book Chapters: Climate History and the Modern World. Chapter 6 (111-124) (See Bibliography) (Reading provided on Blackboard)

SESSION 9 (LIVE IN-PERSON)

Transmission of Knowledge (I)

A theoretical approach.

Introduction and class discussion.

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

SESSION 10 (ASYNCHRONOUS)

Visit the National Archaeological Museum (M.A.N.) (on your own)

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

Detailed instructions and a study guide will be available on Blackboard.

An additional group visit (optional) to the M.A.N. guided by the instructor will be offered during one of the following weekends (TBA).

SESSION 11 (LIVE IN-PERSON)

Transmission of Knowledge (II)

Know-how and collective memory applied in problem solving.

Examples from the animal world: Observations of different strategies of problem solving in nature.

Class discussion: Can we deduce mechanisms to apply them for our course topic?

SESSION 12 (LIVE IN-PERSON)

Acquisition of Knowledge

Theories explaining the earliest human technologies and survivng strategies.

New interpretations of famous arqueological prehistoric sites.

Are we able to understand and reconstruct the transmission of ancient knowledge?

Article: Ancient Technologies: Complete vs. Conceptual Transfer (Journal of the Institute of Archaeology of Tel Aviv University, Vol. 39, 2012 115–126) (CED)

SESSION 13 (LIVE IN-PERSON)

Rise of Civilizations

"Neolithic Revolution" and the creation of states in Africa, Asia and America.

Traditional theories and recent revisions of archaeological sites and artifacts.

Wave of modern-like innovations and fundamental change of human behavior.

Impact on the acquisition and transmission of technological know-how.

SESSION 14 (LIVE IN-PERSON)

Review Session for the Midterm Exam

SESSION 15 (LIVE IN-PERSON)

Midterm Exam

Details about form and topics will be explained in the previous session (Review Session 14)

SESSION 16 (LIVE IN-PERSON)

Transmission of Know-How

Unintentional and intentional showing of problem-solving strategies.

Imitation and "Learning by Doing".

Oral and written transmission

History of Scripture.

Article: Indigenous peoples' life stories: Voices of ancient knowledge (AlterNative: An International Journal of Indigenous Peoplesv10 n4 (201401): 376-391) (IE LIbrary)

SESSION 17 (LIVE IN-PERSON)

Transmission of Know-How (II)

Discussion in class:

Topic from the homework will be expanded and other topics related to the transmission of knowledge will be given in class.

Homework: Please observe any kind of transmission of know-how that you are able to detect in your daily life.

SESSION 18 (LIVE IN-PERSON)

Ancient Rituals in the Modern World

Inka engeneering in today's Peru.

Problems of timekeeping: Prehistoric solutions and evolution of calendars.

Food Culture as a vehicle for knowledge transmission.

Article: Acculturation: Adaptation or Development (Applied Psychologyv46 n1 (January 1997): 52-55) (CED)

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?

(Application and review of the learned content during the course)

SESSION 20 (ASYNCHRONOUS)

"Academic" knowledge in Prehistory?

Mathematics in Lascaux (France), Stonehenge (England), Border Cave (South Africa).

Science in pre-modern times?

SESSION 21 (LIVE IN-PERSON)

Antiquity: Cultural and Technological Achievements (I)

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

SESSION 22 (LIVE IN-PERSON)

Antiquity: Cultural and Technological Achievements (II)

... And how it was recovered during the Renaissance,

involving Islam, Judaism and Christianity 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.

Short essay (1-2 pages).

Reading about Baghdad's "House of Wisdom" TBA and provided on Blackboard

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)

Decadence and Dark Ages in History

Decrease of know-how and knowledge-transmission: What are possible reasons for decadence?

What are Dark Ages?: Examples and possible reasons.

Are so-called "Dark Ages" necessarily a complete interruption of cultural transmissions?

SESSION 25 (ASYNCHRONOUS)

Essay / TBD

Students will select one out of several topics given. The corresponding instructions will be explained in Session 24 and uploaded on Blackboard.

SESSION 26 (LIVE IN-PERSON)

Collapse of Civilizations

Famous examples.will be explained in class and updated with recent results from international research studies.

Reasons and lessons learned from History.

Warfare and Know-How

The (contradictory) impact of bellic conflicts on the long odyssey of knowledge.

Book Chapters: J. Diamond, Collapse (pages TBA and provided on Blackboard)

SESSION 27 (LIVE IN-PERSON)

Trading and Commerce

Importance of economic activities and trading routes as transmitters of ideas and know-how.

Difference between trade and commerce.

Prehistoric trading connections: Early Globalization?

The Silk Road: A very particular case.

Maritime trading and the importance of harbours for the creation and shaping of Cultures.

SESSION 28 (LIVE IN-PERSON)

What is the Situation Today?

An analysis based on what we have learned in this course during the semester:

- Conditions and infrastructure for "new" innovations, information storage and transmission of know-how.

- What is the role of universities in the past and nowadays?

(Lecture and discussion).

Reading: TBA

SESSION 29 (LIVE IN-PERSON)

"New Dark Ages"?

Discussion in class about controversal theories and warnings from different sectors of the academic world regarding the present state of mechanisms for the transmission of knowledge from one to the next generation.

Instructions for the Final Exam

Topics, form and other details will be briefly explained in class and uploaded on Blackboard.

Conclusions

Reflections about the main course topics.

SESSION 30 (LIVE ONLINE)

Final Exam

The Final Exam will be a sit in class exam (submitted via Blackboard). Details will be explained in previous classes and instructions uploaded on Blackboard.

EVALUATION CRITERIA

Class Participation (20%) – This class requires active engagement and participation. Class participation will be evaluated based on the quality, not the quantity of your participation in class discussion. In the first classes of the course, we will discuss strategies for engaging with course materials and how to present your observations to your peers. Class participation will be evaluated keeping in mind your ability to connect observations to course readings, themes presented in lectures, and key anthropological concepts in ways that are respectful to other students' opinions and thoughts. It will also be evaluated in relation to your ability to actively participate in discussion: to bring up ideas, to answer questions, and to participate fully in in-class assignments and debates. The ability to listen to your classmates and to respond to their observations will also be taken into consideration.

In-class Midterm Exam (30%) – In Session 15, we will have a midterm exam in the classroom. Details and topics (covering the first half of the course topics) will be explained during the review session.

Homework, Asynchronous Sessions and Group submissions (30%) – Homeworks and the submissions for the asynchronous sessions will be graded. The purpose of these assignments is for you to learn how to write about culture in ways that demonstrate your ability to observe social life at different scales.

During the museum visit, students will follow instructions to realize targets in groupworks.

Final Exam (30%) – In class. Details will be explained in a review session and uploaded on Blackboard. The topics will cover class content of the second part of the course. Additionally, students will be asked to write a reflection about the main guidelines of the whole course.

b) 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.)

criteria	percentage	Learning Objectives	Comments
Continuous Assessment	20 %		
Midterm Evaluation	30 %		
Preparation & Participation	20 %		
Final Evaluation	30 %		

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 (Exam). 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.

BIBLIOGRAPHY

Recommended

- Jared Diamond. (2006). *Collapse.* Penguin. ISBN 9781429527248 (Digital)
- 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 Schönpflug. (2009). *Cultural transmission : psychological, developmental, social, and methodological aspects.* Cambridge University Press. ISBN 9780521880435 (Printed)
- 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)

BEHAVIOR RULES

Please, check the University's Code of Conduct here. The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy here. The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code here. The Program Director may provide further indications.

> Cheating and plagiarism are very serious offenses governed by the IE student code of conduct.

> Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a "0" on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university.

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

> Cheating includes:

a) An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or

examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other

students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.

b) Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.

c) co-operation or collaboration.

d) with official documents, including electronic records.

e) The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

Plagiarism includes:

a) Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document is a form of plagiarism. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.

b) Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).

c) Plagiarizing is not committing "word for word" copying. "Thought for thought" is also a form of plagiarism.

Other violations of academic ethics include:

a) Not acknowledging that the students' work or any part thereof has been submitted for credit elsewhere.

b) Misleading or false statements regarding work completed.

c) Knowingly aiding or abetting anyone in committing any form of an academic integrity violation.

Academic Misconduct Procedure for Humanities Courses

1. If a Humanities instructor suspects a student has committed academic misconduct (as defined in the student's Code of Ethics) in a Humanities course, he or she must refer the case to the Humanities program director with all the necessary supporting evidence.

2. The Humanities program director will meet with the student and write a brief summary of the instructor and the student's views and pass them on to the Bachelor's program director. The Humanities program director may also suggest what type of sanction would be appropriate for the student.

3. If there is enough objective evidence to sanction the student, the program director will check if this is the first time the student has committed academic misconduct.

4. Is this is a first breach of conduct, the program director will decide the scope of the sanction on the basis of all the above information. (Bachelor or Ethics Committee).

5. If this is a second offense or if, according to the Humanities director's report, the case is serious enough, the case will be redirected to the university's Ethics Committee.

(Approved by the Vice-Rector of Academic Affairs in June 2020)

IE HUMANITIES

IE-IMPACT IE-IMPACT SEP-2023 IEHN6OB-IE-IMPACT.1.M.Photogra

Area Humanities
Number of sessions: 30
Academic year: 23-24
Degree course: FIRST
Number of credits: 6.0
Semester: 2º
Category: COMPULSORY
Language: English

Professor: **SHANA COOPERSTEIN**

E-mail: scooperstein@faculty.ie.edu

Shana is an art historian with nearly a decade of experience working in higher education. Before joining the faculty at IE University in Fall 2023, she held teaching positions at Anne Arundel Community College, the University of Chicago, Villanova University, Community College of Philadelphia, and McGill University.

Office Hours

Office hours will be on request. Please contact at:

scooperstein@faculty.ie.edu

SUBJECT DESCRIPTION

PHOTOGRAPHY, IDENTITY, DIFFERENCE

Edited by Documentation
19th October 2023

Beginning with its invention in the 1830s and concluding with the use of digital media in the twenty first century, this course examines the history of photography as a visual and cultural practice. Ranging from fashionable carte-de-visite to criminal mug shots, to photography's instrumental use by scientific communities and its unstable position within the fine arts, we explore the ways photography has negotiated (and continues to negotiate) its status as an artistic medium, an instrument of scientific inquiry, and a communication device. Above all, this course devotes considerable attention to photographic practices, specifically those pertaining to ethnography and race, which upheld (and continue to uphold) systems that give rise to experiences of power and marginalization. Rather than focus exclusively on moments of marginalization, however, we also will shed light on the ways the camera was used to undermine abuses of power and injustice; for instance, we will investigate how figures like Frederick Douglas and W.E. B. Du Bois envisioned photography's uses. We will ask: what standards of utility and validity determine/d photography's use in diverse contexts? How did/does its various uses inform its subsequent development as a medium and an imaging technology? How did/do photographers use the medium to construct racial identity? Students will come away from this course not only with a knowledge of the scope of photography's history, but also with an understanding of the degree to which photography became a ubiquitous feature of our intellectual and cultural lives.

IE IMPACT

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and toolsets we believe everyone needs to develop to become innovative problem solvers who lead positive change.

The IE IMPACT learning journey aims to help IEU students to develop some of IE's core values through three "pillar courses":

·Humanities – in this first pillar, you choose the course topic that most resonates or interests you; you learn about yourself and about others; and you begin your development in the humanities – a core value of IEU – as a critical thinker;

·Technology – in this pillar, you take a course that aims to familiarize you with some of the technologies that have had the greatest impact on society or that have been applied for positive impact related to sustainability; it is also aimed at challenging you to break down mental barriers to technology and help you understand technological innovation by using technology to build a solution to a problem; and

·Entrepreneurship – this pillar represents another of IEU's core values, which is often misunderstood as a subject to start a business; in the IE Impact, entrepreneurship is the value of learning how to identify a problem, how to build a solution that can provide the most value to those who experience it and how to create a recurring system that allows that solution to be offered at scale so that you can achieve the greatest positive impact.

The fourth and final course of the IE Impact is the IE Challenge, the culmination of the IE Impact learning journey. Students in the IE Challenge choose a course option and apply all they have learned to real-world challenges. They work as Innovation Consultants or Entrepreneurs and their challenges lead them to deepen their knowledge of problems related to the sustainability of People, Planet and Prosperity as per the Sustainable Development Goals and the UN's 2030 Agenda.

LEARNING 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.

TEACHING 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. Asynchronous interaction and individual inquiry and discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

Synchronous interactions will feature a combination of lecture, discussions, and group exercises. Students should come prepared to discuss assigned readings and to apply what they have learned to the analysis of photographs. Asynchronous units feature short assignments due by Friday of that week.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	30.0 hours
Discussions	20.0 %	30.0 hours
Exercises in class, Asynchronous sessions, Field Work	16.67 %	25.0 hours
Group work	20.0 %	30.0 hours
Individual studying	23.33 %	35.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction to the course

Welcome to Photography, Identity, Difference! This introductory session provides you with the tools to succeed this term. In particular, we will review the syllabus, upcoming assignments, and the key themes that will guide our discussions. We also will learn the fundamental components of "visual analysis" (the description of imagery based on formal elements and principles of design).

SESSIONS 3 - 4 (LIVE IN-PERSON)

Inventing Photography

By the mid nineteenth century, there were at least two dozen competing claims to the invention of photography around the world. This week has two goals: first, we will examine the various motivations which drove research in photographic media (and will decenter narratives that pinpoint western Europe as photography's only point of origin). Second, we will investigate how the invention of photography led to heated debates about the medium's position relative to high art.

Assigned readings:

- William Henry Fox Talbot, "A Brief Historical Sketch of the Invention of the Art," in *The Pen of Nature* (1846)
- Baudelaire, Excerpts from the "Salon of 1859" in *Baudelaire: Selected Writings on Art and Artists*, translated by P.E. Charvet (Cambridge: Cambridge University Press, 1972).

Book Chapters: Excerpt from "The Pen of Nature"
Book Chapters: Charles Baudelaire. The Mirror of Art

SESSION 5 (ASYNCHRONOUS)

Choice Board Assignment

Complete one of the following assignments:

Build a camera obscura	Draft a response to Baudelaire's essay
Create a word search using key terms/figures	Draft an essay describing what motivated the invention of photography

*Additional instructions will be provided in class.

SESSIONS 6 - 7 (LIVE IN-PERSON)

Photography's Early Uses

This session considers what it was about photography that made it a popular tool for the construction and dissemination of knowledge shortly after its invention.

Assigned readings:

- Lorraine Daston and Peter Galison, "The Image of Objectivity," *Representations* 40 (1992): 81-128.

Article: The Image of Objectivity

SESSIONS 8 - 9 (LIVE IN-PERSON)

Early Portrait Photography

This class examines the popularity of portrait photography in the mid nineteenth century.

Assigned reading:

- Walter Benjamin, "A Small History of Photography," in *One Way Street and Other Writings*, 240-257 (London: Verso, 1998).

Book Chapters: A Small History of Photography

SESSION 10 (ASYNCHRONOUS)

Choice board assignment

Complete one of the following assignments:

Create a portrait	Draft a short essay discussing photography's truth claims

*Additional guidelines will be provided in class

SESSIONS 11 - 12 (LIVE IN-PERSON)

Capturing the Invisible from Motion Photography to Spirit Photography

Sessions 11-12 complicate photography's supposed ability to reproduce what is visible by eye.

Assigned reading:

- Tom Gunning, "Invisible Words, Visible Media," in Corey Keller, ed., *Brought to Light: Photography and the Invisible, 1840-1900* (San Francisco: San Francisco Museum of Modern Art, 2009), pp. 50-63.

Book Chapters: Brought to Light: Photography and the Invisible, 1840-1900

SESSIONS 13 - 14 (LIVE IN-PERSON)

Pictorialism

This session considers the aesthetic standards imposed on photographers practicing art in the years leading up to—and shortly after—the turn of the century.

Assigned readings:

- Peter Henry Emerson, "Hints on Art," in *Classic Essays on Photography*, 99-105.
- Alfred Stieglitz, "Pictorial Photography," in *Classic Essays on Photography*, 115-124.

Book Chapters: Classic Essays on Photography, 99-105, 115-124

SESSION 15 (LIVE IN-PERSON)

Midterm

SESSIONS 16 - 17 (LIVE IN-PERSON)

Documentary Photography and Social Reform

This unit analyzes the style developed by documentary photographers in the first half of the twentieth century to offer seemingly unmediated, "eye-witness" accounts of world events (above all to support social reforms).

Assigned reading:

- Lewis Hine, "Social Photography," in *Classic Essays on Photography*, 109-114.

Book Chapters: Classic Essays on Photography

SESSIONS 18 - 19 (LIVE IN-PERSON)

Modernism

In the period after 1910, there was a decisive change taking place in artistic photography. There was a shift away from heavily manipulated, Pictorialist images (which were held to the same aesthetic standard as paintings) toward methods that highlighted photography's medium-specific limitations (or the elements which make photography unique from other art forms like painting).

Assigned readings:

- Sadakichi Hartmann, "A Plea for Straight Photography," *American Amateur Photographer* 16 (March 1904): 101-09.
- Edward Weston, "Seeing Photographically" in Nathan Lyons (ed.), *Photographers on Photography,* 169-175 (New York: Prentice-Hall, 1966).
- Work by Maya Deren TBD

Book Chapters: Encyclopedia of Photography
Book Chapters: The Valiant Knights of Daguerre

SESSION 20 (ASYNCHRONOUS)

Museum Visit

Visit a museum and draft a response to the photographs on view. Additional instructions will be made available online.

SESSIONS 21 - 22 (LIVE IN-PERSON)

Photography, War, and Activism

This session focuses on photography's relationship to war and political activism.

Assigned readings:

- Susan Sontag, "Looking at War," *The New Yorker* (December 1, 2002).
- Nancy K. Miller, "The Girl in the Photograph: The Visual Legacies of War," in *Picturing Atrocity: Photography in Crisis*, edited by Geoffrey Batchen, Mick Gidley, Nancy Miller, and Jay Prosser, 147-154 (London: Reaktion Books, 2012).

Article: Looking at War
Book Chapters: Picturing Atrocity: Photography in Crisis

SESSIONS 23 - 24 (LIVE IN-PERSON)

Photography in Conceptual Art

This unit historicizes the use photography within the Conceptual Art movement.

Assigned reading:

- Jeff Wall, "Marks of Indifference: Aspects of Photography in, or as, Conceptual Art (1995)," in *Reconsidering the Object of Art, 1965-1975*, exh. cat., 247-264 (Los Angeles: Museum of Contemporary Art, 1995).

Book Chapters: Reconsidering the Object of Art, 1865-1975

SESSION 25 (ASYNCHRONOUS)

Choice board assignment

Complete one of the following assignments:

Create two photographs that reflect two different aesthetic strategies we covered in Sessions 16-24	Imagine you are an art critic. Using two photographs employing two different aesthetic strategies, explain which you prefer and why

*Additional instructions will be made available online.

SESSIONS 26 - 27 (LIVE IN-PERSON)

Postmodernism, Social Critique, and the "Culture Wars"

In addition to defining the term "Postmodernism," this session examines how Postmodern photographers interrogated the constructed nature of the photograph. It also provides an overview of the use of photography as an instrument of political activism and reform.

Assigned reading:

- Laura Mulvey, "Visual Pleasure and Narrative Cinema," in Leo Braudy and Marshall Cohen

(eds.), *Film Theory and Criticism: Introductory Readings*, 803-816 (New York: Oxford University

Press, 2009).

Book Chapters: Film Theory and Criticism: Introductory Readings

SESSIONS 28 - 29 (LIVE IN-PERSON)

Photography in the Digital Era

This unit explores the development of digital photography and its relationship to social media.

Assigned reading:

- Lev Manovich, "Instagram Platform as Media," in *Instagram and Contemporary Image* (2017): 9-23

Book Chapters: Instagram and Contemporary Image

SESSION 30 (LIVE IN-PERSON)

Final Project

EVALUATION CRITERIA

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.)

criteria	percentage	Learning Objectives	Comments
Final Exam	30 %		
Individual presentation	0 %		
Group Presentation	0 %		
Continuous Assessment	30 %		
Group Work	0 %		
Preparation and participation	10 %		
Midterm Evaluation	30 %		
Other	0 %		

RE-SIT / RE-TAKE 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 20%, they will have to enroll again in the course the following year.

- Students who do not comply with the 80% 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.

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IE HUMANITIES

IE-IMPACT IE-IMPACT SEP-2023 IEHN6OB-IE-IMPACT.1.M.Resistan

Area Humanities

Number of sessions: 30

Academic year: 23-24

Degree course: FIRST

Number of credits: 6.0

Semester: 2º

Category: COMPULSORY

Language: English

Professor: **ANDRÉS PORRAS CHAVES**

E-mail: aporras@faculty.ie.edu

Born and raised in Madrid, Andrés Porras Chaves pursued his graduate education in Literature and Cultural Studies in the United States. He completed his MA at the University of Colorado at Boulder, and his PhD at the University of North Carolina at Chapel Hill. His research focuses on contemporary literature and film with a postcolonial and transatlantic approach. Dr. Porras Chaves's most recent publications deal with issues of empire, memory, and identity in the Spanish-speaking world.

After multiple years teaching at American universities, Dr. Porras Chaves joined IE in 2022 as a faculty member at the Arts & Humanities Division, where he teaches courses in the areas of cultural studies, research methodologies, writing skills, and languages.

Office Hours

Office hours will be on request. Please contact at:

aporras@faculty.ie.edu

SUBJECT DESCRIPTION

WORDS OF RESISTANCE

Throughout history, individuals facing oppression and injustice have often resisted with the only tool at their disposal: their words. Social movement slogans, mural art, song lyrics, censored books, political speeches, film scripts… are but a few examples of the ways in which the spoken and written word can be used in radically new ways to fight for greater equality and freedom. How can we critically approach these phenomena, and what valuable lessons can be learned from them?

Edited by Documentation
02th November 2023

We will draw from inspiring examples from different time periods around the globe: contemporary artists using social media and their music to denounce social injustices in their communities, transnational social movements in the digital era, current trends in mainstream cinema, political *artivism*, experimental literary works… All these case studies will illustrate how words can be an empowering weapon to change the world.

This course introduces students to the field of cultural studies, adopting an interdisciplinary approach that combines history, politics, and discourse analysis. Its main goal is to provide students with a deeper understanding of current world issues, as well as help them develop a strong set of communicative skills to become future agents of global change.

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and toolsets we believe everyone needs to develop to become innovative problem solvers who lead positive change.

The IE IMPACT learning journey aims to help IEU students to develop some of IE's core values through three "pillar courses":

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·Entrepreneurship – this pillar represents another of IEU's core values, which is often misunderstood as a subject to start a business; in the IE Impact, entrepreneurship is the value of learning how to identify a problem, how to build a solution that can provide the most value to those who experience it and how to create a recurring system that allows that solution to be offered at scale so that you can achieve the greatest positive impact.

The fourth and final course of the IE Impact is the IE Challenge, the culmination of the IE Impact learning journey. Students in the IE Challenge choose a course option and apply all they have learned to real-world challenges. They work as Innovation Consultants or Entrepreneurs and their challenges lead them to deepen their knowledge of problems related to the sustainability of People, Planet and Prosperity as per the Sustainable Development Goals and the UN's 2030 Agenda.

LEARNING 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.

TEACHING 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 live, in real time. 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 (please note that this is a reading-intensive course), and that they participate actively in class discussions and other activities.

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	40.0 hours
Discussions	26.67 %	40.0 hours
Exercises in class, Asynchronous sessions, Field Work	13.33 %	20.0 hours
Group work	6.67 %	10.0 hours
Individual studying	26.67 %	40.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction and course overview

Course structure, objectives, content, and evaluation system. Professor's and students' expectations. During the second part of this double session, there will be a discussion around differing notions of what "culture" is, and how it is intertwined with its sociopolitical context.

Materials to be read and/or watched beforehand:

- Course syllabus

SESSIONS 3 - 4 (LIVE IN-PERSON)

Cultural Studies

What does it mean to study "culture," and how should it be done? This double session introduces students to the field of Cultural Studies, including key notions of so-called "high" and "low," as well as popular and mass culture. For a preliminary case study, we will explore the role played by music artists in the Puerto Rico protests of 2019.

Materials to be read and/or watch beforehand:

Book Chapters: Cultural Studies and the Study of Popular Culture
Article: How music took down Puerto Rico's governor (The Washington Post)

SESSION 5 (ASYNCHRONOUS)

Assignment #1

Analysis of a song and/or music video chosen by the student.

SESSIONS 6 - 7 (LIVE IN-PERSON)

Mainstream culture and hegemony

Is there such a thing as a "dominant" culture? If so, how can it be "resisted"? In this double session, we will explore the concepts of culture industry, hegemony, and counterculture.

Materials to be read and/or watched beforehand:

Book Chapters: Nineteen Eighty-Four
Multimedia Material: Fifteen Million Merits (Black Mirror S1-E2)

SESSIONS 8 - 9 (LIVE IN-PERSON)

Social movements and political slogans

From May '68 in France to the Arab Spring and the Black Lives Matter protests, we explore the role played by political discourse and slogans in the collective struggles for greater freedom and equality.

Materials to be read and/or watched beforehand:

Article: Slogans of 68 (libcom.org)

Article: She guarded the Black Lives Matter memorial. Now, she's working to protect its art (NPR, October 2, 2021)

SESSION 10 (ASYNCHRONOUS)

Assignment #2

Analysis of podcast episode.

Multimedia Material: Can Barbie Be Rebranded as a Feminist Icon?

SESSIONS 11 - 12 (LIVE IN-PERSON)

Subvertising workshop

Your Midterm Project will consist in designing a "subvertising" campaign around a cause of your choice. In this double session, we analyze different instances of this practice, in conjunction with the notion of "artivism."

Materials to be read and/or watched beforehand:

Article: Subvertising: Sharing a Different Set of Messages

Article: Social movements' transformative climate change communication: extinction rebellion's artivism (Social Movement Studies (ced))

SESSIONS 13 - 14 (LIVE IN-PERSON)

Special session

TBD

SESSION 15 (LIVE IN-PERSON)

Peer-review session

In this session, students will share their ongoing Midterm Projects and exchange feedback.

SESSIONS 16 - 17 (LIVE IN-PERSON)

Intersectionality

We discuss the "intersectional" component of political identities in connection with global issues, from the 1969 Stonewall uprising to the FIFA World Cup.

Materials to be read and/or watched beforehand:

Book Chapters: Intersectionality (ced)

Article: 1969: The Stonewall Uprising (Library of Congress)

SESSIONS 18 - 19 (LIVE IN-PERSON)

The tricks of the weak

Throughout history, brilliant minds have found ways to resist oppression with the only resource at their disposal: their words. We look at inspiring examples of the so-called "tricks of the weak".

Materials to be read and/or watched beforehand:

- Excerpts from Sor Juana Inés de la Cruz's *Answer to Sor Filotea* (in Blackboard)

Article: The Silent Protest (Vanderbilt Undergraduate Research Journal (ced))

SESSION 20 (ASYNCHRONOUS)

Assignment #3

Analysis of documentary film.

Multimedia Material: I Am Not Your Negro

SESSIONS 21 - 22 (LIVE IN-PERSON)

Border thinking

Scholars in the field of postcolonial studies highlight the privileged vision offered by those who speak from the margins, as well as from interstitial spaces between cultures. We tackle this phenomenon by looking at the history of the Chicano people.

Materials to be read and/or watched beforehand:

- Excerpts from Gloria Anzaldúa's *Borderlands/La Frontera* (in Blackboard)

SESSIONS 23 - 24 (LIVE IN-PERSON)

Collective memory (and postmemory)

Words are the tool with which communities build a narrative about their shared past. They also help remember events that should never be allowed to happen again. In this double session, we discuss the relation between words, memory, and history.

Reading the introduction to Hirsch's book is mandatory. Additionally, choose ONE of the following:

- Graphic novel: Art Spiegelman's *Maus* (excerpts in Blackboard)

- Animation film: *Persepolis* (on Filmin)
- Journal article: "Musical Recall: Postmemory and the Punjabi Diaspora"

Book Chapters: The Generation of Postmemory (ced)

SESSION 25 (ASYNCHRONOUS)

Assignment #4

Short writing piece based on a personal or family picture.

SESSIONS 26 - 27 (LIVE IN-PERSON)

VR experience

Virtual Reality Material: Otro
Virtual Reality Material: Youtube VR

SESSIONS 28 - 29 (LIVE IN-PERSON)

Words and resistance in the digital era

Discussion of VR experience and the potential of this technology, followed by an exploration of the opportunities and challenges posed by so-called "artificial intelligence" in relation to social justice issues.

Material to be listened to beforehand:

Multimedia Material: Podcast: The Writers' Revolt Against A.I. Companies (The Daily, July 18, 2023 (The New York Times))

SESSION 30 (LIVE IN-PERSON)

How to do things with words

Course wrap-up and conclusions.

*** Final Project due ***

EVALUATION CRITERIA

You will succeed in this course by attending sessions regularly, doing the readings and assignments, and participating actively in class.

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, and on the overall attitude in class.

II. CONTINUOUS ASSESSMENT (20%): Throughout the course, you will be asked to write several responses to the readings and other sources assigned for homework. These assignments, as well as those completed in the 4 asynchronous sessions, are part of the "continuous assessment" grade. Students who do not submit at least 50% of the assignments will not be able to pass the course.

III. MIDTERM PROJECT (30%): Students will engage in a creative project in connection with the practice of "subvertising" studied in class.

IV. FINAL PROJECT (30%): Students will be able to choose from two options for the final project: a 1,200-word research paper about a topic of their choice, or a public humanities project where they produce and share knowledge beyond the classroom.

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.)

criteria	percentage	Learning Objectives	Comments
Preparation and participation	20 %		
Midterm evaluation	30 %		
Final evaluation	30 %		
Continuous assessment	20 %		

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 20% of the classes. If they miss over 20%, they will have to enroll again in the course the following year.

•Students who do not comply with the 80% 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.

•In this course, the retake will consist in submitting all the assignments which the student has not turned in or failed during the semester. The maximum course grade a student can obtain in the second session is 8 out of 10.

BEHAVIOR RULES

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ATTENDANCE POLICY

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ETHICAL POLICY

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IE HUMANITIES

IE-IMPACT IE-IMPACT SEP-2023 IEHN6OB-IE-IMPACT.1.M.Social

Area Humanities
Number of sessions: 30
Academic year: 23-24
Degree course: FIRST
Number of credits: 6.0
Semester: 2º
Category: COMPULSORY
Language: English

Professor: **ERNESTO CHÉVERE HERNÁNDEZ**

E-mail: echevere@faculty.ie.edu

Ernesto Chévere Hernández (PhD) holds a degree in Education in History from the University of Puerto Rico. He also possesses 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 a doctorate in Sociology from the University of Salamanca. He has contributed to various newspapers, including Bandera Roja, Indymediapr, El Nuevo Día, and Claridad, as well as academic journals such as Cruce, and peer-reviewed publications like Umbral. Additionally, he is the author of two editions of the book "Historical Study of the Stages of Globalization: Perspectives and Challenges Facing an Uncertain Future" (2010 and 2015) and "NoicazilabolG: Dynamics, Positions, and Possibilities Around the Global-Local Relationship" (2020). Furthermore, he serves as the director of the magazine Sin Norte, which is designed for the migrant community in Spain.

Office Hours

Office hours will be on request. Please contact at:

echevere@faculty.ie.edu

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. The collective tactic of influencing governmental decisions is not new; it has been employed by societies for centuries, although modern information technologies have made it more prevalent than in the past. Throughout 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.

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and toolsets we believe everyone needs to develop to become innovative problem solvers who lead positive change.

The IE IMPACT learning journey aims to help IEU students to develop some of IE's core values through three "pillar courses":

·Humanities – in this first pillar, you choose the course topic that most resonates or interests you; you learn about yourself and about others; and you begin your development in the humanities – a core value of IEU – as a critical thinker;

·Technology – in this pillar, you take a course that aims to familiarize you with some of the technologies that have had the greatest impact on society or that have been applied for positive impact related to sustainability; it is also aimed at challenging you to break down mental barriers to technology and help you understand technological innovation by using technology to build a solution to a problem; and

·Entrepreneurship – this pillar represents another of IEU's core values, which is often misunderstood as a subject to start a business; in the IE Impact, entrepreneurship is the value of learning how to identify a problem, how to build a solution that can provide the most value to those who experience it and how to create a recurring system that allows that solution to be offered at scale so that you can achieve the greatest positive impact.

The fourth and final course of the IE Impact is the IE Challenge, the culmination of the IE Impact learning journey. Students in the IE Challenge choose a course option and apply all they have learned to real-world challenges. They work as Innovation Consultants or Entrepreneurs and their challenges lead them to deepen their knowledge of problems related to the sustainability of People, Planet and Prosperity as per the Sustainable Development Goals and

the UN's 2030 Agenda.

LEARNING 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.

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 our reality. 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 around us. 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 our thoughts and reflect on your assignments will also form part of your homework.

TEACHING 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. Asynchronous interaction and individual inquiry and discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

This course will primarily concentrate on theoretical concepts and approaches. We will delve into the history of social movements, explore fundamental theories, and apply them to practical examples from our contemporary world to enhance comprehension. The course will heavily rely on readings, which we will collectively discuss during lecture sessions. Additionally, we will incorporate two movies to stimulate debates on the issues we encounter in our daily lives.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35.0 hours
Discussions	23.33 %	35.0 hours
Exercises in class, Asynchronous sessions, Field Work	16.67 %	25.0 hours
Group work	16.67 %	25.0 hours
Individual studying	20.0 %	30.0 hours
TOTAL	100.0 %	150.0 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 the syllabus and all course content.

SESSION 2 (LIVE IN-PERSON)

Basic concepts to start up
· Introducing and reviewing basic concepts.
· Concepts: ideology, 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 IN-PERSON)

How Social Construction leads to Social Structure
· What is Social Construction?
· What is Social Structure?
· How do they relate and create contexts?

Readings: None.

Activities: The session will be an open discussion based on a video provided by professor in class and premises on contemporary debates. (*What does Social Construction really mean?)*

SESSION 4 (LIVE IN-PERSON)

Intersectionality
· Presentation of a video of the concept
· Identifying instances where intersectionality is present in our daily lives

Readings:
Crenshaw, K. (1991) Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color. In JSCOR Vol. 43, No. 6. (Will be provided by professor in pdf).

Activities: The session will be an open debate based on the reading linked to a short video presented in class by professor. (*The urgency of Intersectionality*)

Article: Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color

SESSION 5 (ASYNCHRONOUS)

Basic concepts follow up
·   Debate on the concepts studied in session 2

Readings: None.

Activities: Watch interactive video discussing basic concepts of session.

Assignment: Video discussion forum. All students must reply a **three page post by session 6.**

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) Noicazilabolg. Madrid: Europa Ediciones. Chapter 3.1, 3.2. (Will be provided by professor in pdf).

Activities: The session will be an open debate based on the assigned lecture.
Book Chapters: NoicazilabolG

SESSION 7 (LIVE IN-PERSON)

Intersectionality within actual Social Structure
·   Written debate on previous sessions

Readings: None.

Activities: The session will be an open debate based on the question of the assigned video.

Assignment: Watch video posted by professor in BB and answer the question: In the actual Social Structure we are in, where and how might we identify and address intersectionality issues?

SESSION 8 (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 (pgs. 16-37).

Activities: Lecture. In-Class open debate and discussion.

SESSION 9 (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.

SESSION 10 (ASYNCHRONOUS)

The invention of the social movement III
· Open debate

Readings: None.

Activities: Discussion board.

Assignment: All students must read, analyze and reply a **three page post** to a premise presented by professor in the discussion board. All replies are due **by session 11**.

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. Divide class in groups for session 13.

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.

SESSION 13 (LIVE IN-PERSON)

The Evolution of the social movement III
· Debate on the concepts studied in sessions 11 - 12

Readings: None.

Activities: The session will be an open debate based on an question. Break groups will be divided by professor.

Assignment: Compare a Social Movement between 1950-1980 and one from 2018 until present times. How do they differ? How are they alike? Would you say there is an evolution? Why?

SESSION 14 (LIVE IN-PERSON)

Midterm review and Group Project discussion
· Midterm review and project explanation.

Readings: None

Activities: Midterm review. Explain project and divide groups for session 25-26 presentation.

SESSION 15 (LIVE IN-PERSON)

Midterm Exam
· Individual exam

SESSION 16 (LIVE IN-PERSON)

Expansion of the Social Movement
· Analyze and discuss contemporary social movements on the XXI century.
· How can social movements expand themselves?

Chévere, E. (2021) NoicazilaboIG. Madrid: Europa Ediciones. Chapter 3.4, 3.5. (Will be provided by professor in pdf).

Activities: The session will be an open debate based on the assigned lecture.
Book Chapters: Noicazilabolg

SESSION 17 (LIVE IN-PERSON)

Project brainstorm, Q and A and guidance
· Preparing group presentation tutorial

Readings: None

Assignment: Assignment: Group will present their project ideas for discussion in class. Professor will guide a collective debate with ideas to further help on the projects.

SESSION 18 (LIVE IN-PERSON)

Racial roles discussion I
· Turning point on racial issues in the USA.
· The beginning of a movement.

Readings: None
Film: Young Lords (provided by professor)

Activities: Short in-class open discussion on the documentary after it's finished and explanation of next Async session.

SESSION 19 (LIVE IN-PERSON)

Globalization and its influence in collective action.
· What is globalization?
· Is it a new found tool for Social Movements?

Readings:
Chévere, E. (2020) Understanding Globalization. In: Revista Cruce: Crítica Socio Cultural Contemporánea.

Activities: This session will be a discussion on today's society and the influence of globalization, not only in our daily lives, but also in the relations of power among individuals.

Article: Understanding Globalization

SESSION 20 (ASYNCHRONOUS)

Racial roles discussion II
· Discussion on the relevance of racial emancipation in the USA in the rest of the world.

Readings: None

Activities: Open debate on premise presented by professor in discussion board.

Assignment: Discuss a premise presented by professor in forum. All students must have participated in forum with a **three page post by session 21.**

SESSION 21 (LIVE IN-PERSON)

The concept of Glocalization
· Discussion on the concept "Historical Bloc"
· Analyze what motivates people to participate or dismiss mobilizations

Readings:
Chévere, E. (2021) Noicazilabolg. Madrid: Europa Ediciones. Chapter 2.1 (Will be provided by professor in pdf).

Activities: This session will be a conference and an open group discussion on today's society and the influence of external elements to our main contexts.

Book Chapters: NoicazilabolG

SESSION 22 (LIVE IN-PERSON)

Positions regarding Globalization
·   Discussion on the relation of globalization
·   How people position themselves regarding the concept

Readings:
Chévere, E. (2021) Noicazilabolg. Madrid: Europa Ediciones. Chapter 2.2 (Will be provided by professor in pdf).

Book Chapters: NoicazilabolG

SESSION 23 (LIVE IN-PERSON)

The Gender Dispute
·   What is gender?
·   Women as the subject of feminism
·   Sex and Identity

Readings:

Butler, J. (2007) The Gender Trouble: Feminism and the Subversion of Identity. New York and London: Routledge. (pp. 45-56).

Activities: In class discussion on gender roles in a patriarchal world.

Book Chapters: Gender Trouble

SESSION 24 (LIVE IN-PERSON)

Guest Key Speaker
·   Guest to be confirmed

Readings: None

Activities: Conference.

SESSION 25 (ASYNCHRONOUS)

Within a Social Process
·   Participation in collective process

Readings: None.

Activities: Document your participation in collective process. All students must have participated in forum with a **five page post by session 26.**

SESSION 26 (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 27 (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 28 (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 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 IN-PERSON)

Final exam

·   Individual exam

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 (30%): 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 (20%):

Written Work (10%): Throughout the semester, students will be doing written work. These will be basically discussion. All of these will take place in asynchronous sessions and the extension of the written work will be determined in each of these sessions for a final total count of 12 pages. Every post must have an essay like structure.

Group Presentation (10%): Sessions 26 and 27. 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.

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.)

criteria	percentage	Learning Objectives	Comments
Final Exam	30 %		
Midterm	30 %		
Preparation/Participation	20 %		
Continuous Assessment	20 %		

RE-SIT / RE-TAKE POLICY

b) 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 20%, they will have to enroll again in the course the following year.

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· 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.

BIBLIOGRAPHY

Compulsory

- Tilly, C. (2009). *Social Movements, 1768 - 2008.* 2009. Boulder. ISBN trent_0116405 (Digital)

https://ie.on.worldcat.org/oclc/1151276162

BEHAVIOR RULES

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IE HUMANITIES

IE-IMPACT IE-IMPACT SEP-2023 IEHN6OB-IE-IMPACT.1.M.Technolo

Area Humanities

Number of sessions: 30

Academic year: 23-24

Degree course: FIRST

Number of credits: 6.0

Semester: 2º

Category: COMPULSORY

Language: English

Professor: **PATRICK DE OLIVEIRA**

E-mail: pdeoliveira@faculty.ie.edu

Professor Patrick Luiz Sullivan DE OLIVEIRA

Email: pdeoliveira@faculty.ie.edu

Patrick De Oliveira was trained as a historian at Princeton University, and has previously taught at Princeton and Singapore Management University. His main field of research is the history of technology in nineteenth-century France and Western Europe, although he also works with comparative/connective approaches that incorporate both France and Latin America into a broader Atlantic world. He is currently working on a book on French ballooning at the turn of the twentieth century for The MIT Press, and he has published articles in *Past & Present*, *Notes and Records: The Royal Society Journal of the History of Science*, the *Journal of Urban History*, and other prestigious journals. His research has been supported by numerous institutions, including the Smithsonian National Air and Space Museum (where he has been both a predoctoral and postdoctoral Daniel and Florence Guggenheim Fellow), the Institut d'Études Politiques de Paris (Sciences Po), the Huntington Library, Art Collections, and Botanical Gardens, and the Linda Hall Library. De Oliveira was born and raised in Belo Horizonte, Brazil. He graduated with distinction from the University of Kansas with a B.A. in History and a B.S.J. in Journalism. Before turning to academia, De Oliveira dabbled in journalism and book publishing. He remains committed to fostering bridges between academic research and broader audiences, and has published in various popular outlets, like *The Washington Post*, *Slate*, *The Age of Revolutions*, and *CartaCapital*. More information available at www.patrickdeoliveira.com.

Office Hours

Office hours will be on request. Please contact at:

Appointment slots available at https://calendar.app.google/jNpQdSwBX1GveDfF7.

Edited by Documentation
23th October 2023

SUBJECT DESCRIPTION

In this history course, we will explore how technology has shaped the modern world from the late 1700s to the early 2000s. Informed by Walter Benjamin's insight that "there is no document of civilization which is not at the same time a document of barbarism," the course's underlying premise is that technologies are not inherently forces of progress, but instead human creations that reorganize how power gets distributed across society. With that in mind, rather than looking at the biographies of individual inventors, we will focus on how technologies from the early industrial revolution up to the early computer age have reconfigured social, economic, and cultural relationships around the world. The course will unfold through chronologically arranged topics, such the emergence of factory work, the use of technology in imperial conquest, the technological ideologies constructed by totalitarian regimes, and the significance of domestic technologies to the gendered division of labor. The unifying theme weaving all these topics together will be that far from determining the course of history, technology is instead better understood as a site of contestation and negotiation for different visions of society, which means that we will also pay attention to the symbolic dimensions of technology. Given that this is a history course, we will be reading widely-- from primary sources (the material that historians interpret to develop their arguments) to scholarly articles (the arguments historians make about the past).

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The IE IMPACT learning journey aims to help IEU students to develop some of IE's core values through three "pillar courses":

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- **Technology** – in this pillar, you take a course that aims to familiarize you with some of the technologies that have had the greatest impact on society or that have been applied for positive impact related to sustainability; it is also aimed at challenging you to break down mental barriers to technology and help you understand technological innovation by using technology to build a solution to a problem; and

- **Entrepreneurship** – this pillar represents another of IEU's core values, which is often misunderstood as a subject to start a business; in the IE Impact, entrepreneurship is the value of learning how to identify a problem, how to build a solution that can provide the most value to those who experience it and how to create a recurring system that allows that solution to be offered at scale so that you can achieve the greatest positive impact.

  The fourth and final course of the IE Impact is the **IE Challenge**, the culmination of the IE Impact learning journey. Students in the IE Challenge choose a course option and apply all they have learned to real-world challenges. They work as Innovation Consultants or Entrepreneurs and their challenges lead them to deepen their knowledge of problems related to the sustainability of People, Planet and Prosperity as per the Sustainable Development Goals and the UN's 2030 Agenda.

LEARNING OBJECTIVES

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:

- Show a sophisticated understanding of the dynamic relationship between society and technology.
- Analyze contemporary issues in light of historical precedents, always interrogating just how the past can inform or limit our understanding of present challenges.
- Critically engage with primary sources, confidently interpreting and contextualizing them.
- Understand of some of the main methods historians have used to approach the study of technology.
- Work individually and collaboratively to construct nuanced historical narratives from fragmented primary sources and other scholarly arguments.

TEACHING 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. Asynchronous interaction and individual inquiry and discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

LECTURES: Lectures will provide you with the necessary context and information regarding the week's topic and *promote the learning of **foundational and contextual knowledge***.

READINGS: Given that this is a history course addressing a complex topic, you should come prepared to read around 30-50 pages per week—usually a mix of scholarly articles (the texts historians write) and primary sources (the materials historians work with to construct their arguments). The readings *promote learning through **critical analysis***.

DISCUSSIONS: Discussions will take form of breakout group activities and spirited class-wide discussion of the lectures and readings. As such, look for connections, identify points of tension, and search for underexplored paths in both the lectures and the readings. This kind of preparation will make it easier for you to be an engaged participant in class. The discussions *promote learning through **constructive dialogue***.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35.0 hours
Discussions	20.0 %	30.0 hours
Exercises in class, Asynchronous sessions, Field Work	23.33 %	35.0 hours
Individual studying	33.33 %	50.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

SITUATING THE MACHINES:

Introduction to the course. // Some concepts historians use to think through the history of technology. // How is technology political?

Article: Langdon Winner, "Do Artefacts Have Politics?," (Daedalus 109 (1980): 121-136) (ced)

Book Chapters: David Nye, "Does Technology Control Us?, in Technology Matters: Questions to Live With (Cambridge, MA: The MIT Press, 2006), 17-32.

SESSIONS 3 - 4 (LIVE IN-PERSON)

Industrial Revolution?

What was the industrial revolution (and did it even happen)? // The factory and the disciplining of labor. // Making sense of resistance to industrialization and technological change.

Scholarly Readings:

- Thomas Dublin, "Women, Work, and Protest in the Early Lowell Mills: 'The Oppressing Hand of Avarice Would Enslave Us,'" *Labor History* 16, no. 1 (1975), 99-116.
- E. P. Thompson, "Time, Work-Discipline, and Industrial Capitalism," Past & Present, no. 38 (1967): 56-97.

Primary Sources:

- Benita Eisler, ed., *The Lowell Offering: Writings by New England Mill Women (1840-1845)* (New York: W.W. Norton, 1998), selections TBD.

Article: "Women, Work, and Protest in the Early Lowell Mills: 'The Oppressing Hand of Avarice Would Enslave Us'" (Labor History 16, no. 1 (1975), 99-116) (ced)

Article: E. P. Thompson, "Time, Work-Discipline, and Industrial Capitalism," (Past & Present, no. 38 (1967): 56-97) (ced)

Book Chapters: Benita Eisler, ed., The Lowell Offering: Writings by New England Mill Women (1840-1845) (New York: W.W. Norton, 1998), selections TBD. (available at IE Library)

SESSION 5 (ASYNCHRONOUS)

FILM TBD

SESSIONS 6 - 7 (LIVE IN-PERSON)

"Tools of Empire" or "Measure of Men"?

Technology and imperialism throughout the nineteenth century. // Technological transfer.

Scholarly Readings:

- William K. Storey, "Guns, Race, and Skill in Nineteenth-Century Southern Africa," *Technology and Culture* 45, no. 4 (2004): 687-711.

The wages of "civilization":

- Rudyard Kipling, "The White Man's Burden," in *European Imperialism 1830-1930*, eds. Alice Conklin and I. C. Fletcher (New York: Houghton Mifflin, 1999), 58-59.
- M. K. Gandhi, "The Disease of Civilization," in *European Imperialism 1830-1930*, 22-29.

Book Chapters: Rudyard Kipling, "The White Man's Burden," in European Imperialism 1830-1930, eds. Alice Conklin and I. C. Fletcher (New York: Houghton Mifflin, 1999), 58-59. (available at IE Library)
Book Chapters: M. K. Gandhi, "The Disease of Civilization," in European Imperialism 1830-1930, 22-29. (available at IE Library)
Article: William K. Storey, "Guns, Race, and Skill in Nineteenth-Century Southern Africa," (Technology and Culture 45, no. 4 (2004): 687-711.) (CED)

SESSIONS 8 - 9 (LIVE IN-PERSON)

Empire and Mobility

Steamships, War, and Trade. // Using mobility as a category of analysis.

Scholarly Readings:

- Manu Karuka, *Empire's Tracks: Indigenous Nations, Chinese Workers, and the Transcontinental Railroad* (Berkeley: University of California Press, 2019), 38-57.

"Go West, young man":

- T. H. Jefferson, *Map of the emigrant road from Independence Mo. to St. Francisco, California* (1849).
- Burlington & Missouri River Railroad Co., Millions of acres. Iowa and Nebraska. Land for sale on 10 years credit by the Burlington & Missouri River R. R. Co. at 6 per ct interest and low prices (1872).
- P. T. Brodie and Hiram Price, *Map showing Indian reservations with the limits of the United States*, 1883.
- United States Army, *Map of land-grant and bond-aided railroads of the United States* (1892).
- William T. Hornaday, *The Extermination of the American Bison, with a Sketch of its Discovery and Life History* (Washington, D.C.: GPO, 1889), 387-393.
- William T. Hornaday, *Map illustrating the extermination of the American bison* (1889).

Book Chapters: Manu Karuka, Empire's Tracks: Indigenous Nations, Chinese Workers, and the Transcontinental Railroad (Berkeley: University of California Press, 2019), 38-57. (ced)
Multimedia Documentation: Map of the emigrant road from Independence Mo. to St. Francisco, California
Multimedia Documentation: Millions of acres. Iowa and Nebraska. Land for sale on 10 years credit by the Burlington & Missouri River R. R. Co. at 6 per ct interest and low prices
Multimedia Documentation: Map showing Indian reservations with the limits of the United States
Multimedia Documentation: Map of land-grant and bond-aided railroads of the United States
Book Chapters: William T. Hornaday, The Extermination of the American Bison, with a Sketch of its Discovery and Life History (Washington, D.C.: GPO, 1889), 387-393. (available at IE Library)
Multimedia Documentation: Map illustrating the extermination of the American bison

SESSION 10 (ASYNCHRONOUS)

Technology + Urban Life + Film

Watch Walter Ruttmann's Berlin: Die Sinfonie der Großstadt (1927) [Berlin:Symphonie of a Great City]

Video: Berlin: Die Sinfonie der Großstadt (available at IE Library)

SESSIONS 11 - 12 (LIVE IN-PERSON)

Science and Systems

The Second Industrial Revolution. // Systems approach to making sense of technological change.

Scholarly Readings:

- Thomas P. Hughes, "The Evolution of Large Technological Systems," in *The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology*, eds. Wiebe E. Bijker, Thomas P. Hughes, and Trevor Pinch (Cambridge, MA: The MIT Press, 1987), 45-76.

More than the sum of its parts:

- Think about some kind of large (or not so large) technological system and diagram the relationship between its various components.

Book Chapters: Thomas P. Hughes, "The Evolution of Large Technological Systems," in The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology, The MIT Press, 1987, 45-76. (available at IE Library)

SESSIONS 13 - 14 (LIVE IN-PERSON)

Spectacle and Sensoria

Sensuous capitalism. // Urban modernity.

Scholarly Readings:

- Wolfgang Schivelbush, *The Railway Journey: The Industrialization of Time and Space in the Nineteenth Century* (Berkeley: University of California Press, 2014), 159-170.
- Wolfgang Schivelbush, *Disenchanted Night: The Industrialization of Light in the Nineteenth Century* (Berkeley: University of California Press, 1995), 143-154.

"Streetlights, people, living just to find emotion":

- C. L. Eshleman, "Modern Street Lighting", in *The American City* periodical (1912), 510-517.
- F. Laurent Godinez, *Display Window Lighting and the City Beautiful* (New York: The Wm. T. Comstock Company, 1914), 19-35.
- Matthew Luckiesh, *Light and Color in Advertising and Merchandising* (New York: D. Van Nostrand Company, 1923), 257-263.

Book Chapters: Wolfgang Schivelbush, Disenchanted Night: The Industrialization of Light in the Nineteenth Century (Berkeley: University of California Press, 1995), 143-154. (available at IE Library)

Book Chapters: Wolfgang Schivelbush, The Railway Journey: The Industrialization of Time and Space in the Nineteenth Century (Berkeley: University of California Press, 2014), 159-170. (available at IE Library)

Article: C. L. Eshleman, "Modern Street Lighting" (The American City periodical (1912), 510-517)

Book Chapters: F. Laurent Godinez, Display Window Lighting and the City Beautiful (New York: The Wm. T. Comstock Company, 1914), 19-35. (available at IE Library)

Book Chapters: Matthew Luckiesh, Light and Color in Advertising and Merchandising (New York: D.

Van Nostrand Company, 1923), 257-263. (available at IE Library)

SESSION 15 (LIVE IN-PERSON)

Midterm

SESSIONS 16 - 17 (LIVE IN-PERSON)

Ideologies of Production

The discovery of fatigue. // Taylorism. // Fordism.

Scholarly Readings:

- David E. Greenstein, "Assembling Fordizm: The Production of Automobiles, Americans, and Bolsheviks in Detroit and Early Soviet Russia," Comparative Studies in Society and History 56, no. 2 (2014): 256-289.

"Which side are you on?":

- Frederic W. Taylor, "The Principles of Scientific Management," in *Major Problems in the History of American Technology: Documents and Essays* (Boston: Houghton Mifflin, 1998), eds. Merritt Roe Smith and Gregory Clancey, 269-175.
- James O'Connell, "A Trade Unionist Attacks Taylorism," in *Major Problems in the History of American Technology,* 280-282.
- "Mass Production (Encyclopedia Article)," in *Major Problems in the History of American Technology*, 313-315.
- Edmund Wilson, "Excerpt from 'Detroit Motors' from The American Earthquake," in *Major Problems in the History of American Technology*, 322-325.

Article: David E. Greenstein, "Assembling Fordizm: The Production of Automobiles, Americans, and Bolsheviks in Detroit and Early Soviet Russia," (Comparative Studies in Society and History 56, no. 2 (2014): 256-289) (ced)

Book Chapters: Frederic W. Taylor, "The Principles of Scientific Management," in Major Problems in the History of American Technology: Documents and Essays (Boston: Houghton Mifflin, 1998), eds. Merritt Roe Smith and Gregory Clancey, 269-175. (available at IE Library)

Book Chapters: James O'Connell, "A Trade Unionist Attacks Taylorism," in Major Problems in the History of American Technology, 280-282. (available at IE Library)

Book Chapters: "Mass Production (Encyclopedia Article)," in Major Problems in the History of American Technology, 313-315. (available at IE Library)

Book Chapters: Edmund Wilson, "Excerpt from 'Detroit Motors' from The American Earthquake," in Major Problems in the History of American Technology, 322-325. (available at IE Library)

SESSIONS 18 - 19 (LIVE IN-PERSON)

Totalitarian Visions

Stalinism. // Nazism.

Scholarly Readings:

- Jeffrey Herf, "The Engineer as Ideologue: Reactionary Modernists in Weimar and Nazi Germany," *Journal of Contemporary History* 19, no. 4 (1984): 631-648.

SESSION 20 (ASYNCHRONOUS)

FILM TBD

SESSIONS 21 - 22 (LIVE IN-PERSON)

Stuff Gets Big

The rise of the "Military-Industrial-University Complex." // Research bootcamp.

"The potential for the disastrous rise of misplaced power exists, and will persist":

- Vannear Bush, "Science—The Endless Frontier," in *Major Problems in the History of American Technolog*y, 429-433.
- J. William Fulbright, "… the adherence of the professors," in *Major Problems in the History of American Technology*, 435-438.
- William D. Marbach, "The Race to Build a Supercomputer," in *Major Problems in the History of American Technology*, 444-445.

Book Chapters: Major Problems in the History of American Technology: Documents and Essays (available at IE Library)

SESSIONS 23 - 24 (LIVE IN-PERSON)

Gender and Consumption

Erasing women. // Technological changes in the domestic economy. // The consumption junction.

Scholarly Readings:

- Ruth Schwartz Cowan, "The 'Industrial Revolution' in the Home: Household Technology and Social Change in the 20th Century," *Technology and Culture*, 17, no. 1 (1976): 1-23.
- Hallie Lieberman, "Selling Sex Toys: Marketing and the Meaning of Vibrators in Early Twentieth-Century America," *Enterprise & Society* 17, no. 2 (2016): 393-433.

Primary Sources:

- *Housewife's Handbook* (New York: WM. H. Wise & Co., 1953), 174-177, 202-207, 225-228, 301-309.
- *Mrs. America Homemaker's Guide* (Hartford: Witkower Press, 1954), 9-15, 66-69, 91-92, 108-115, 267-268, 298-300.

Article: Ruth Schwartz Cowan, "The 'Industrial Revolution' in the Home: Household Technology and Social Change in the 20th Century" (Technology and Culture, 17, no. 1 (1976): 1-23) (ced)
Article: Hallie Lieberman, "Selling Sex Toys: Marketing and the Meaning of Vibrators in Early Twentieth-Century America" (Enterprise & Society 17, no. 2 (2016): 393-433) (ced)
Book Chapters: Housewife's Handbook (New York: WM. H. Wise & Co., 1953), 174-177, 202-207, 225-228, 301-309. (ced)
Book Chapters: Mrs. America Homemaker's Guide (Hartford: Witkower Press, 1954), 9-15, 66-69, 91-92, 108-115, 267-268, 298-300. (available at IE Library)

SESSION 25 (ASYNCHRONOUS)

FILM TBD

SESSIONS 26 - 27 (LIVE IN-PERSON)

Computers and Programming

When computers were human. // The (in)humanity in programming.

Scholarly Readings:

- Nathan Ensmenger, "'Beards, Sandals, and Other Signs of Rugged Individualism': Masculine Culture Within the Computing Professions," *Osiris* 30, no. 1 (2015): 38-65.
- Vivian Anette Lagesen, "A Cyberfeminist Utopia?: Perceptions of Gender and Computer Science among Malaysian Women Computer Science Students and Faculty," *Science, Technology, & Human Values* 33, no. 1 (2008): 5-27.

Primary Sources:

- Ellen Ullman, "Outside of Time: Reflections on the Programming Life," in *Life in Code: A Personal History of Technology* (New York: Farrar, Strauss and Giroux, 2017), 3-17.
- Tom Simonite, "What really happened when Google ousted Timnit Gebru," *Wired*, 8 June 2021.
- Joy Buolamwini, *Gender Shades* (Browse the website).

Article: Nathan Ensmenger, "'Beards, Sandals, and Other Signs of Rugged Individualism': Masculine Culture Within the Computing Professions," (Osiris 30, no. 1 (2015): 38-659 (ced)

Article: Vivian Anette Lagesen, "A Cyberfeminist Utopia?: Perceptions of Gender and Computer Science among Malaysian Women Computer Science Students and Faculty," (Science, Technology, & Human Values 33, no. 1 (2008): 5-27)

Book Chapters: Ellen Ullman, "Outside of Time: Reflections on the Programming Life," in Life in Code: A Personal History of Technology (New York: Farrar, Strauss and Giroux, 2017), 3-17. (ced)

Article: Tom Simonite, "What really happened when Google ousted Timnit Gebru," (Wired, 8 June 2021)

Multimedia Documentation: Gender Shades

SESSIONS 28 - 29 (LIVE IN-PERSON)

TBD

Anthropocence. // Peer-reviewing.

Naming, placing, and dating the clusterf*ck we've created:

- Johan Rockström et al., "A Safe Operating Space for Humanity," *Nature* 461 (2009): 472-475.
- Simon Lewis and Mark Maslin, "Defining the Anthropocene," *Nature* 519 (2015): 171-180.
- Jason W. Moore, "Capitalocene and Planetary Justice," *Maize* 6 (2019): 49-54.

OR

From new middle passages to messianic androids:

- Derrick Bell, "The Space Traders," in *Faces at the Bottom of the Well: The Permanence of Racism* (New York: Basic Books, 1992), 158-194.
- Watch Janelle Monáe, *Dirty Computer* (2018).

Article: Johan Rockström et al., "A Safe Operating Space for Humanity," (Nature 461 (2009): 472-475.)

Article: Simon Lewis and Mark Maslin, "Defining the Anthropocene," (Nature 519 (2015): 171-1809 (ced)

Article: Jason W. Moore, "Capitalocene and Planetary Justice," (Maize 6 (2019): 49-54.)

Book Chapters: Derrick Bell, "The Space Traders," in Faces at the Bottom of the Well: The Permanence of Racism (New York: Basic Books, 1992), 158-194. (available at IE Library)

Video: Dirty Computer (Youtube)

SESSION 30 (LIVE IN-PERSON)

Final Exam

EVALUATION CRITERIA

Preparation and participation (20%): Good class participation involves preparing in advance by doing the readings, actively listening to your instructor and other students during class, joining class discussions, asking questions which are thoughtful and helpful, and being a good team member during classroom group work. Merely speaking in class will not earn you full marks for class participation. Moreover, using a smart device in class for non-class related activities is a distraction for you and everyone else; this will negatively affect your class participation.

Continuous assessment (20%): Includes reading quizzes and potentially other activities throughout the semester. Make-ups will only be allowed if the IE Impact program excused the absence.

Midterm evaluation (30%): In-class exam using technology to ensure academic integrity (so bring a laptop). The midterm will cover the first half of the course and may consist of multiple choice questions, identification questions, and short-answer questions. No make-up exam can be taken if you are absent without an excuse authorized by IE Impact.

Final evaluation (30%): In-class exam. Same format and policies as the midterm exam. It will include material from the entire course, but with much greater emphasis on the second half.

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 20%.
- 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 20% or more of the scheduled sessions receives

an automatic 0.0, and loses his or her right to the second chance or call (convocatoria.)

criteria	percentage	Learning Objectives	Comments
Preparation and participation	20 %		
Midterm evaluation	30 %		
Final evaluation	30 %		
Continuous assessment	20 %		

RE-SIT / RE-TAKE 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 20% of the classes. If they miss over 20%, they will have to enroll again in the course the following year.

- Students who do not comply with the 80% 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.

BIBLIOGRAPHY

Recommended

- Thomas J. Misa. (2022). *Leonardo to the Internet: Technology and Culture from the Renaissance to the Present.* 3rd. Baltimore, MD.: Johns Hopkins University Press. ISBN 9781421443096 (Printed)

BEHAVIOR RULES

Please, check the University's Code of Conduct here. The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy here. The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code here. The Program Director may provide further indications.

AI/ChatGPT Policy:

Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software. Submitted work that ends up being flagged as AI-generated will receive an automatic 0 regardless of the extent of the use (whether it be the entire thing or just a sentence), and the student will be referred to the ethics committee.

(Policy adapted from Princeton University's McGraw Center for Teaching and Learning).

Cheating and Plagiarism:

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Any student found cheating or plagiarizing on anyassignment 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.

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.
- Unauthorized co-operation or collaboration.
- 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:

- 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 (including ChatGPT and similar tools) 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 just 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 anacademic integrity violation.

IE HUMANITIES

IE-IMPACT IE-IMPACT SEP-2023 IEHN6OB-IE-IMPACT.1.M.Value

Area Humanities
Number of sessions: 30
Academic year: 23-24
Degree course: FIRST
Number of credits: 6.0
Semester: 2º
Category: COMPULSORY
Language: English

Professor: **ANNA MAGDALENA WIECK TIJAN**

E-mail: awieck@faculty.ie.edu

ANNA MAGDALENA WIECK TIJAN

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. She has extensive museum experience and has worked in curatorial departments at the National Gallery of Art, Washington DC; Fundación MAPFRE, Madrid; and the Fundación Juan March, Madrid.

Office Hours

Office hours will be on request. Please contact at:

awieck@faculty.ie.edu

If we meet on zoom, please use the class zoom link.

SUBJECT DESCRIPTION

VALUE: ART AND MATERIAL CULTURE

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 3-4)

Objects in Collections. The Postcolonial Era (Europe, Africa, Asia, the Americas) (Sessions 5-10)

Objects in Collections. The North American Industrial Age (Sessions 11-12)

Why do We Collect? Theories of Collecting (Sessions 13-14)

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)

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and toolsets we believe everyone needs to develop to become innovative problem solvers who lead positive change.

The IE IMPACT learning journey aims to help IEU students to develop some of IE's core values through three "pillar courses":

·Humanities – in this first pillar, you choose the course topic that most resonates or interests you; you learn about yourself and about others; and you begin your development in the humanities – a core value of IEU – as a critical thinker;

·Technology – in this pillar, you take a course that aims to familiarize you with some of the technologies that have had the greatest impact on society or that have been applied for positive impact related to sustainability; it is also aimed at challenging you to break down mental barriers to technology and help you understand technological innovation by using technology to build a solution to a problem; and

·Entrepreneurship – this pillar represents another of IEU's core values, which is often misunderstood as a subject to start a business; in the IE Impact, entrepreneurship is the value of learning how to identify a problem, how to build a solution that can provide the most value to those who experience it and how to create a recurring system that allows that solution to be offered at scale so that you can achieve the greatest positive impact.

The fourth and final course of the IE Impact is the IE Challenge, the culmination of the IE Impact learning journey. Students in the IE Challenge choose a course option and apply all they have learned to real-world challenges. They work as Innovation Consultants or Entrepreneurs and their challenges lead them to deepen their knowledge of problems related to the sustainability of People, Planet and Prosperity as per the Sustainable Development Goals and the UN's 2030 Agenda.

LEARNING 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.

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 an 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.

TEACHING 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. Asynchronous interaction and individual inquiry and discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

You will be graded on your preparedness for class discussions (by completing the assigned readings before class sessions), on the quality of your participation in discussions, on in-class quizzes, activities, and presentations (you must be present in order to earn credit), and on the midterm essay and final exam.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	40.0 hours
Discussions	26.67 %	40.0 hours
Exercises in class, Asynchronous sessions, Field Work	13.33 %	20.0 hours
Group work	6.67 %	10.0 hours
Individual studying	26.67 %	40.0 hours

TOTAL	100.0 %	150.0 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

No assigned readings need to be completed for Sessions #1/2

SESSIONS 3 - 4 (LIVE IN-PERSON)

Objects in Collections. The Age of European Colonialism

Topics: Wunderkammer (Cabinets of curiosities); "The Grand Tour"; Sir John Soane's Museum, London; "museums are not neutral"

Reading to complete before class

"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.

Darley, Gillian. "Wonderful Things: The Experience of the Grand Tour." *Perspecta* 41 (2008): 17–29.

Book Chapters: The Whole Picture: The colonial story of the art in our museums & why we need to talk about it (CED)

Article: Darley, Gillian. "Wonderful Things: The Experience of the Grand Tour." (Perspecta , 2008, Vol. 41, Grand Tour (2008), pp. 17-25, 28-29) (ced)

SESSION 5 (ASYNCHRONOUS)

Short writing assignment #1 (continuous assesment) due Session #5

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 600-700 word personal response.

Podcast: UK Culture War, How Should Museums Confront Colonialism? (The Art Newspaper, 12 March 2021)

SESSIONS 6 - 7 (LIVE IN-PERSON)

Objects in Collections. The Age of European Colonialism

Topics: the creation of national museums; colonial expansion; collecting vs. looting; contested objects (Benin Bronzes, Bust of Nefertiti, etc.)

Reading to complete before class

Dan Hicks, "Preface" (xii-xvii), "Ch. 1-4" in *The Benin Bronzes, Colonial Violence and Cultural Restitution*. London: Pluto Press, 2020.

Book Chapters: The Brutish Museums: The Benin Bronzes, Colonial Violence and Cultural Restitution (CED)

SESSIONS 8 - 9 (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 to complete before class

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 to listen to before class

Hyperallergic/Artmovements Podcast, episode #61. "Connecting Modern Art Museums, Colonialsm, 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.

Podcast: Connecting Modern Art Museums, Colonialism, and Violence (Hyperallergic)

Book Chapters: Potential History: Unlearning Imperialism (ced)

SESSION 10 (ASYNCHRONOUS)

Objects in Collections. The Postcolonial Era (Europe, Africa, Asia, the Americas)

Short assignment #2 (continuous assessment) due Session #10. This short assignment will help you get started on your midterm essay.

In preparation for your midterm essay read the assignment directions below. Select a topic and do some initial research. For Session #10 you should submit a a 600-700 word 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 (1500-2000 words, due Session #15)

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 11 - 12 (LIVE IN-PERSON)

Objects in Collections. The North American Industrial Age

Topics: collections of the robber barons; emulation; artists as merchant (William Harnett; Winslow Homer); art merchants (Duveen, Knoedler)

Reading to complete before class

Michael Leja, "Ch. 4, Touching Pictures by William Harnett" (125-152) in *Looking Askance: Skepticism and American Art From Eakins to Duchamp*. Berkeley: University of California Press, 2006

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, Art Dealer (ced)

Book Chapters: Touching Pictures, William Harnett (ced)

SESSIONS 13 - 14 (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 to complete before class

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 1899).

Book Chapters: The Theory of the Leisure Class (CED)

Book Chapters: Unpacking my Library. A Talk About Collecting (ced)

SESSION 15 (LIVE IN-PERSON)

Objects in Collections. 20th Century Looting

Topics: Nazi-looted art; looting in Nepal in the 1980s; Getty antiquities scandal

Reading to complete before class

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 Pisarro Affair").

Jason Felch and Ralph Frammolino, "Prologue" (1-6) and "Ch. 1, The Lost Bronze" (9-25) in *Chasing Aphrodite: The Hunt for Looted Antiquities at the World's Richest Museum*. Boston and New York: Houghton Mifflin Harcourt, 2011.

Optional viewing to complete before class

The Woman in Gold (dir. Simon Curtis, 2015), streaming on Amazon

Midterm essay due Session #15

Article: Sharon Hecker and Giuseppe Calabi, "Spoliazioni d'arte, un nuovo affaire Pissarro," (We Wealth Magazine (Oct. 9, 2020)) (CED)

Book Chapters: Chasing Aphrodite: the Hunt for Looted Antiquities at the World's Richest Museum (ced)

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

Reading to complete before class

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 (CED)

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 to complete before class

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 (CED)
Book Chapters: Seven Days in the Art World (CED)

SESSION 20 (ASYNCHRONOUS)

Objects in a Global Economy. The Contemporary Art Market

Short assignment #3 (continuous assesment) due Session #20. 600-700 words. TOPIC TBA

SESSIONS 21 - 22 (LIVE IN-PERSON)

SESSION 21. 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 to complete before class

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

SESSION 22. Student presentations

Book Chapters: Dark Side of the Boom: The Excesses of the Art Market in the 21st Century (CED)

SESSIONS 23 - 24 (LIVE IN-PERSON)

SESSION 23. NFTs. What are they? Why are they valuable? Pros/cons. What conditions made the emergence of the NFT possible? A look at the history of digital art.

Readings to complete before class

Clark, Mitchell. "NFTs - explained." *The Verge*. August, 18, 2021.

Ohlheiser, Abby. "Some artists found a lifeline selling NFTs. Others worry it's a trap." *MIT Technology Review*. March 25, 2021.

Rivers Ryan, Tina. "Token Gesture." *Artforum*. May 2021.

SESSION 24. Student presentations.

Article: NFTs explained (The Verge, Jun 6, 2022)
Article: Some artists found a lifeline selling NFTs. Others worry it's a trap (MIT Technology Review, March 25, 2021)
Article: Token Gesture (Art Forum, MAY 2021)

SESSION 25 (ASYNCHRONOUS)

Objects in a Global Economy. The Contemporary Art Market

Short assignment #4 (continuous assessment) due Session #25

Exhibition review. 600-700 words

Visit an exhibition THIS SEMESTER 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)

SESSIONS 26 & 27. Objects in a Global Economy. The Contemporary Art Market

Topics: TBA

Reading TBA

SESSIONS 28 - 29 (LIVE IN-PERSON)

SESSION 28. 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 to complete before class

Martin Herbert, "Introduction" (11-16) and "Street Level" (61-71) in *Tell Them I Said No.* Berlin: Sternberg Press, 2016.

SESSION #29. Student presentations.

Book Chapters: Tell Them I Said No (CED)

SESSION 30 (LIVE IN-PERSON)

FINAL EXAM

EVALUATION CRITERIA

20% Preparation & participation. You should come to class prepared to discuss the readings and ask questions. We will have pop quizzes (short answer and multiple choice) throughout the semester to test basic knowledge about the session themes and assigned readings. I will also include short in-class exercises instead of quizzes from time to time. You must be present in class in order to complete these in-class quizzes and assignments.

30% Midterm evaluation. Midterm essay. 1500-2000 words. Due Session #15.

30% Final evaluation. In-class exam. Session #30

20% Continuous assesment/evaluation. Four short written assignments and one 10-minute presentation.

- Written assignments will be 600-700 words. Due on Asynchronous Sessions #5, 10, 20, 25. These assignments are graded AND they count as attendance. In other words, if you do not submit the written assignment due on session #5, you will earn a 0 AND you will ALSO be marked as ABSENT for session #5.

- Students will also prepare short presentations towards the end of the semester.

criteria	percentage	Learning Objectives	Comments

Preparation & participation	20 %		Always!
Midterm evaluation	20 %		Due Session #15
Final evaluation	30 %		In class Session #30
Continuous assesment/evaluation	30 %		Due Asynchronous Sessions #5, 10, 15, 20

RE-SIT / RE-TAKE POLICY

OTHER RELEVANT INFORMATION ABOUT THIS COURSE:

a) GRADING SYSTEM:

Grade description and equivalents:

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

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

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

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

·   Good/Aprobado: 6.0-7.0 (C- to C+)

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

·   Pass/Aprobado: 5.0-6.0 (D)

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

·   Fail/Suspenso: 0-4.9 (F)

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

·   Automatic Failure/Suspenso: 0 (F)

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

c)   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 20% of the classes. If they miss over 20%, they will have to enroll again in the course the following year.

·   Students who do not comply with the 80% 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.

For the July retake, students must submit work they did not complete during the semester, or assignments they failed. However, the work they submit for the retake must be twice the length of the original assignment. For example, if a student fails due to not having submitted the midterm (1500-2000 words) the retake midterm they submit in July must be around 3000-4000 words. Likewise, if a student fails due to not having submitted the short assignments (600-700 words) the retake short assignments they submit in July must be around 1200 words each.

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.

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

Cheating includes:

a) An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.

b) Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.

c) co-operation or collaboration.

d) with official documents, including electronic records.

e) The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

Plagiarism includes:

a) Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document is a form of plagiarism. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.

b) Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).

c) Plagiarizing is not committing "word for word" copying. "Thought for thought" is also a form of plagiarism.

Other violations of academic ethics include:

a) Not acknowledging that the students' work or any part thereof has been submitted for credit elsewhere.

b) Misleading or false statements regarding work completed.

c) Knowingly aiding or abetting anyone in committing any form of an academic integrity violation.

Academic Misconduct Procedure for Humanities Courses

1. If a Humanities instructor suspects a student has committed academic misconduct (as defined in the student's Code of Ethics) in a Humanities course, he or she must refer the case to the Humanities program director with all the necessary supporting evidence.

2. The Humanities program director will meet with the student and write a brief summary of the instructor and the student's views and pass them on to the Bachelor's program director. The Humanities program director may also suggest what type of sanction would be appropriate for the student.

3. If there is enough objective evidence to sanction the student, the program director will check if this is the first time the student has committed academic misconduct.

4. Is this is a first breach of conduct, the program director will decide the scope of the sanction on the basis of all the above information. (Bachelor or Ethics Committee).

5. If this is a second offense or if, according to the Humanities director's report, the case is serious enough, the case will be redirected to the university's Ethics Committee.

(Approved by the Vice-Rector of Academic Affairs in June 2020)

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)

BEHAVIOR RULES

Please, check the University's Code of Conduct here. The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy here. The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code here. The Program Director may provide further indications.

IE HUMANITIES

IE-IMPACT IE-IMPACT SEP-2023 IEHN6OB-IE-IMPACT.1.M.Women

Area Humanities
Number of sessions: 30
Academic year: 23-24
Degree course: FIRST
Number of credits: 6.0
Semester: 2º
Category: COMPULSORY
Language: English

Professor: **GORETTI TERESA GONZALEZ**

E-mail: gorettiteresag@faculty.ie.edu

GORETTI TERESA GONZALEZ

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 Ittati (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 a professor at IE's Departments of Humanities and sits on the board of the Foundation at Northgate González Markets.

Office Hours

Office hours will be on request. Please contact at:

gorettiteresag@faculty.ie.edu

Personal Zoom Room: https://ieuniversity.zoom.us/j /2825464690

SUBJECT DESCRIPTION

How have women leaders, past and present leaned in, broken the glass ceiling, and continue to navigate the leadership labyrinth? How can they inspire and empower both men and women today? From Cleopatra to Barbie, the women leaders of the pandemic and data bias in a world designed for men, to the heroines of Cervantes and Sor Juana, 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 actions cause societal shifts
Topic three: Women and leadership in literature and the arts

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and toolsets we believe everyone needs to develop to become innovative problem solvers who lead positive change.

The IE IMPACT learning journey aims to help IEU students to develop some of IE's core values through three "pillar courses":

·Humanities – in this first pillar, you choose the course topic that most resonates or interests you; you learn about yourself and about others; and you begin your development in the humanities – a core value of IEU – as a critical thinker;·

Technology – in this pillar, you take a course that aims to familiarize you with some of the technologies that have had the greatest impact on society or that have been applied for positive impact related to sustainability; it is also aimed at challenging you to break down mental barriers to technology and help you understand technological innovation by using technology to build a solution to a problem; and

Entrepreneurship – this pillar represents another of IEU's core values, which is often misunderstood as a subject to start a business; in the IE Impact, entrepreneurship is the value of learning how to identify a problem, how to build a solution that can provide the most value to those who experience it and how to create a recurring system that allows that solution to be offered at scale so that you can achieve the greatest positive impact.

The fourth and final course of the IE Impact is the IE Challenge, the culmination of the IE Impact learning journey. Students in the IE Challenge choose a course option and apply all they have learned to real-world challenges. They work as Innovation Consultants or Entrepreneurs and their challenges lead them to deepen their knowledge of problems related to the sustainability of People, Planet and Prosperity as per the Sustainable Development Goals and the UN's 2030 Agenda.

LEARNING OBJECTIVES

Upon completion of 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

TEACHING 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. 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 short and longer projects in the form of presentations, individual essay, and interview in the form of podcast - researched, analyzed, written, and recorded by the students.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	30.0 hours
Discussions	20.0 %	30.0 hours
Exercises in class, Asynchronous sessions, Field Work	16.67 %	25.0 hours
Group work	20.0 %	30.0 hours
Individual studying	23.33 %	35.0 hours
TOTAL	100.0 %	150.0 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?

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

Pre-Work: (reading) HBR article, "Women are better during a crisis" by Jack Zenger and Joseph Folkman

Article: Research:Women are better leaders during a crisis. (HBS H063D0-PDF-ENG)

Working Paper: Women and Power

SESSIONS 3 - 4 (LIVE IN-PERSON)

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 (reading and viewing) When Women Ruled by UCLA Egyptologist Kara Cooney – a look at women leaders through the stories of six female pharaohs
        (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)

Article: Speech to the troops at Tilbury. (Queen Elizabeth I August 19, 1588— Tulbury, England) (ced)

Multimedia Material: Kara Cooney: When women ruled-National Geographic. (National Geographic)

Multimedia Material: 11 minute video introduction to When Women Ruled

SESSION 5 (ASYNCHRONOUS)

Meet at Thyssen museum for the show "Women Masters"

"Artemisia Gentileschi, Angelica Kauffmann, Clara Peeters, Rosa Bonheur, Mary Cassatt, Berthe Morisot, María Blanchard, Natalia Goncharova, Sonia Delaunay and Maruja Mallo were celebrated artists in their lifetimes who are now enjoying renewed recognition in response to their erasure from the art-historical account alongside others who broke moulds with creations of undoubted excellence.

Featuring nearly 100 works, including paintings, sculptures, works on paper and textiles, the exhibition is curated from a feminist viewpoint by Rocío de la Villa. It presents a survey from the late 16th century to the early decades of the 20th century through eight contexts important within women's path towards emancipation. Starting from the contemporary notion of sisterhood, it focuses on groups of female artists, patrons and gallerists who shared values as well as favourable socio-cultural and theoretical conditions despite the patriarchal system. Employing a structure principally based on the conjunction of historical periods, artistic genres and themes, the exhibition reveals how these artists approached important issues of their day, established their positions and contributed new iconographies and alternative gazes.

Women Masters is the first major exhibition to reflect the process of feminist rethinking on which the Museo Thyssen has been engaged over the past few years" https://www.museothyssen.org/en/exhibitions/women-masters

SESSIONS 6 - 7 (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 Wolf)?
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"

(reading) Introduction to Simone de Beauvoir

(reading) Rosario Ferre's "The Youngest Doll"

Book Chapters: The Second Sex

Other / Complementary Documentation: The Youngest Doll

Article: Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist

Theory. (Theatre Journal, Vol. 40, No. 4 (Dec., 1988), pp. 519-531) (ced)

SESSIONS 8 - 9 (LIVE IN-PERSON)

Women leaders who cause societal shifts: Early defenders of women's rights, the Me Too movement, and women's rights today.

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?

Viewing of: Fighting for women's rights - Latin America's feminist movement | DW Documentary https://www.youtube.com/watch?v=SxMc6uK3_fQ
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)
(reading)"Me Too founder discusses where we go from here"

Other / Complementary Documentation: You foolish men that incite. (s-c)

Article: Me too founder discusses where we go from here. (The Harvard Gazette, February 21,

2020)

Other / Complementary Documentation: Excerpt from City of Women

SESSION 10 (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.

Book Chapters: Ain't I woman. Black Woman and feminism

SESSIONS 11 - 12 (LIVE IN-PERSON)

Women and the Gender Gap: Business and Heads of State

Guest speaker:

Carolina 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): Goldin's Dynamics in the Gender Gap

(reading): The Prize in economics

Article: Dynamics of the Gender Gap for young Professionals
Article: The prize in economics - Claudia Goldin

SESSIONS 13 - 14 (LIVE IN-PERSON)

Women leaders who cause societal shifts: Early Leaders in Literature and Women and the medical world

Bly and fight for women's mental health and autonomy

Pre-Work:
(reading) Bly, "Ten Days in a Mad-House"

(reading) Perkings, The Yellow Wallpaper

Guest speaker:
Dr María Bastianes is a Research Lecturer at the Complutense University of Madrid. She is an expert on 20th century European and Argentine history of theatre and Spanish classical drama in performance. She is the author of Vida escénica de 'La Celestina' en España (Peter Lang 2020), a book on the performance and reception of La Celestina in Spain.

Confronting a Controversial Classic. Celestina: Love, Sex, Desire... and Censorship
Imagine Romeo and Juliet … but with a couple of very striking differences. For example, the couple never considers matrimony (in fact, it's the young lady —Melibea— who openly rejects the idea). Add also a secondary character, a true womna leader, a witty old mistress who arranges the encounters, and replace the rift between rival families for an open confrontation between servants and masters.

Finally, sprinkle everything with high doses of humour, profanity and sex, and you will have the perfect recipe for scandal: Celestina.
During this class we are going to explore the legacy of this fascinating Spanish Renaissance masterpiece that took European literature by storm on publication. We will study its problematic reception from the end of the nineteenth century until modern times, and how artists and censors dealt with a classic that challenged the limits imposed on religious, moral and political matters, for instance, during dictatorship periods.

Article: Ten Days in a Mad House
Other / Complementary Documentation: The Yellow Wallpaper

SESSION 15 (LIVE IN-PERSON)

Midterm

SESSIONS 16 - 17 (LIVE IN-PERSON)

Women and leadership: Finding our voices and the Beijing Declaration

Guest Speakers: GWL Intergenerational dialogues

Susana Malcorra is the President and one of the cofounders of GWL Voices for Change and Inclusion.
She was the Dean of IE School of Global & Public Affairs at IE, Argentina's Minister of Foreign Affairs and Worship of the (Chief of Staff) for Ban Ki-moon. led the Department of Field Support (DFS) for Peace Missions, was Assistant Secretary General and Chief Operating Officer (COO) of the World Food Forum. And before all that , twenty-five years in the private sector, Ceo of Telecom

María Fernanda Espinosa served Ecuador as Minister of Foreign Affairs, of National Defence, and of Natural and Cultural Heritage. was the President of the seventy-third session of the General Assembly, Chair of the Group of 77 and China, Chair of the Andean Community Negotiator at the Conference on Sustainable Development. Special Adviser in drafting the 2008 ecuatorian constitution, Director (South America) and Adviser on Biodiversity (Geneva), has more than 20 years of experience in international negotiations,
peace, security, defence, disarmament, human rights, indigenous peoples, gender equality, sustainable development, environment, biodiversity, climate change and multilateral cooperation, and is a celebrated poet

Working Paper: Beijing Declaration and platform for Action. The Fourth World Conference on
Women. United Nations (s-c)

SESSIONS 18 - 19 (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 apllicable today?

Debate and discussion: Exerpts from Caroline Criado Pérez's text Invisible Women: Data Bias in a World Designed For Men TBD

Pre-Work: (listening) Podcast, "Brené Brown in her Dare to Lead Podcast, with Jodi-Ann Burey and Ruchika Tulshyan on Imposter Syndrome"

Multimedia Material: On Imposter Syndrome

SESSION 20 (ASYNCHRONOUS)

Watch "Las sin sombrero" docuemtary.

WITHOUT THESE WOMEN, HISTORY IS COMPLETE

The Generation of '27 is one of the most important artistic and intellectual movements of Spanish cultural history.

Its male members are widely known. But , the women of this generation have been ignored, until now!

https://www.rtve.es/lassinsombrero/en

SESSIONS 21 - 22 (LIVE IN-PERSON)

Women and leadership: Finding our voices and Finding our Allies

Can James Bond be feminist? Reading from Kim Sherwood's Double or Nothing TBD

Can we find femisnt allies in seventeenth century male authors?

Pre-work:

(Reading): Cervantes' Women Readers

(Reading): Excerpt from Double or Nothing

Other / Complementary Documentation: Fuenteovejuna
Article: Lisa Vollendorf

SESSIONS 23 - 24 (LIVE IN-PERSON)

Women leaders: Griselda Pollock and women in art history

"Griselda Pollock argues that the absence of women in the history of art is not the result of forgetfulness, negligence, or prejudice. It should be understood as the result of a systematic effort to perpetuate the ideological apparatus and the gender hierarchy in our society. As such, she suggests that instead of thinking in terms of a feminist art history, we should think about "feminist intervention" in art's histories: both to change the present by means of how we re-present the past, and, in the same gesture, refuse to allow art historians to ignore living artists and thus, contribute to the struggles of today's producers.

A key exponent of feminism in the disciplines of art history and cultural studies, and the author of more than twenty books, Griselda Pollock explores the complex relationship between gender, representation, and power, crossing them with feminist criticism (and practices), Marxism, psychoanalysis, and postcolonial theory.

In this podcast Griselda Pollock talks about her involvement in the Women's Movement in England in the seventies, and about the points of convergence between feminism and art history. She gives a detailed analysis of the ideas set out in 'Old Mistresses: Women, Art and Ideology', a seminal text written with Rozsika Parker in 1981, in which they chart a new cultural imaginary based on works created by women artists throughout history." **https://rwm.macba.cat/en/sonia/sonia-254-griselda-pollock**

SESSION 25 (ASYNCHRONOUS)

Working on interview projects within your groups and preparing your essays

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.

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

Finding our voices: The Bechdel Test and Empowering Women in Hollywood and the Center for the Study of Women in Television & Film – Home to the longest running and most comprehensive studies of women in film and television

Reclaiming our bodies: Laura Mulvey's Visual Pleasure

Can Barbie be rebranded as a feminst icon?

We will watch and discuss a short film by a female director TBD

Pre-work:

(reading): Laura Mulvey's "Visual Pleasure"

(listening) Geena Davis "Laura Mulvey"

(listening) Can Barbie be rebranded as a feminist icon?

Article: Visual Pleasure
Multimedia Material: Geena Davis "On Empowering women in Hollywood"
Multimedia Material: Can Barbie be rebranded as a feminist icon?
Multimedia Material: Center for the Study of Women in Television & Film – Home to the longest running and most comprehensive studies of women in film and television.
Multimedia Material: Podcast: Laura Mulvey

SESSIONS 28 - 29 (LIVE IN-PERSON)

Group Project Presentations: Interviews

SESSION 30 (LIVE IN-PERSON)

What is the future of women and leadership. In groups, we will be writing manifestos for the future of leadserhip.

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:

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 in person 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. Presentation AND GROUP Interview

Presentation: From the sixth class we will be presenting individual women leaders.

Group Digital Project: In groups of four, you will create digital projects to showcase an interview/interviews you conduct. . 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 interview ? What will you name your project? Who is your target audience?

OTHER RELEVANT INFORMATION ABOUT THIS COURSE:

a) ATTENDANCE POLICY

Attendance to this Humanities course is mandatory. Just like any other IEU academic course, all students must follow IEU's Attendance Policy.

As per IE University policy, every student must attend at least 80% of sessions. IEU attendance policy applies to any type of session: live in-person and asynchronous sessions. Students attending less than 80% of sessions will be graded with a FAIL for the course. This FAIL will apply to the ordinary and the extraordinary calls of the current academic year.

For live in-person sessions, students will be marked absent if:
- they do not attend the session in-person or in any mode;
- they attend an in-person session via Zoom, or any remote format;
- they attend virtually a live in-person session, for which they received an authorized attendance waiver to attend the session online, but they do not have their camera turned on, they are not engaged, and they are not seated without distraction during the entire class session.

For asynchronous sessions, students will be marked absent if:
- they do not engage and complete the work expected of them in the asynchronous sessions.

Students are advised to take into account that the great majority of the Humanities sessions are double sessions; therefore, if a student is absent on a day there are 2 sessions scheduled, the student will be marked absent for the 2 corresponding sessions.

Attendance waivers

Please remember that professors are not allowed to grant exceptions to the attendance policy. You may inform them of the reasons of any planned or past absence out of courtesy, but any waiver must be granted by the IE Impact Program Management.

Under exceptional circumstances (serious health problems, visa delays, and travel restrictions), a student can ask for a temporary attendance waiver and may be allowed to attend online (or not in any format) and not have his/her 70% attendance affected. For this to be possible, a written and documented request must be made in advance to the IE Impact/Humanities Program Management Team. Students must email ieimpacthumanities@ie.edu with the request and any related documentation. Last minute changes in attendance or verbal request will not be considered. If the request is approved, an attendance waiver will be granted over one or more sessions and the allowed 30% will only be applied to other absences (without an authorized waiver).

Rules for online attendance (when authorized)

Any student who receives (or expects to receive) authorization for an attendance waiver to attend a live in-person session online (via Zoom) must meet the following criteria to be marked present: must have his/her camera on at ALL times, must be actively engaged during the entire class session and with any and all team-work, and must be located in an appropriate learning environment (e.g. student must be seated and free of distractions for the entire session).

Use of the 20% absences

No sessions or activities may be "skipped". If a student is under the impression that s/he can skip up to 20% of sessions, this is a mistake. The 20% "rule" is reserved for those circumstances that are out of a student's control. Personal trips, interviews, appointments, mild illnesses, family celebrations or ceremonies, or other personal matters will not be treated as exceptional cases and should be considered part of the 30% of allowed absences.

Attending online but still absent

Students who do not have an authorized attendance waiver are allowed to attend a class session online; however they must understand that they will be marked absent, and their participation grade may be influenced negatively by a high percentage of absences during the semester.

Role of Professors in Attendance

Professors are responsible for recording attendance; however, they have no authority to grant any student permission to have an excused absence of any kind (or to change the format of how a student will attend a session).

Any inquiries or requests must be made by the student to the IE Impact Program Team via email ieimpacthumanities@ie.edu

Professors are instructed to mark as ABSENT:
- students who do not attend a session in its previously scheduled format
- students who attend a session in a different format (online) than what was previously scheduled (i.e. they attend online instead of in-person).
- students who attend a session they were previously authorized to attend online but do not have their cameras on, engage actively or stay seated in an environment free of distractions for the entire session.
- students who do not complete the work adequately assigned for an asynchronous session.
If a student receives authorization for an attendance waiver and the student was already marked absent, the professor will be informed and the attendance record will be modified from absent to whatever is authorized (present, excused, etc).

Authorization for Attendance Waiver from a Student's Bachelor Program
If a student has received authorization for an attendance waiver from his/her bachelor degree's program to be absent (from any format of class) or to attend a live in-person session online (via Zoom), then the student must forward the email authorization to the IE Impact Team (ieimpacthumanities@ie.edu) and it will be verified. Upon verification, the professor will be informed to either not record a student as absent or to change a previous attendance record from absent to present, excused, etc.

b) 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.)

c) 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 20% of the classes. If they miss over 20%, they will have to enroll again in the course the following year.

•Students who do not comply with the 80% 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 includes completing a series of essays centered around the great themes of the class.

criteria	percentage	Learning Objectives	Comments
Class Participation	20 %		
Midterm	30 %		
Continous Evaluation	20 %		
Final evaluation	30 %		

RE-SIT / RE-TAKE POLICY

The Midterm is 30% of your grade

Class Participation is made up of in-class discussions (10%) and forum discussions (10%)

Continuous Evaluation is made up of Individual presentation (10%), Literature Review (10%), and Group Interview (10%)

Final Exam is made up of the Final Essay (30%)

BIBLIOGRAPHY

Compulsory

 - Caroline Criado Perez. (2020). *Invisible Women: Exposing Data Bias in a World Designed for Men.* 5. Penguin Random House. ISBN 1784706280 (Printed)

Recommended

 - Simone de Beauvoir. *translated by Constance Borde, Sheila Malovany-. (2011). The second sex..* 2011. London Vintage Books. ISBN 9780099499381 (Printed)

 - Cooney, Kara. *When Women Ruled the World : Six Queens of Egypt...* 2020. Cooney, Kara. ISBN 9781426220883 (Printed)

 - Hooks, Bell.. *Ain't I a Woman: Black Women and Feminism.* 1987. Pluto Press. ISBN 9780861043798 (Printed)

 - Eagly, Alice Hendrickson, and Linda Lorene Carli.. *Through the Labyrinth : The Truth About How Women Become Leaders.* 2007. Harvard Business School Press. ISBN 9781422116913 (Printed)

 - Iñiguez Santiago. *In an Ideal Business : How the Ideas of 10 Female Philosophers Bring Value into the Workplace..* 2020. Palgrave Macmillan. ISBN 3030363783 (Printed)

 - Malcorra, Susana.. *Pasión Por El Resultado : El Liderazgo Femenino Ante Las Grandes Decisiones.* 2018. Paidós.. ISBN 9789501295467 (Printed)

BEHAVIOR RULES

Please, check the University's Code of Conduct here. The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy here. The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code here. The Program Director may provide further indications.

IE HUMANITIES

IE-IMPACT IE-IMPACT SEP-2023 IEHN6OB-IE-IMPACT.2.M.Diversit

Area Humanities

Number of sessions: 30

Academic year: 23-24

Degree course: FIRST

Number of credits: 6.0

Semester: 2º

Category: COMPULSORY

Language: English

Professor: **LOURDES FERNÁNDEZ BENCOSME**

E-mail: lfernandezb@faculty.ie.edu

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Lourdes Fernández Bencosme holds a Ph.D. Romance Languages and Literatures (University of Chicago) M.A. Hispanic Studies with Honors (University of Illinois at Chicago) B. A. History Summa Cum Laude (Universidad Autónoma de Santo Domingo). She has been the recipient of many scholarships and grants to conduct research at institutions in the USA, Mexico, Cuba and Spain. Prof. Fernández Bencosme has taught a variety of Spanish language courses, Hispanic literature and culture at several universities including The University of Chicago, Colgate University, Syracuse University and Suffolk University. At IE she has taught Spanish language, Writing and Humanities courses. Dr. Fernández Bencosme research and publications focus on the audiovisual and literary expressions of Latin American and Spanish culture. She is deeply interested in issues related to race, gender, immigration, youth culture, and popular music.

Office Hours

Office hours will be on request. Please contact at:

lfernandezb@faculty.ie.edu

SUBJECT DESCRIPTION

CULTURAL DIVERSITY TODAY

Diversity and inclusion are at the forefront of contemporary social concerns and have even become a government and corporate mandate. However, movements like Black Lives Matter, the Refugee and Immigrant crisis in Europe, the Me Too and LGTBQ movements, and the indigenous protests in Latin America prove how our global world is far from achieving the desired social inclusion. In this course, we will explore the persistence of race, gender and class inequalities and how these issues define our global culture today. Through the analysis of creations by artists like Basquiat, Mendieta, Banksy and Ai Weiwei , the reflections of writers like Chimamanda Adichie and Junot Díaz , the lyrics and impact of Hip Hop and other forms of Pop music, and the global success of films like Parasite or Roma, we will gain a new appreciation of these cultural artifacts and how they reflect the challenges facing diversity and inclusion today.

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and toolsets we believe everyone needs to develop to become innovative problem solvers who lead positive change.

The IE IMPACT learning journey aims to help IEU students to develop some of IE's core values through three "pillar courses":

·Humanities – in this first pillar, you choose the course topic that most resonates or interests you; you learn about yourself and about others; and you begin your development in the humanities – a core value of IEU – as a critical thinker;

·Technology – in this pillar, you take a course that aims to familiarize you with some of the technologies that have had the greatest impact on society or that have been applied for positive impact related to sustainability; it is also aimed at challenging you to break down mental barriers to technology and help you understand technological innovation by using technology to build a solution to a problem; and

·Entrepreneurship – this pillar represents another of IEU's core values, which is often misunderstood as a subject to start a business; in the IE Impact, entrepreneurship is the value of learning how to identify a problem, how to build a solution that can provide the most value to those who experience it and how to create a recurring system that allows that solution to be offered at scale so that you can achieve the greatest positive impact.

The fourth and final course of the IE Impact is the IE Challenge, the culmination of the IE Impact learning journey. Students in the IE Challenge choose a course option and apply all they have learned to real-world challenges. They work as Innovation Consultants or Entrepreneurs and their challenges lead them to deepen their knowledge of problems related to the sustainability of People, Planet and Prosperity as per the Sustainable Development Goals and the UN's 2030 Agenda.

LEARNING 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.

Upon completing this course, participants will have:
. (1) become familiar with some of the major theories and works related to the social construction of difference and inequality.;
. (2) gained insight into the interpretation and critical analysis of cultural manifestations and artwork in the context of cultural diversity;
. (3) questioned the ways diversity and equality are prevented by power structures and cultural forms and institutions;
. (4) acquired a better grasp of how personal biases and internal barriers could be overcome to achieve true diversity in the workplace and society at large.

TEACHING 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. Asynchronous interaction and individual inquiry and discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

By combining scholarly practices with creative applications, this course will develop along two complementary axes:

(1) On the one hand, the weekly lectures and discussions will be divided by topics, focusing on specific theoretical paradigms and other related texts to provide additional perspectives. Our readings and discussions will raise questions about these theories and reading. We will examine how these theories were shaped and what repercussions they had on cultural production related to diversity.

(2) On the other hand, these theories and the questions they elicit will be applied to novels, songs, films, works of art, among other media.

(3) Students will be required to participate actively in class. For that purpose they must complete the reading, viewings and written assignments for each session before coming to class.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	40.0 hours
Discussions	26.67 %	40.0 hours
Exercises in class, Asynchronous sessions, Field Work	13.33 %	20.0 hours
Group work	6.67 %	10.0 hours
Individual studying	26.67 %	40.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

1. What is cultural diversity?

-Introduction and course overview

2. The many faces of inequality: Intersectionality

In 1989 Kimberlé Williams Crenshaw proposed a new concept to deal with inequality and discrimination from a multiple perspective. According to Crenshaw, discrimination based on race/ethnicity, gender/sexuality and class work together to reproduce social systems of power and privilege. In order to undermine and overcome inequality coming from these complex angles we need a new theoretical tool: Intersectionality.

Video: Kimberlé Williams Crenshaw: The Urgency of Intersectionality (TED)

Article: Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of

Color; from The Public Nature of Private Violence edited by Martha Fineman and Rixanne Mykitiuk.

(ced)

SESSIONS 3 - 4 (LIVE IN-PERSON)

The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality

In this session, we will examine how these categories of differences are constructed and why they persist over time.

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*T**he Problem We All Live With**: Black Lives Matter*

In 1964 Norma Rockwell published a painting depicting a six-year-old girl on her way to school escorted by four deputies marshalls. This became an iconic representation of the entrenched racism in the US. Departing from that image we will analyze the rise of the Civil Rights Movement and its struggle against racism.

We will also discuss Kerry James Marshall's *Past Times* (1997) and its implications for the intersections of racism and inequality. The session will end with a close reading of the visuals and lyrics of Childish Gambino's *This is America* (2018).

Book Chapters: The Social Construction of Difference and Inequality: Race, Class, Gender, and

Sexuality. Chapter 1: Constructing Differences

Book Chapters: Race, ethnicity, gender, and class : the sociology of group conflict and change.

"Patterns of Inequality"

Book Chapters: UNDERSTANDING HOW THE INTERNET AND SOCIAL MEDIA ACCELERATE

RACIAL STEREOTYPING AND SOCIAL DIVISION (ced)

SESSION 5 (ASYNCHRONOUS)

Forum *I Am Not Your Negro*: Challeging Whiteness in the Media

Book Chapters: I Am Not Your Negro: James Baldwin's Challenge to Whiteness and Media

SESSIONS 6 - 7 (LIVE IN-PERSON)

The Problems of Diversity in Latin America: The Intersections of Race, Class and Gender

Latin America is one of the most racially diverse regions on Earth. The indigenous peoples, the Europeans and African slaves formed a miscegenated society that nonetheless bears one of the highest rates of inequality in the world.

In this session, we will explore these issues through the discussion of the Mexican film *Roma* (Alfonso Cuarón, 2018).

Article: Life amid Mexico's class divides; Christian Century January 2, 2019 (ced)

Article: The Troubling of "We": An Intersectional Perspective on Roma (Gender society)

SESSIONS 8 - 9 (LIVE IN-PERSON)

The Danger of a Single Story: Chimamanda Ngozi Adichie

Adichie discusses the limitations a non-diverse literature imposses on the readers.
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Postcolonial Theory: Orientalism and Subaltern Discourse

In this session we will explore the ways postcolonial theory illuminates the inherent problems in Cultural Diversity

Book Chapters: The Thing Around Your Neck. Short Story

Video: The Danger of a Single Story (TED)

Book Chapters: Edward Said: Orientalism (ced)

Book Chapters: Can the Subaltern Speak? in Williams, P., & Chrisman, L. (1994). Colonial

Discourse and Post-Colonial Theory: A Reader (1st ed.). Routledge. (ced)

SESSION 10 (ASYNCHRONOUS)

Forum: Postcolonial Theory: Orientalism and Subaltern Discourse. Can the Subaltern Speak?

SESSIONS 11 - 12 (LIVE IN-PERSON)

Style Wars: Urban Art and HIp Hop Culture

In the 1970s Hip Hop culture and Urban Art exploded in New York City providing a whole new form of expression for the marginalized who now claimed the sonorous and urban spaces for the voiceless to be heard.

Video: Style Wars (1983) (Youtube)

Book Chapters: Hip hop matters : politics, pop culture, and the struggle for the soul of a movement

Article: Sussane Stemmler: City, music, text: Jean-Michel Basquiat's New York City in the 80ies

(Zeitschrift für Literaturwissenschaft und Linguistik 149) (ced)

SESSIONS 13 - 14 (LIVE IN-PERSON)

Escaping violence and poverty through music and belonging: *Ya no estoy aquí/I'm Not Longer Here* **(Fernando Frías, 2019)**
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MIDTERM REVIEW

SESSION 15 (LIVE IN-PERSON)

Midterm Examination: Key concepts (Mandatory attendance)

A study guide will provided.

SESSIONS 16 - 17 (LIVE IN-PERSON)

The immigrant experience, Latinos in the USA: Junot Díaz

Departing from the extraordinary staging of the dilemma of the immigrant in West Side Story's song "America", we will explore how immigration brings another set of issues to the intersections of class, ethnicity and gender as the basis of new forms of exclusion.

Junot Díaz celebrated portrayal of the Latino immigrant experience in the 1970 and 1980s will be discussed in this session. Prior reading of the excerpt from *The Brief and Wondrous Life of Oscar Wao* is required.

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Latinas and representation: women, mestizas, immigrants

Book Chapters: Junot Díaz: The Brief and Wondrous Life of Oscar Wao (excerpts) (ced)

Video: America (West Side Story) (Youtube)

Book Chapters: Gloria Anzaldúa: To Live in the Borderlands, in Borderlands-La Frontera. The New Mestiza (ced)

Video: Ana Mendieta: Traces (Youtube)

Multimedia Documentation: Ana Mendieta

SESSIONS 18 - 19 (LIVE IN-PERSON)

The intersections of the personal and the political: Being gay in Palestine and Israel

Alata: Out in the Dark (Michael Mayer, 2012).

Book Chapters: Unspeakable Love: Gay and Lesbian Life in the Middle East: Introduction

Article: Cartographies of Transnational Desires: Bi-national Same-Sex Couples in Literature and Film, disClosure: A Journal of Social Theory (ced)

SESSION 20 (ASYNCHRONOUS)

The drama of the refugees: Ai Wei Wei's *Law of the Journey*

Video: Ai Weiwei is making international refugee art (Youtube)

Video: The Case for Ai Weiwei (Youtube)

Multimedia Documentation: Ai Weiwei, Law of the Journey

SESSIONS 21 - 22 (LIVE IN-PERSON)

Child Marriages, Gender Inequality and Rap in Middle East and Africa

Being Young, Female, Afghan Refugee and Hip Hop Artist: *Sonita* (Rokhsareh Ghaemmaghami, 2015).

Mercy Ákuot, "How I Escaped Marriage to Become a Women's Rights Activist" (Ted Talk).

Video: Interview with Rokhsareh Ghaem Maghami, director of Sonita (Youtube)

Video: Interview with Sonita Alizadeh (Youtube)

Video: Sonita Alizadeh performing Daughters for Sale (Youtube)

Article: Lucca, Violet: Sonita. Sight and Sound; Sight and Sound; Nov 2016; 26, 11; Research Library (ced)

Multimedia Material: Mercy Akuot: How I Escaped Marriage to Become a Women's Rights Activist

SESSIONS 23 - 24 (LIVE IN-PERSON)

The Persistence of Inequality, poverty in Japan and South Korea: *Shoplifters* (Hirokazu Kora-eda, 2018), *Parasite* (Bong Joon-Ho, 2019).

Video: "Shoplifters": Family Dynamics in Poverty (Youtube)
Article: Shoplifters: The Tale of an Anarchic Family. (Film Criticism)
Video: Families in the Margins of Society: Shoplifters and Parasite (Youtube)
Article: Class as Smell: The Universality of Parasite (Entropy)

SESSION 25 (ASYNCHRONOUS)

Resistance and Social Change: Patricia Hill Collins' Proposal

Group Project Reflection Essay and Final Presentation Proposal

Book Chapters: Toward a New Vision: Race, Class and Gender as Categories of Analysis and Connection

SESSIONS 26 - 27 (LIVE IN-PERSON)

Art as resistance: Banksy and the Street Artists from San Pedro Sula, Honduras

Video: Exit Through the Gift Shop (Youtube)
Multimedia Documentation: Banksy. The Street is a Canvas
Video: Street Art to Save a Generation | Art World: San Pedro Sula (Youtube)

SESSIONS 28 - 29 (LIVE IN-PERSON)

Final project presentations (Mandatory Attendance)

Working in groups, students will present their Cultural Diversity and Inclusion projects to the class. The presentation should be around 10 minutes and incorporate some type of visual element (further guidelines will be provided at the start of the course).

SESSION 30 (LIVE IN-PERSON)

Final conclusions and take-aways: How can we make our world truly diverse?

EVALUATION CRITERIA

1. There will be a Midterm about key theoretical concepts from the readings (30%).

2. Active class participation demonstrating individual work and preparedness (20%).

3. individual work such as wiriting assignments (2 essays, 1000+ words), participation in class forums and quizzes (20%).

4. Group final project presentation: Students will complete a group project and present it in the last session. The final project should reflect on a particular issue discussed in class and present possible avenues of inclusion in the cultural world (20%).

5. Each student will submit an individual reflection essay based on the final project explaining their contribution to it (10%).

criteria	percentage	Learning Objectives	Comments
Midterm evaluation	30 %		
Final evaluation	30 %		
Preparation and participation	20 %		
Continous assessment	20 %		

RE-SIT / RE-TAKE POLICY

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) 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 20% of the classes. If they miss over 20%, they will have to enroll again in the course the following year.

· Students who do not comply with the 80% 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. In order to pass the retake, students will need to submit all the work they did not turn in or failed during the course.

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

BIBLIOGRAPHY

Recommended

- Tracy E. Ore. (2019). *The Social Construction of Difference & Inequality: Race, Class, Gender, and Sexuality.* 7th. Oxford University Press. ISBN 0190647965 (Digital)

- Rebecca Ann Lind, ed.. (2019). *Race/Gender/Class/Media.* 4th. Routledge. ISBN 1138069795 (Digital)

- Joseph F. Healey, Andi Stepnick, et al. (2018). *Race, Ethnicity, Gender, and*

Class: The Sociology of Group Conflict and Change. 8th. SAGE Publications. ISBN 1506346944 (Digital)

- Chimamanda Ngozi Adichie. (2010). *The Thing Around Your Neck.* 1st. Anchor. ISBN 0307455912 (Digital)

- Edward W. Said. (1979). *Orientalism.* 1st. Vintage Books. ISBN 9780394740676 (Digital)

- Junot Díaz. (2008). *The Brief and Wondrous Life of Oscar Wao.* Reprint Edition. Riverhead Books. ISBN 1594483299 (Digital)

- Anna Backman Rogers & Laura Mulvey, eds.. (2015). *Feminisms: Diversity, Difference and Multiplicity in Contemporary Film Cultures.* 0th Ed.. Amsterdam University Press. ISBN 9089646760 (Digital)

- Diane Rialton, Paul Watson, eds.. (2011). *Music Video and the Politics of Representation (Music and the Moving Image).* 1st. Edinburgh University Press;. ISBN 0748633235 (Digital)

- Josh Kun. (2005). *Audiotopia: Music, Race, and America.* 1st. University of California Press. ISBN 0520244249 (Digital)

- Rafael Shacter, John Fekner. (2013). *The World Atlas of Street Art and Graffiti.* Illustrated Edition. Yale University Press. ISBN 0300199422 (Digital)

- Brian Whitaker. (2006). *Unspeakable Love: Gay and Lesbian Life in the Middle East.* 1st. University of California Press. ISBN 9780520250178 (Digital)

BEHAVIOR RULES

Please, check the University's Code of Conduct here. The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy here. The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code here. The Program Director may provide further indications.

IE HUMANITIES

IE University
Professor: **JULIO CRESPO MACLENNAN**

E-mail: jcrespo@faculty.ie.edu

Academic year: 22-23
Degree course: FIRST
Semester: 2º
Category: COMPULSORY
Number of credits: 6.0
Language: English

PREREQUISITES

There are no prerequisites for this course. However, students are expected to have some basic knowledge of world history and politics.

SUBJECT DESCRIPTION

IE IMPACT- HUMANITIES is the first Pillar course in the IE Impact Learning Journey.

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and knowledge we at IE University believe our future graduates need to develop into leaders of positive change.

IE IMPACT includes three "pillar courses": the Humanities, Technology and Entrepreneurship. It culminates in a fourth, hands-on course called the IE Challenge, whose design embodies IE's value of Diversity and its commitment to Sustainability.

The IE Impact Learning Journey aims to help IEU students transform into leaders of positive change by developing:humanistic approaches to interpersonal relations, decision-making and critical thinking;
familiarity with the technologies that are applied to solve some of the world's greatest challenges, as well as understanding the implications of applying such technologies;
entrepreneurial mindsets, know-how, and skills to identify and solve problems worth solving, and to create validated business models that enable solutions to be enduring and scalable;
a curiosity and an awareness about how sustainability-driven enterprises are sources of positive change; and
adaptive leadership skills, as well as personal and team-based skills to foster innovation through diversity.

Democracy is an essential term to understand, as it has shaped our contemporary world and affects our individual lives. As Winston Churchill famously quoted: "democracy is the worst form of government, except for all the others". In the 1990s it was commonly believed that democracy would eventually be universally adopted. In fact at present there are very few countries that officially describe themselves as non-democratic, although the countries that are considered as full democracies are a small minority.

This course will allow students to learn about the history of democracy, from its origins in ancient Greece to the 21st century. Its growth will be studied beginning in the Western world, the political movements and ideas that shaped it from the eighteenth-century Enlightenment and its phenomenal expansion through the twentieth century. We will analyse different forms of democracy, from liberal democracy to electoral democracy and popular democracy, its link to universal suffrage, literacy and terms like the rule of law, separation of powers, freedom of expression and free press that are considered essential for the proper functioning of democracy. We will finally examine which countries have achieved the highest forms of democracy and the challenges posed to democracy by technology, social media and new concepts like political correctness.

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.

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

1. Understand the history of democracy, from its origins in ancient Greece to the world of the twenty-first century, and from a truly global perspective.
2. Understand the different concepts of democracy from liberal democracy to electoral democracy and other forms of democracy including ochlocracy.
3. Understand the requirements for the functioning of democracy, its checks and balances, and how far do economic, social and cultural factors affect the development of democracy.
4. Become acquainted with the main thinkers, political leaders and revolutionaries that contributed to the development of democracy.
5. Become familiar with the primary documents, authors and constitutions that have shaped democracy.
6. Recoginse countries with advanced democracies, semi-democracies or failed democracies in the present world.

In addition the following skills will be acquired:

Critical analysis and creating thinking.

Comprehensive reading of historical documents.

Research and information literacy.

Independence from dogmatism or official propaganda.

Awareness of international diversity and political clashes.

METHODOLOGY

3-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
(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	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

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction. How democracy works and why it has expanded so much
This session will define democracy, examine its several variants and explain why this system of government by the people has expanded so much throughout history, in spite of all its flaws.

Book Chapters: Can democracy work? (Prelude)
Book Chapters: Decline and rise of democracy (Chapter 1)

SESSION 2 (LIVE IN-PERSON)

Ancient Greece. The origins of democracy
How did democracy work in ancient Greece? Who inspired its ideas? This session will explain how Greece laid the foundations of democracy and why have Greek philosophers been such a source of inspiration for political theorists.

Book Chapters: Can democracy work (Chapter 1)

Video: How Athenian democracy was born

SESSION 3 (LIVE IN-PERSON)

Magna Carta, the Cortes and the first parliaments in the world
Medieval Europe played an important role in the origins of democracy. Magna Carta in England constituted the first attempt at setting limits on the autocratic power of the king, while the birth of the first parliaments like the Cortes in Leon, contributed to the development of the legislative power and the rule of law. There were several other models that could be considered democratic in the world, but this session will explore why only the ones in Europe made progress.

Book Chapters: The decline and rise of democracy (Part II)

Video: What is Magna Carta (You Tube Video)

SESSION 4 (LIVE IN-PERSON)

The Enlightenment, the American and French revolution and the birth of liberal democracy
The philosophical movement of the Enlightenment gave birth to some of the essential ideas that led to modern democracy. Many of these were introduced during the American and French revolution, with which liberal democracy began.

Book Chapters: Can democracy work? (Chapter 2 and 3)

Book Chapters: The decline and rise of democracy (Chapter 9)

SESSION 5 (ASYNCHRONOUS)

The US, France and the first liberal republics
The model of liberal democratic republic was first introduced in the US and France and gradually expanded mainly in the Western world. But consolidating these regimes and defining the ideas of democracy and liberalism proved a great challenge and it was not always successful.

Book Chapters: Democracy in America (Chapter 4)

Book Chapters: The decline and rise of democracy (Chapter 9)

SESSION 6 (LIVE IN-PERSON)

Britain and the birth of constitutional monarchy
 Constitutional monarchy, became an ideal formula for consolidating stable democratic regimes. Britain developed the most advanced and successful concept of constitutional democracy, by which the crown formed the basis of parliamentary democracy. This model which reconciled tradition with modernity expanded considerably although it often proved difficult to consolidate.

Book Chapters: The decline and rise of democracy (Part III)

Video: The British monarchy (You Tube Video)

SESSION 7 (LIVE IN-PERSON)

The struggle for universal suffrage
Democracy is the people's rule, but the concept was not always fully implemented. The first democracies were run by oligarchies and only a minority of society had the right to vote. Under the effects of political and social revolutions there was a long struggle for enlarging the franchise.

Book Chapters: Can democracy work/ (Chapter 4)

Other / Complementary Documentation: The Declaration of the Rights of Man and of the Citizen

SESSION 8 (LIVE IN-PERSON)

Women's suffrage
As a result of a social model which gave men a more prominent role than men, women were excluded from the democratic process until the twentieth century, While male suffrage gradually expanded, the struggle for women's suffrage began in the late nineteenth century, until it began to be slowly implemented.

Book Chapters: On Liberty (Chapter 4)

Video: The suffragettes

SESSION 9 (LIVE IN-PERSON)

Race, religion and the concept of citizenship
People have not only been excluded from democracy for reasons associated with wealth and sex, but also due to their race, ethnicity or religion. This session will examine models of democracy in which race, ethnicity and religion determined the right to vote and how the concept of citizenship evolved, gradually incorporating more diverse people.

Video: A history of the civil rights movement in America

Other / Complementary Documentation: The US declaration of independence

SESSION 10 (ASYNCHRONOUS)

Freedom of speech, free press and the role of the fourth Estate in democracy
Democracy could only work well with educated and well informed citizens, capable of expressing their views freely. This is why the press played such an important role in democracy, to the extent that it became known as the Fourth Estate, playing as important a role as the other three pillars of the state: the executive, legislative and judicial.

Book Chapters: On Liberty (Chapter 2)
Book Chapters: Democracy in America (Chapter 4)

SESSION 11 (LIVE IN-PERSON)

Fascism, authoritarianism and the concept of organic democracy
Mass movements leading to the establishment of totalitarian regimes also claimed to be democratic, although their model was opposed to liberalism. Fascism, and Nazism developed a model of single party rule without freedom of expression. Several authoritarian regimes imitated this model based on what they called organic democracy.

Article: Organic principles of democracy: basic principles and rules

Video: Fascism and democracy (You Tube Video)

SESSION 12 (LIVE IN-PERSON)

Communism and the concept of popular democracy
Communism was based on the so-called dictatorship of the proletariat that was meant to create a classless society. But its leading representatives also argued that it was more democratic than liberal democracy, and that it genuinely represented the interests of the people.

Video: What is communism? (democracy work.info)

Article: When knowledge is power inequality is inevitable (LSE 18-1-2022)

SESSION 13 (LIVE IN-PERSON)

Decolonisation, and the expansion of democracy during the twentieth century
The disappearance of colonial empires gave way to a rapid spread of democracy in the world. The third wave of democracy was also a major boost for democracy in both Europe and Latin America, allowing an unprecedented expansion.

Book Chapters: The third wave of democracy (Chapter 1 and 2)

Video: The evolution of democracy, an infographic time-lapse

SESSION 14 (LIVE IN-PERSON)

The collapse of communism and the apparent final triumph of liberal democracy in the 1990s
The disappearance of the Soviet Union constituted a turning point in the history of democracy. The collapse of communism which had claimed to represent the interests of the common citizen and create a genuinely equal society gave way to a golden era of liberal democracy in which this system seemed destined to become universal.

Book Chapters: The decline and rise of democracy (Chapter 11)

Book Chapters: The end of history and the last man (Chapter 1)

SESSION 15 (LIVE IN-PERSON)

Midterm exam

SESSION 16 (LIVE IN-PERSON)

Internet, social media and the challenges to the traditional forms of democracy.
Parliament and newspapers had traditionally been the main forums where ideas were publicly debated. Internet and social media put an end to this. This session will examine the extent to which internet and the technological revoluton have contributed to democracy or on the contrary precipitated its decline.

Book Chapters: The decline and rise of democracy (Part III)

Article: A short discussion of the Internet's effect on Politics

SESSION 17 (LIVE IN-PERSON)

Referendums, electoral democracy, populism and the rise of the ochlocracy
Referendums have proliferated in the 21st century as new forms of direct democracy with mixed results. Many countries claim to be democracies simply because they have elections. Ochlocracy, rule by the mobs rather than by the people is rapidly spreading. Different models of democracy that pose a challenge to liberal democracy will be examined here.

Book Chapters: Can democracy work? (Chapter 4)

Book Chapters: Twilight of democracy (Chapter 2)

SESSION 18 (LIVE IN-PERSON)

Democracy wealth and the Western world
 Democracy began in the Western world and the most successful democracies have been either Western or wealthy countries. But Western or wealthy societies also failed consolidating democracies.
Although democracy began in the Western world, and generally speaking it has been more easily consolidated in the Western world or industrial countries, cases of successful democracies in non-Western or less developed countries have proliferated since the late nineteenth century.

Book Chapters: The clash of civilisations (Introduction and Chapter 1)

Article: Does high income promote democracy?

SESSION 19 (LIVE IN-PERSON)

Democracy, poverty and the developing world
To what extent are poverty and underdevelopment an obstacle for developing democracy? This section will analyse the case of India the world's largest democracy and other countries in the developing world in which democracy has thrived, and the extent to which the link between wealth and social development with democracy is a myth.

Other / Complementary Documentation: Bolivia: Freedom in the World 2021 Country Report

Technical note: India Freedom in the world 2021 Country Report

SESSION 20 (ASYNCHRONOUS)

Transitions to democracy.

If theoretically democracy can succeed in any country in the world, why is it that some transitions are more successful than others? This session will assess the theories of democratic transition and the extent to which they have worked in practice.

Book Chapters: The third wave (Chapter 3)

SESSION 21 (LIVE IN-PERSON)

Democracy imposed by a foreign power: the cases of Japan, Germany and Irak.

Democracies have often been imposed by foreign powers, generally democratic Western powers after a war. The results have been mixed: as the cases of Japan, Germany and Irak or other more recent examples show.

Book Chapters: The third wave (Chapter 3)

Article: From invasion to failed state: Iraq's democratic disillusionment

SESSION 22 (LIVE IN-PERSON)

Peaceful transition to democracy, the case of Spain

The ideal transition to democracy is one that takes place, peacefully, rapidly and ideally without the need to break the law. This was the case of the Spanish transition, which has become an ideal model of democracy, despite the fact that its success has been recently questioned.

Article: Revisiting Spain's transition to democracy

Book Chapters: The third wave (Chapter 5)

SESSION 23 (LIVE IN-PERSON)

Revolutionary transitions to democracy, the case of Portugal

Transitions to democracy also take place as a result of revolutions or a violent break with a regime preventing it. Portugal is a leading example of this path to democracy.

Book Chapters: The Third Wave (Chapter 4)

Video: Portugal: the Carnation Revolution 1974 (History Class)

SESSION 24 (LIVE IN-PERSON)

Democracy in global institutions and democracy beyond the nation state

Democracy is also promoted in institutions beyond the nation state, but this implies difficulties. The European Union is a supranational organisation formed by democratic states but is not always regulated by the principles of democracy. Democracy is a core value in the United Nations, but many of its members states are not democratic and even openly reject its principles.

Other / Complementary Documentation: Democracy-the United Nations

Article: How to address the EU democratic deficit

SESSION 25 (ASYNCHRONOUS)

Quality of democracy, and the global rankings of democracy

How do we measure quality of of democracy? The global debate on whether certain countries are democratic requires objective criteria to evaluate it. Several institutions and companies provide this by publishing global rankings of democracy, although these are often subject to disputes.

Technical note: Freedom in the world 2022

Book Chapters: Assessing quality of democracy, a practical guide (Chapter 1, International Institute for democracy and democratic assistance)

SESSION 26 (LIVE IN-PERSON)

How democracies die.
This final session will analyse why democracies are never definitely consolidated. We shall see how democracies die as well as the domestic and international factors threatening democracy at present in the world.

Book Chapters: Twilight of democracy, a failure of politics and the partying of friends

Book Chapters: The decline and rise of democracy (Part IV)

SESSION 27 (LIVE IN-PERSON)

The best system of government

Is democracy the best system of government? If so, what type of democracy? This final session will analyse current debate that takes place in the global sphere about the virtues of democracy and the extent to which it is the best system of government or not.

Article: The fall of democracy and the rise of authoritarianism in Venezuela

Article: Vladimir Putin has shifted from autocracy to dictatorship (11/13/2021)

SESSION 28 (LIVE IN-PERSON)

Models of democracy

Class presentations

SESSION 29 (LIVE IN-PERSON)

Models of democracy

Class presentations

SESSION 30 (LIVE IN-PERSON)

Final exam

BIBLIOGRAPHY

Compulsory

- David Stasavage. (2021). *The decline and rise of democracy.* Princeton. ISBN 9780691228976 (Digital)

- James Miler. *Can democracy work?.* One World Publication. ISBN 978186974027 (Digital)

Recommended

- John Stuart Mill. (2017). *On liberty.* Penguin Classics. ISBN 1542049245 (Digital)

- Samuel Huntington. (2020). *The clash of civilisations and the remaking of the world order.* Paperback. ISBN 9780743231497 (Digital)

- Francis Fukuyama. (2020). *The end of history.* Penguin. ISBN 0029109752 (Digital)

- Anne Applebaum. (2020). *Twilight of democracy: the failure of politics and the partying of friends.* Allen Lane. ISBN 97802414917 (Digital)

- Samuel Huntington. *The third wave of democracy in the late twentieth century.* University of Oklahoma Press. ISBN 7852007682112 (Digital)

- Alexis de Tocqueville. (2020). *Democracy in America.* 2. Penguin Classics. ISBN 9780226805368 (Digital)

EVALUATION CRITERIA

Criteria Percentage Comments
Midterm and final exam 34 %
Individual Work 33 % 1500 word essay
Class Participation 33 % Further details in class

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 assigned to asynchronous sessions, i.e. discussion forum participation. All readings are mandatory and students are expected 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.

Essay

Students have to prepare and submit an individual paper (1,500 words) on one of the topics previously approved by the professor. Papers must be handled in class. Up to 1-day-late submissions will be penalized with 10% off the grade.

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 peace 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.

Mid-term and final exams

The mid-term exam will be a mixture of multiple choice and one or two-sentence answers, based on all subjects covered up to session 15. The final exam will be in essay form. Two questions will be answered in essay form in 1 hour 20 minutes.

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.

GENERAL OBSERVATIONS

OTHER RELEVANT INFORMATION ABOUT THIS COURSE:

ATTENDANCE POLICY
Attendance to this Humanities course is mandatory. Just like any other IEU academic course, all students must follow IEU's Attendance Policy.
As per IE University policy, every student must attend at least 70% of sessions. IEU attendance policy applies to any type of session: live in-person and asynchronous sessions. Students attending less than 70% of sessions will be graded with a FAIL for the course. This FAIL will apply to the ordinary and the extraordinary calls of the current academic year.

For live in-person sessions, students will be marked absent if:
they do not attend the session in-person or in any mode;
they attend an in-person session via Zoom, or any remote format;
they attend virtually a live in-person session, for which they received an authorized attendance waiver to attend the session online, but they do not have their camera turned on, they are not engaged, and they are not seated without distraction during the entire class session.

For asynchronous sessions, students will be marked absent if:
they do not engage and complete the work expected of them in the asynchronous sessions.

Students are advised to take into account that the great majority of the Humanities sessions are double sessions; therefore, if a student is absent on a day there are 2 sessions scheduled, the student will be marked absent for the 2 corresponding sessions.

Attendance waivers
Please remember that professors are not allowed to grant exceptions to the attendance policy. You may inform them of the reasons of any planned or past absence out of courtesy, but any waiver must be granted by the IE Impact Program Management.

Under exceptional circumstances (serious health problems, visa delays, and travel restrictions), a student can ask for a temporary attendance waiver and may be allowed to attend online (or not in any format) and not have his/her 70% attendance affected. For this to be possible, a written and documented request must be made in advance to the IE Impact/Humanities Program Management Team. Students must email ieimpacthumanities@ie.edu with the request and any related documentation. Last minute changes in attendance or verbal request will not be considered. If the request is approved, an attendance waiver will be granted over one or more sessions and the allowed 30% will only be applied to other absences (without an authorized waiver).

Rules for online attendance (when authorized)
Any student who receives (or expects to receive) authorization for an attendance waiver to attend a live in-person session online (via Zoom) must meet the following criteria to be marked present: must have his/her camera on at ALL times, must be actively engaged during the entire class session and with any and all team-work, and must be located in an appropriate learning environment (e.g. student must be seated and free of distractions for the entire session).

Use of the 30% absences
No sessions or activities may be "skipped". If a student is under the impression that s/he can skip up to 30% of sessions, this is a mistake. The 30% "rule" is reserved for those circumstances that are out of a student's control. Personal trips, interviews, appointments, mild illnesses, family celebrations or ceremonies, or other personal matters will not be treated as exceptional cases and should be considered part of the 30% of allowed absences.

Attending online but still absent
Students who do not have an authorized attendance waiver are allowed to attend a class session online; however they must understand that they will be marked absent, and their participation grade may be influenced negatively by a high percentage of absences during the semester.

Role of Professors in Attendance
Professors are responsible for recording attendance; however, they have no authority to grant any student permission to have an excused absence of any kind (or to change the format of how a student will attend a session).
Any inquiries or requests must be made by the student to the IE Impact Program Team via email ieimpacthumanities@ie.edu

Professors are instructed to mark as ABSENT:
- students who do not attend a session in its previously scheduled format
- students who attend a session in a different format (online) than what was previously scheduled (i.e. they attend online instead of in-person).
- students who attend a session they were previously authorized to attend online but do not have their cameras on, engage actively or stay seated in an environment free of distractions for the entire session.
- students who do not complete the work adequately assigned for an asynchronous session.
If a student receives authorization for an attendance waiver and the student was already marked absent, the professor will be informed and the attendance record will be modified from absent to whatever is authorized (present, excused, etc).

Authorization for Attendance Waiver from a Student's Bachelor Program
If a student has received authorization for an attendance waiver from his/her bachelor degree's program to be absent (from any format of class) or to attend a live in-person session online (via Zoom), then the student must forward the email authorization to the IE Impact Team (ieimpacthumanities@ie.edu) and it will be verified. Upon verification, the professor will be informed to either not record a student as absent or to change a previous attendance record from absent to present, excused, etc.

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.)

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.

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

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

Cheating includes:

a) An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.

b) Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.

c) co-operation or collaboration.

d) with official documents, including electronic records.

e) The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

Plagiarism includes:

a) Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document is a form of plagiarism. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.

b) Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).

c) Plagiarizing is not committing "word for word" copying. "Thought for thought" is also a form of plagiarism.

Other violations of academic ethics include:

a) Not acknowledging that the students' work or any part thereof has been submitted for credit elsewhere.

b) Misleading or false statements regarding work completed.

c) Knowingly aiding or abetting anyone in committing any form of an academic integrity violation.

Academic Misconduct Procedure for Humanities Courses

1. If a Humanities instructor suspects a student has committed academic misconduct (as defined in the student's Code of Ethics) in a Humanities course, he or she must refer the case to the Humanities program director with all the necessary supporting evidence.

2. The Humanities program director will meet with the student and write a brief summary of the instructor and the student's views and pass them on to the Bachelor's program director. The Humanities program director may also suggest what type of sanction would be appropriate for the student.

3. If there is enough objective evidence to sanction the student, the program director will check if this is the first time the student has committed academic misconduct.

4. Is this is a first breach of conduct, the program director will decide the scope of the sanction on the basis of all the above information. (Bachelor or Ethics Committee).

5. If this is a second offense or if, according to the Humanities director's report, the case is serious enough, the case will be redirected to the university's Ethics Committee.

(Approved by the Vice-Rector of Academic Affairs in June 2020)

Each student has four attempts over two consecutive academic years to pass this course.
6 15th June 2022
For every Humanities Program mandatory class aside from the IR Unplugged and Humanities Electives, students are required to obtain the minimum grade of 5 required to pass the course. Students whose grade in the Final Exam (or the largest assignment) is below 5 will fail the course. The rule applies to whichever assignment carries the greatest weight to the final grade. Dates and location of the final exam will be posted in advance and will not be changed.

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

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

All the courses follow the principles of sustainability and diversity. Firstly, this course considers the agenda 2030 and builds upon the Sustainable Development Goal 16 and 17. Secondly, this course is committed to an inclusive learning environment and looks to be enriched and enhanced by diversity along numerous dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion.

ATTENDANCE

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

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

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

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

RETAKE POLICY

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

Grading for retakes will be subject to the following rules:

·The retakes will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.

·Dates and location of the retakes will be posted in advance and will not be changed.

·The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

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15th June 2022

PLAGIARISM / ACADEMIC HONESTY

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

·providing faulty sources;

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

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

Criteria	Percentage	Comments
Final Exam	17 %	
Individual Work	33 %	1,500 essay
Intermediate Tests	16 %	
Individual Presentation	17 %	
Class Participation	17 %	
Final Exam	0 %	

PROFESSOR BIO

Professor: **JULIO CRESPO MACLENNAN**

E-mail: jcrespo@faculty.ie.edu

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 was one of the founding professors of 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 also been an International Relations practitioner, representing the Spanish diplomatic mission as director of the Instituto Cervantes in Turkey, Ireland and the United Kingdom. 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), recently translated into Chinese. 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. He is currently writing a book on the history of the Spanish-speaking peoples.

OTHER INFORMATION

CODE OF CONDUCT IN CLASS

1. Be on time. Students arriving more than 5 minutes late will be marked as "Absent". Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor). Students attending online must always have their cameras on during the session or risk being marked absent.

2. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students learn your names.

3. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as "Absent". Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. Do not engage in side conversation. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. It 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-IMPACT IE-IMPACT SEP-2023 IEHN6OB-IE-IMPACT.1.M.Future

Area Humanities

Number of sessions: 30

Academic year: 23-24

Degree course: FIRST

Number of credits: 6.0

Semester: 2º

Category: COMPULSORY

Language: English

Professor: **ANNA DE OLIVIRA**

E-mail: ajabloner@faculty.ie.edu

Anna Jabloner

Dr. Anna Jabloner is Assistant Professor of Anthropology at IE University. Jabloner holds a Mag.Phil. from the University of Vienna (2004) and Ph.D. from the University of Chicago (2015). Jabloner joins IE from Goethe University in Frankfurt, where she was a postdoctoral researcher in the project "Fixing Futures: Technologies of Anticipation in Contemporary Societies." Between 2019-2023, Jabloner taught anthropology and Science & Technology Studies (STS) at Harvard University, where her teaching excellence was recognized each semester. She previously held postdoctoral research fellowships at the Stanford and Columbia Medical Schools. Jabloner's main field of research is the anthropology of science, with a regional specialization on California and the US. Her work centers on the sociopolitical dimensions of science, technology, data, and medicine, on biopolitics and bioethics, temporality, feminist epistemologies, as well as race, gender, sexuality, and class. Jabloner's book manuscript in progress is titled "Future Pending: Genomics, California, and the American Technological Imagination." She is the author of *Implodierende Grenzen. Ethnizität und 'Race' in Donna Haraways Technowissenschaft* [Imploding Boundaries: Ethnicity and Race in Donna Haraway's Technoscience, 2005] and of recent articles in the journals *Social Analysis*, *Science as Culture*, *Catalyst: Feminism, Theory, Technoscience*, and *Nature Biotechnology*.

Office Hours

Office hours will be on request. Please contact at:

ajabloner@faculty.ie.edu

SUBJECT DESCRIPTION

California: Histories of the Future at the Technological Frontier

California has long epitomized the future in a global imagination. How did this association come to be? Historically a frontier of European westward expansion in settler colonialism, the US state is now one of the world's largest economies. It is associated with technological innovation, natural beauty, and progressive politics, but also with environmental catastrophe and escalating inequality. Contradictions abound between technological advances and crumbling transportation infrastructure, exuberant wealth and desolate tent cities of the homeless, modern architecture and ancient redwood trees, a remote workforce and local farmworkers, cultural pluralism and "tech-bro" monoculture, a fresh sea breeze and toxic orange skies, communal and individualist politics, between North and South. And this is to only name a few.

How did California become a temporal and spatial frontier – how did this place become a stand-in for a (possibly inevitable) human future? Whose ideas have shaped California and what created such an intensely contradictory situation?

The course will take ethnographic, historical, geographic, and literary perspectives on such questions. Paying attention to contemporary ethics problems in tech sectors – such as gender and racial inequality – an arc of the class will be to trace a genealogy from settler visions of better futures to contemporary technocratic futurism. By the end of this course, you will have learned how history has shaped utopian imaginaries of technological human futures in California, how the "Wild West" links up with contemporary techies, and what/whose visions continue to drive global ideas about human and planetary futures. You will have gained a deep understanding of this place as it symbolizes the future and futurism itself – an understanding that engenders key lessons for planning, building, and innovating with human (and other) collectives in mind.

Note: In this class, you get out what you put in. Discussions will only make sense if you have completed all assigned readings in advance of each session. In fact, you can only effectively participate in discussions, exercises, and group work if you have completed these readings. Completing the texts may still leave you confused -- and that's perfect! Confusion is essential to the learning process. We will interpret the texts through our collective activities.

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and toolsets we believe everyone needs to develop to become innovative problem solvers who lead positive change.

The IE IMPACT learning journey aims to help IEU students to develop some of IE's core values through three "pillar courses":

·Humanities – in this first pillar, you choose the course topic that most resonates or interests you; you learn about yourself and about others; and you begin your development in the humanities – a core value of IEU – as a critical thinker;

·Technology – in this pillar, you take a course that aims to familiarize you with some of the technologies that have had the greatest impact on society or that have been applied for positive impact related to sustainability; it is also aimed at challenging you to break down mental barriers to technology and help you understand technological innovation by using technology to build a solution to a problem; and

·Entrepreneurship – this pillar represents another of IEU's core values, which is often misunderstood as a subject to start a business; in the IE Impact, entrepreneurship is the value of learning how to identify a problem, how to build a solution that can provide the most value to those who experience it and how to create a recurring system that allows that solution to be offered at scale so that you can achieve the greatest positive impact.

The fourth and final course of the IE Impact is the IE Challenge, the culmination of the IE Impact learning journey. Students in the IE Challenge choose a course option and apply all they have learned to real-world challenges. They work as Innovation Consultants or Entrepreneurs and their challenges lead them to deepen their knowledge of problems related to the sustainability of People, Planet and Prosperity as per the Sustainable Development Goals and the UN's 2030 Agenda.

LEARNING 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.

-Familiarity with concepts in anthropology, social sciences, and Science and Technology Studies (STS)

-Detailed understanding of the plurality of cultures and histories of California/USA

-Detailed understanding of the history and anthropology of Silicon Valley and the Californian innovation sector

TEACHING 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. Asynchronous interaction and individual inquiry and discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

Attendance of in-person sessions is mandatory. Students must do the assigned readings before class and come to each session prepared with questions, responses, and critiques. In class, students must participate actively, work in groups, present, and facilitate discussions. Note that you need to be both physically and mentally present.

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

In-person classes are a mix of lectures, tests, discussions, writing or reading together, short videos or movies, group work, and presentations. All activities require your active participation (including listening). Asynchronous sessions will consist of a film or other multimedia viewing, event, reading, text submission, contributions to online discussion with your peers, or other activity.

Details will be discussed in the first class.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35.0 hours
Discussions	23.33 %	35.0 hours
Exercises in class, Asynchronous sessions, Field Work	16.67 %	25.0 hours
Group work	10.0 %	15.0 hours
Individual studying	26.67 %	40.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Module 1, Orientation: a place, but whose place is this? And why care about the future?

Introduction. Connecting the future, technology, and California. Review of the syllabus and expectations. Discussion of students' backgrounds, interests, and prior experience with the topics of the course.

Read: David Pellow & Lisa Sun-hee Park, "Early History and the Struggle for Resources. Native Nations, Spain, Mexico, and the United States" in The Silicon Valley of Dreams (Excerpt).

*Start the novel There There by Tommy Orange [300 word comment in Session 10]

Book Chapters: "Early History and the Struggle for Resources. Native Nations, Spain, Mexico, and the United States" in The Silicon Valley of Dreams (chap 2) (CED)

SESSIONS 3 - 4 (LIVE IN-PERSON)

What is the relationship of technology and social change? How have different people imagined improving human societies?

Read: Howard Segal, "Introduction: Technological Utopianism as the Solution to Problems in America" in Technological Utopianism in American Culture (Excerpt).

Book Chapters: "Introduction: Technological Utopianism as the Solution to Problems in America" in Technological Utopianism in American Culture (Excerpt) (CED)

SESSION 5 (ASYNCHRONOUS)

What is the future and why are we obsessed with it? And what is time, anyway?

Read: Niklas Luhman, "The Future Cannot Begin: Temporal Structures in Modern Society" Social Research (excerpt). Submit a question about this text.

Book Chapters: Niklas Luhman, "The Future Cannot Begin: Temporal Structures in Modern Society" Social Research (excerpt). Submit a question about this text. (CED)

SESSIONS 6 - 7 (LIVE IN-PERSON)

Example of an attempt to build a utopian city and thus an alternative future in the Californian desert. We connect this to a contemporary issue: "NIMBY"-ism (Not In My Backyard).

Read: Mike Davis, "The View From Futures Past" and "Homegrown Revolution" in City of Quartz: Excavating the Future in Los Angeles (Excerpt).

Book Chapters: Mike Davis, "The View From Futures Past" in City of Quartz: Excavating the Future in Los Angeles (Excerpt). (CED)

Book Chapters: Mike Davis, "The View From Futures Past" and "Homegrown Revolution" in City of Quartz: Excavating the Future in Los Angeles (Excerpt). (CED)

SESSIONS 8 - 9 (LIVE IN-PERSON)

Module 2, California Soft Power/Aesthetics

We examine another utopian expression in the desert: the annual festival Burning Man. A futurist Silicon Valley tech culture is here being reproduced.

Read: Fred Turner, "Burning Man at Google: A Cultural Infrastructure for New Media Production" in New Media & Society (Excerpt).

Book Chapters: Fred Turner, "Burning Man at Google: A Cultural Infrastructure for New Media Production" in New Media & Society (Excerpt). (CED)

SESSION 10 (ASYNCHRONOUS)

Watch: Fabrizio Terranova (dir.), Donna Haraway, Storytelling for Earthy Survival (Film, 81min). This beautiful documentary gives a good sense of place.

Submit: a short (~200 word) comment on Orange's novel *There There*. How does this book relate to the course, how does it help us in thinking about California, about history in the present & other possible futures? You could ask a question about the book or raise an issue for discussion, express your like or dislike of the novel, and/or consider the reasons it was assigned. Feel free to speculate!

SESSIONS 11 - 12 (LIVE IN-PERSON)

Module 3, Silicon Valley & Digital Utopianism Intro

We look at Desi culture and histories of immigration, and thereby get a different introduction to Silicon Valley, techie culture, innovation, and the future.

Read: Shalini Shankar, "California, Here We Come, Right Back Where We Started From" in Desiland: Teen Culture, Class, and Success in Silicon Valley (Excerpt).

Book Chapters: Shalini Shankar, "California, Here We Come, Right Back Where We Started From" in Desiland: Teen Culture, Class, and Success in Silicon Valley (Excerpt). (CED)

SESSIONS 13 - 14 (LIVE IN-PERSON)

Where does the idea of disruption come from, and how do counterculture and cyberculture connect in the beginning of the internet?

Read: Fred Turner, "The Shifting Politics of the Computational Metaphor" in From Counterculture to Cyberculture: Stewart Brand, the Whole Earth Network, and the Rise of Digital Utopianism (Excerpt).

Book Chapters: Fred Turner, "The Shifting Politics of the Computational Metaphor" in From Counterculture to Cyberculture: Stewart Brand, the Whole Earth Network, and the Rise of Digital Utopianism (Excerpt). (CED)

SESSION 15 (LIVE IN-PERSON)

We will discuss the format of the midterm in the first class.

SESSIONS 16 - 17 (LIVE IN-PERSON)

Module 4, Frontier Landscapes, White Supremacy, and the Politics of Nature

Through the example of a famous national park in California, we examine how spaces can become meaningful places. California is a "frontier of the West," but what does that mean exactly?

Read: Rebecca Solnit, "Water, or Forgetting the Past: Yosemite National Park" in Savage Dreams (Excerpt).

Book Chapters: Rebecca Solnit, "Water, or Forgetting the Past: Yosemite National Park" in Savage Dreams (Excerpt). (CED)

SESSIONS 18 - 19 (LIVE IN-PERSON)

We know that protecting the environment is important -- here we examine US frontier "environmentalism" as a utopian idea. In it, nature is made and racism is naturalized.

Read: Alexandra Minna Stern, "California's Eugenic Landscapes" in Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America (Excerpt).

Book Chapters: Alexandra Minna Stern, "California's Eugenic Landscapes" in Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America (Excerpt). (CED)

SESSION 20 (ASYNCHRONOUS)

TBD

SESSIONS 21 - 22 (LIVE IN-PERSON)

Before California was a US-state, and long before it was a place of white techie culture, it was part of Mexico and full of ranchers. How did this change happen?

Read: Tomas Almaguer, "The True Significance of the Word 'White'" in Racial Fault Lines: The Historical Origins of White Supremacy in California.

Book Chapters: Tomas Almaguer, "The True Significance of the Word 'White'" in Racial Fault Lines: The Historical Origins of White Supremacy in California. (CED)

SESSIONS 23 - 24 (LIVE IN-PERSON)

Module 5, Californian Economies, Neoliberalism, Tech Ideologies

Many economies exist in California today. We discuss the prison economy. What is a "political economy" and what is "racial capitalism"?

Read: Ruth Wilson Gilmore, "The California Political Economy" in Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California (Excerpt).

Book Chapters: Ruth Wilson Gilmore, "The California Political Economy" in Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California (Excerpt). (CED)

SESSION 25 (ASYNCHRONOUS)

TBD.

Read: AnnaLee Saxenian, "Universities, Military Spending, and Entrepreneurs" in Regional Advantage: Culture and Competition in Silicon Valley and Route 128 (Excerpt).

Book Chapters: AnnaLee Saxenian, "Universities, Military Spending, and Entrepreneurs" in Regional Advantage: Culture and Competition in Silicon Valley and Route 128 (Excerpt). (CED)

SESSIONS 26 - 27 (LIVE IN-PERSON)

Chen says that work is religion in Silicon Valley. In this session, we examine the meaning of "the economy" and the role of ideology in our lives (grounded in the knowledge that we all have to work...).

Read: Carolyn Chen, "Techtopia: Privatized Wholeness and Public Brokenness" in Work Pray Code: When Work Becomes Religion in Silicon Valley (Excerpt).

Book Chapters: Carolyn Chen, "Techtopia: Privatized Wholeness and Public Brokenness" in Work
Pray Code: When Work Becomes Religion in Silicon Valley (Excerpt). (CED)

SESSIONS 28 - 29 (LIVE IN-PERSON)

The cannabis industry was recently legalized and is another growing economy in California. We connect weed, and this rural industry, with future-making and the idea of progress through technological development.

Read: Michael Polson, "Planning for Marijuana: Development, Governance, and Regional Political Economy" in The Illicit and Illegal in Regional and Urban Governance and Development. (Excerpt).

Book Chapters: Michael Polson, "Planning for Marijuana: Development, Governance, and Regional
Political Economy" in The Illicit and Illegal in Regional and Urban Governance and Development.
(Excerpt). (CED)

SESSION 30 (LIVE IN-PERSON)

We will discuss the format in class.
Course Wrap Up and Reflection.

EVALUATION CRITERIA

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

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.)

criteria	percentage	Learning Objectives	Comments
Preparation and Presentation	20 %		
Midterm Evaluation	30 %		
Other 2	30 %		
Continuous Assessment	20 %		

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 20% of the classes. If they miss over 20%, they will have to enroll again in the course the following year.

· Students who do not comply with the 80% 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.

BEHAVIOR RULES

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IE HUMANITIES

IE-IMPACT IE-IMPACT SEP-2023 IEHN6OB-IE-IMPACT.1.M.Speech

Area Humanities
Number of sessions: 30
Academic year: 23-24
Degree course: FIRST
Number of credits: 6.0
Semester: 2º
Category: COMPULSORY
Language: English

Professor: **Mª JOSÉ FERRARI SÁNCHEZ**

E-mail: mjferrari@faculty.ie.edu

Mª JOSÉ FERRARI, PhD

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 been teaching at IE for more than a decade and currently serves as Vice Dean of Academic Affairs in the Arts and Humanities Division.

Office Hours

Office hours will be on request. Please contact at:

mjferrari@faculty.ie.edu

SUBJECT DESCRIPTION

FREE SPEECH AND DANGEROUS IDEAS

Do you have the right to offend? And, do you have the right to not be offended? Should all ideas confront each other in a "free marketplace" to guarantee "justice and open debate", or should those deemed too dangerous be kept out of reach? These apparently simple questions are currently at the very core of some of the most heated political, legal, religious and philosophical debates taking place all over the world.

This course provides an introduction to Free Speech from philosophical, historical and legal perspectives. It aims to foster a deep understanding of the role and functions of Free Speech in modern societies, 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 foundational philosophical theories behind the idea of freedom of speech, in order to analyze, in the second part of the course, the role that these ideas have played in different historical periods and world regions. We will finally try to determine whether they still remain relevant in today's global and digital reality.

The course will cover historical events such as the use of propaganda in totalitarian regimes, the Civil Rights Movements, or the Arab Spring; it will also look at current phenomena like cancel-culture, political correctness, hate speech, platform content moderation or fake news and disinformation. Students will be exposed to primary and secondary academic, 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.

LEARNING 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.

TEACHING 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.

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 (please note that this is a reading-intensive course), and that they participate actively in class discussions and other activities.

During the course, students will read a series of texts and relevant articles within the fields of philosophy, history, linguistics, 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.

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35.0 hours
Discussions	30.0 %	45.0 hours
Exercises in class, Asynchronous sessions, Field Work	16.67 %	25.0 hours
Group work	3.33 %	5.0 hours
Individual studying	26.67 %	40.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge

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 societies. We will do so by reviewing some recent cases related to Free Speech from different world regions.

Article: The Rhetorical Situation

Article: A message to the 21st century

SESSIONS 3 - 4 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge

The danger in ideas

During these sessions we will look at the role of ideas in culture and society, and to some of their historical realizations as developments in science, religion, politics or art. We will focus on the link between language and thought from a multidisciplinary perspective that includes rhetoric, pragmatics, cognitive sciences and philosophy of mind.

Article: What is Enlightenment?

SESSION 5 (ASYNCHRONOUS)

Sustainability Topics:

- Environment
- Governance
- Social Challenge
- Economic Development

Asynchronous activity based on the movie The Wave, by Dennis Gansel.

SESSIONS 6 - 7 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge

Sapere Aude! The age of reason

These sessions will be devoted to the epistemolgical transformation introduced by the Enlightenment, and the values and aspirations that emerged as a result. We will focus on some of the key philosophical and political concepts of the time, such as Reason, Freedom, Happiness or Individualism, in order to understand the revolutionary implications of Kant's motto "Sapere Aude!".

Book Chapters: On Liberty

SESSIONS 8 - 9 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge

The Marketplace of Ideas

During these two sessions we will discuss John Stuart Mill's theory, which provides an essential framework to understand Freedom of Speech.

Article: The Market for Goods and the Market for Ideas

SESSION 10 (ASYNCHRONOUS)

Asynchronous activity based on the documentary "Shouting Fire: Stories from the Edge of Free Speech", by Liz Garbus.

SESSIONS 11 - 12 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

Goods versus Ideas

We will devote this class to reviewing one of the most relevant critiques of John Stuart Mill's theory, put forward by economist R H Coase.

Book Chapters: There is no such thing as free speech, and it's a good thing too

SESSIONS 13 - 14 (LIVE IN-PERSON)

A Postmodern take on Free Speech

These sessions will consist of a discussion of Stanley Fish's controversial rebuke of the concept of Freedom of Speech.

Book Chapters: Freedom of Speech

SESSION 15 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Governance
- Social Challenge
- Economic Development

The midterm will consist of an open-book exam. More information will be provided in class.

Book Chapters: The Social History of the Third Reich

Book Chapters: 1984 (selected chapters)

Multimedia Material: How the Nazi propaganda radicalized Germany (podcast)

Book Chapters: Mein Kampf (selections)

Book Chapters: The Rhetoric of Hitler's Battle

SESSIONS 16 - 17 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

Free Speech and Totalitarianism

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.

Book Chapters: A Retrospective on the Civil Rights Movement

Book Chapters: How the Civili Rights Movement Influenced the Free Speech Movement

Multimedia Material: Hope & Fury: MLK, The Movement and The Media

Multimedia Material: Ten Major Civil Rights Speeches and Writings

SESSIONS 18 - 19 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

The Power of Collective Action

In these sessions we will analyze political activism. We will study the case of the Civil Rights Movement, focusing on why their strategies were successful and how they have been used in subsequent social movements.

Multimedia Material: How the Internet has made social change easy to organize, hard to win

Book Chapters: Twitter and Tear Gas

Multimedia Material: A Symphony of Resistance

SESSION 20 (ASYNCHRONOUS)

Sustainability Topics:

- Governance
- Social Challenge

Asynchronous activity based on a museum visit or VR material.

SESSIONS 21 - 22 (LIVE IN-PERSON)

Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

The Arab Spring

During these sessions, 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, the role played by digital technologies, and the impact they had, and still have, on their respective societies.

Multimedia Material: A Declaration of Independence of Cyberspace

Article: Can Mark Zuckerberg Fix Facebook Before It Breaks Democracy?

Article: Do artifacts have politics?

Article: The era of move fast and break things is over

Article: You, me and a dark new economic logic

SESSIONS 23 - 24 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Governance
- Social Challenge
- Economic Development

Free Speech and the Internet: The Move Fast and Break Things Philosophy

In this session we will review both techno-utopian and techno-dystopian visions of the Internet, in particular with regards to 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

Article: Is the First Amendment Obsolete?

SESSION 25 (ASYNCHRONOUS)

Sustainability Topics:

- Governance
- Social Challenge

Asynchronous activity based on the documentary "The Great Hack", by Karim Amer and Jehane Noujaim.

SESSIONS 26 - 27 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Governance
- Social Challenge
- Economic Development

Free Speech and the Internet: The New Gatekeepers

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.

SESSIONS 28 - 29 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Governance
- Social Challenge
- Economic Development

Class debate on social media.

SESSION 30 (LIVE IN-PERSON)

Sustainability Topics:

- Environment
- Governance
- Social Challenge
- Economic Development

Course wrap-up and conclusions

EVALUATION CRITERIA

You will succeed in this course by attending regularly, doing the readings and assignments, and participating actively in class.

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 on the overall attitude in class.

II. MIDTERM EXAM (30%): Students will be tested on their familiarity with the readings and their ability to use the theories studied and discussed in class to analyze current cases. Further instructions will be provided in class.

III. CONTINUOUS ASSESSMENT (20%): Throughout the course you will be asked to write several responses to the readings and other sources assigned for homework. These assignments, as well as those completed in the asynchronous sessions, are part of the "continuous assessment" grade. Students who do not submit at least 50% of the assignments will not be able to pass the course.

IV. FINAL PROJECT (30%): The final project will consist of a Public Hiistory Project related to Freedom of Speech. Further instructions will be provided in class.

criteria	percentage	Learning Objectives	Comments
Final Project	30 %		
Individual presentation	0 %		
Group Presentation	0 %		
Individual work	0 %		
Group Work	0 %		
Class Participation	20 %		
Continuous Assessment	20 %		
Midterm	30 %		

RE-SIT / RE-TAKE 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.

Students who fail the course and go to the second exam period will need to complete all the failed assignments and essays, and/or take all failed exams.

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.

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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%.

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