IE HUMANITIES

IE University
Professor: **ANTONEL JEPURE**

E-mail: ajepure@faculty.ie.edu

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

PREREQUISITES

There are no prerequisites to the course.

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.

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.

- Recognize the relation between the past and the present.

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

The course topics are 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. The practical part of the course about Physical Anthropology will be held at the National Museum of Natural History (groupwork) and in form of a workshop with replica of human bones in the classroom.
The course will also include asynchronous sessions which facilitate the process of individual inquiry and a deepening of the theories and methods taught in this course.

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

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35 hours
Discussions	20.0 %	30 hours
Exercises	20.0 %	30 hours
Group work	10.0 %	15 hours
Other individual studying	26.67 %	40 hours

TOTAL	100.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction

Course and matters.

Explaining objectives and the different parts of the course.

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. (659389911)
(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
(Reading provided on Blackboard)

SESSION 5 (ASYNCHRONOUS)

Ethnocentrism

Article: Body Ritual among the Nacirema
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)
(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)
(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

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

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
(Reading provided on Blackboard)

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.

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.

BIBLIOGRAPHY

Recommended

- Stan Bird. (2014). *Indigenous People's Life Stories.* Vol. 10, Issue 4 (376-·391). Alternative. ISBN 0000000000 (Printed)

- Jared Diamond. (2006). *Collapse.* Penguin. ISBN 9781429527248 (Digital)

- Rafael Finkel. (2012). *Ancient Technologies: Complete vs. Conceptual Transfer.* Vol. 39 (115-125). Journal of the Inst. of Archaeology of Tel Aviv. ISBN 0000000000 (Printed)

- Harald Haarmann. (2007). *Foundations of Culture.* Peter Lang. ISBN 9783631566855 (Printed)

- H. H. Lamb. (1995). *Climate History and the Modern World.* Routledge. ISBN 0415127343 (Printed)

- Ute Schönpflug. (2009). *Cultural transmission : psychological, developmental, social, and methodological aspects.* Cambridge University Press. ISBN 9780521880435 (Printed)

- Ute Schönpflug. (1997). *Acculturation: Adaptation or Development.* Applied Psychology v46 n1 (199701): 52-55. ISBN 4634100236 (Digital)

- Frans de Waal. (2006). *Our Inner Ape: a leading primatologist explains why we are who we are.* 1st Riverhead trade pbk. ed.. ISBN 1035886313 (Digital)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Preparation & Participation	20 %	
Midterm Evaluation	20 %	
Final Evaluation	30 %	
Continuous Assessment	30 %	

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 (20%) – 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 and Asynchronous Sessions (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.

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 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.

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 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.

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)

PROFESSOR BIO

Professor: **ANTONEL JEPURE**

E-mail: ajepure@faculty.ie.edu

A. Jepure earned his PhD from the University of Würzburg (Germany) and the Universidad Autónoma de Madrid, following studies in Paleoanthropology, Prehistory, Archaeology, Paleochristianity, Medieval Studies and Political Science. He has spent over 20 years working on research focused on assimilation and acculturation in Europe's transition from Late Antiquity to the Middle Ages, especially on Spain's Visigothic period. His research interests and teaching experience are centered on Paleoanthropology, Archaeology, Religious and Medieval Studies.

He has worked for the University of the Basque Country, the University of Alcalá and for the Museum of Segovia. 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.

OTHER INFORMATION

Readings

A folder with all required readings will be available on Blackboard. Additionally, a folder named "Optional Readings" will contain articles in pdf-version, book recommendations and links to documentaries in order to offer an opportunity to deepen the interest in selective topics.

Office Hours

By appointment or after class.

Contact information: ajepure@faculty.ie.edu

IE HUMANITIES

IE University
Professor: **REGINA LLAMAS**

E-mail: rllamas@faculty.ie.edu

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

PREREQUISITES

SUBJECT DESCRIPTION

CHINA: WAYS OF THINKING, WAYS OF DOING.

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 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.

OBJECTIVES AND SKILLS
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.

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

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

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

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

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

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

China: Introduction and Historical Concepts

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

Book Chapters: The Cambridge Illustrated History of China (See Bibliography)
Practical Case: 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) The Cambridge Illustrated History of China, Ch.1 and Ch. 2.

Presentation1: What and how important is filial piety? What did Confucius say? Introduce the Singapore video to students in class and discuss the question above. See a little bit of this from the Washington post

Book Chapters: The Cambridge Illustrated History of China, Ch.1 and Ch. 2. (See Bibliography)
Video: Singapore Filial Piety (Youtube)
Video: Washington Post Video (Youtube)

SESSION 5 (ASYNCHRONOUS)

CHOOSE ONE

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

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

1. What did you know about China before you came to class.

2. On the basis of the article you have chosen, explain what you find interesting/important about this topic.

a) **Education:** Look at the very short documentary in Kanopy (you will have to sign in through the library) called Under the Same Sky, by Yoyo Li, and read about the current crackdown on tutoring here

b) **Youth:** Listen to Karoline Kan in WBUR presenting her book, and how her experience growing up contrasts with Liu Xinting's article. Liu Xinting, "Why are Contemporary Youth Increasingly Unhappy?"

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

d) **Society:** Read this very interesting [article] on how China's rise has influenced Chinese ideas on China in the world. Please compare with this propaganda [video] from the Government's TV channel CGNT.

e) **Identity and Politics**: This is a very interesting piece on a student who went to the US to study, remained for a period of time working there and returned to China. Once back, she understood that politics and identity in China dangerously conflate. [Connie Mei Pickart]

f) **Technology:** Jack Ma is the founder of Alibaba and Ant. Last year China started cracking down on tech firms. It all began with [Jack Ma's Ant Group] and [How China Lost Patience with Its Loudest Billionaire]. [Why China is cracking down on technology?]

g) **Food:** Watch one (or two if you like it) of the episodes of the following documentary ***A Bite of China 1*** (2 better) and ***A Bite of China 2*** and read "[Tasting a Good Life]" by Rui Kunze, where she discusses how Chinese state sponsored documentaries present the understanding of traditional culinary culture as a way of perceiving and pursuing happiness.

h) **Dissident** Intellectuals: Ian Johnson, "[I Try to Talk Less': A Conversation with Ai Weiwei and Liao Yiwu]"

i) **Environment:** Read this article from the BBC where it shows the importance of China's environmental policies for the world. David Brown, "[Why China's climate policy matters to us all]" And read Xi Jinping's pledge "[China pledges to stop building new coal energy plants abroad]"

Video: a) Under the Same Sky (Kanopy)

Article: a) China's Crackdown on Tutoring Leaves Parents with New Problems (The guardian, Tue 3 Aug 2021)

Podcast: b) Karoline Kan Under the Red Skies (WBUR, March 14, 2019)

Article: b) Liu Xinting, "Why are Contemporary Youth Increasingly Unhappy?" (Reading the China Dream)

Article: c) Han Zhang "How a Sexual-Harassment Suit May Test the Reach of #MeToo in China" (The New Yorker, May 12, 2021)

Video: c) Leftover Women (Youtube)

Article: d) "China's New Nationalism" (The Wire China, AUGUST 8, 2021) (ced)

Video: d) What are today's Chinese Youth Really LIke? (Youtube)

Article: e) Nationalism Ruined My Chinese Friendships (The China Project, December 19, 2019)

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

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

Article: f) The Real Reason China Is Cracking Down on Its Tech Giants (Bloomberg, July 31, 2021)

Video: g) A Bite of China (1) (Youtube)

Video: g) A Bite of China (2) (Youtube)

Article: g) Tasting a Good Life (Open Edition Journals)

Article: h) Dissident. 'I Try to Talk Less': A Conversation with Ai Weiwei and Liao Yiwu (The New York Review, September 12, 2015)

Article: i) Why China's climate policy matters to us all (BBC News, 29 October 2021)

Article: i) China pledges to stop building new coal energy plants abroad (BBC News, 22 September 2021)

SESSIONS 6 - 7 (LIVE IN-PERSON)

Empire Building and the Inroads of a New Religion

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

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

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?

Book Chapters: The Cambridge Illustrated History of China, Ch.3 and Ch.4. (See Bibliography)

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

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."

Book Chapters: The Cambridge Illustrated History of China, Ch.5 and Ch.6. (See Bibliography)

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

SESSION 10 (ASYNCHRONOUS)

Short readings from Chinese Civilization: A Sourcebook. Please read the Confucian, Legalist, Daoist and Mencian (within Confucianism) texts and in no more than 600 words (one page and a half double spaced) discuss: how these different schools compare in their ideals of the ruler and what would you chose as a form of government.

Book Chapters: Confucian Teachings, chapter 6 in Patricia Buckley Ebrey. (1993). Chinese

Civilization, A Sourcebook (See Bibliography) (ced)

Book Chapters: Daoist Teachings, chapter 7 in Patricia Buckley Ebrey. (1993). Chinese Civilization,

A Sourcebook (See Bibliography) (ced)

Book Chapters: Legalist Teachings, chapter 8 in Patricia Buckley Ebrey. (1993). Chinese

Civilization, A Sourcebook (See Bibliography) (ced)

Book Chapters: Mencius, TRANSLA TED WITH AN INTRODUCTION BY D. C. LAU (excerpts) (ced)

SESSIONS 11 - 12 (LIVE IN-PERSON)

Foreigners, Despotism and the Rise of Literacy

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

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

Presentation4: Zheng He and his voyages to India and Africa. Explain who were Zheng He, Zhu Di and describe the voyages. Think beyond the political meaning of these voyages to how they were financed, their commercial value, and the ecological footprint of these ships. If you address these questions comparatively (Christopher Columbus) you may understand these voyages more in depth.

Book Chapters: The Cambridge Illustrated History of China, Ch.7 and Ch.8. (See Bibliography)

SESSIONS 13 - 14 (LIVE IN-PERSON)

Conquest, Imperialism, and the End of the Empire

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

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

Presentation5: 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.

Book Chapters: The Cambridge Illustrated History of China, Ch.9 and Ch.10. (See Bibliography)

SESSION 15 (LIVE IN-PERSON)

Midterm: Four Issues Paper due.

SESSIONS 16 - 17 (LIVE IN-PERSON)

Establishment of The Peoples Republic: Industrialization and Mismanagement

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

Reading: The Cambridge Illustrated History of China, Ch.11. Here is a [documentary](#) by Jung Chang on the Soong sisters. Quite fascinating.

Presentation6: The Cultural Revolution and its legacy. I will introduce the Cultural Revolution in class. Your presentation will deal with the personal and social experience of people who underwent the Cultural Revolution. Go to library.ie.edu—video on demand—kanopy— watch "Morning Sun." Read your text book.

Book Chapters: The Cambridge Illustrated History of China, Ch.11 (See Bibliography)

Video: Jung Chang- Big Sister, Little Sister, Red Sister: 3 sisters at the heart of 20th Century China

5x15 (Youtube)

SESSIONS 18 - 19 (LIVE IN-PERSON)

Opening to the World: From Deng to Xi.

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

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

Presentation7: 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 part 1](#)" and [The Gate of Heavenly Peace Part 2](#). You do not need to watch it all, but do watch the first part. Use parts of it on your presentation.

Book Chapters: The Cambridge Illustrated History of China, Ch.12. (See Bibliography)

Video: The Gate of Heavenly Peace part 1 (Youtube)

Video: The Gate of Heavenly Peace Part 2 (Youtube)

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)

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?

Presentation8: 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 Carre Lam, who is Lee Ka-chiu, who are the most outspoken students, what did they want and so forth. See also most recently. The underlying question to explore here is how different acquired values affect differently cultural development and political expectations.

Article: One of Asia's most prestigious universities is on the frontline of a battle for democracy (CNN, September 18, 2021)

SESSIONS 23 - 24 (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? What is the How does it differ from the current one?

Here are some views from some China:

China's Vision for a New World Order: In Theory and Practice

China's New World order and Europe

And here is Susan Shirk

And here Kevin Rudd

Presentation9: XINJIANG and the Uyghurs, Human Rights and Production

Video: China's Vision for a New World Order: In Theory and Practice (Youtube)

Video: China and Europe New World Order (CIDOB)

Video: Susan Shirk. China Now (Youtube)

Video: Kevin Rudd Understanding China (Youtube)

SESSION 25 (ASYNCHRONOUS)

Paper 2 Due: 6 Issues

SESSIONS 26 - 27 (LIVE IN-PERSON)

The Environment and Waste

China has a billion and a half human beings it needs to clothe, feed and keep warm and employed. In order to better manage the population, it is increasingly allowing people to move to cities—that is, second and third tier cities. The concentration of population has also produced an enormous amount of waste. In this class we will discuss waste management and the environment. In class discussion and student presentation.

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

Readings and presentation10:

- Greening China
- Green Growth in Action
- Li Yifei and Judith Shapiro: **China Goes Green: Coercive Environmentalism for a Troubled Planet. Especially chapters 3&4 (In the library)**

* Stephan Landsberger. Beijing Garbage: A City Besieged by Waste.

Article: Greening China (MERICS, Jan 07, 2021)

Other / Complementary Documentation: Green Growth in Action (OECD)

Book Chapters: Beijing Garbage (available at IE Library)

SESSIONS 28 - 29 (LIVE IN-PERSON)

What does China want?

In class discussion and student presentation11 (It complements sessions 23&24).

Websites with excellent information:

The Wire

Sup China (THE CHINA PROJECT):

South China Morning Post

Site of sites

Article: Rhetoric and Reality of China's Global Leadership in the Context of COVID-19: Implications for the US-led World Order and Liberal Globalization (Journal of Contemporary China, 2020) (ced)
Article: Varieties of Contestation (REVIEW OF INTERNATIONAL POLITICAL ECONOMY 2020, VOL. 27, NO. 2, 258–280) (ced)
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 Oral Exam

BIBLIOGRAPHY

Compulsory

- Patricia Buckley Ebrey. (1993). *Chinese Civilization, A Sourcebook,.* 2nd ed.. The Free Press, NY,. ISBN 9780029087527 (Printed)

- Patricia Buckley Ebrey. (2022). *The Cambridge Illustrated History of China.* 2nd ed. Cambridge Univertity Press. ISBN 9781009151443 (Printed)

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.)

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.

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

Criteria	Percentage	Comments
Presentation and Prepasion	20 %	
Midterm Evaluation	20 %	
Assignments	30 %	
Final Exams (20%paper 10%oral)	30 %	

PROFESSOR BIO

Professor: **REGINA LLAMAS**

E-mail: rllamas@faculty.ie.edu

Regina Llamas

Rllamas@faculty.ie.edu

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.

OTHER INFORMATION
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 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.

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 20, 2020)

IE HUMANITIES

IE University
Professor: **CHRIS ATANASOV KOSTOV**

E-mail: catanasov@faculty.ie.edu

Academic year: 23-24
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 read the assigned readings and to assess critically cross-cultural interactions.

SUBJECT DESCRIPTION

When Cultures Meet: Cross-Cultural Communication and Its Impact

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

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:

Edited by Documentation
11th October 2022

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

OBJECTIVES AND SKILLS

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

-Development of analytical, critical, and creative thinking.

-Comprehensive reading of complex texts.

-Writing and argumentation.

-Research and information competence.

-Sensitivity to other cultures and human experiences.

METHODOLOGY

Classes use a mixture of lectures, discussions and exercises. Discussions are based on the course material and the assigned readings. The class participation of students is vital. Students are also expected to prepare an 2 individual papers of 1,000 words each.

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.

Class participation

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

Continuous Assessment

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

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

Midterm Exam

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

Final Exam

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

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

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

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)

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

SESSION 3 (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)

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

SESSION 4 (LIVE IN-PERSON)

How Culture Affects Perception? (Chapter 3)

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

Book Chapters: Textbook, Chapter 3: How Culture Affects Perception (See Bibliography)

Article: Context is Everything. State Department (The Department of State)

Article: Cultural Harm and Engaging the Limits of a Right to Cultural Identity. (Human Rights Quarterly, vol. 39, 2017)

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)

SESSION 6 (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 7 - 8 (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

Book Chapters: Textbook, Chapter 5: Language as a Barrier (See Bibliography)

Article: Pidginization and Creolization of Languages: Their Social Contexts. (International Journal of the Sociology of Language, April 30, 2020)

SESSION 9 (LIVE IN-PERSON)

Case Study: USA (Ch. 7)

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

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

Article: Which of the 11 American Nations Do You Live In?. (The Washington Post, November 8, 2013)

Book Chapters: Immigration to the United States: Current Trends in Historical Perspective. (The Economic and Fiscal Consequences of Inmigration)

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. (Munmun Gupta.International Journal of Society,Culture And Language, 2020)

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?

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.
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

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)

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:

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 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.

The student should submit all the work they did not turn in or failed during the course on the retake date.

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.

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

PROFESSOR BIO

Professor: **CHRIS ATANASOV KOSTOV**

E-mail: catanasov@faculty.ie.edu

CHRIS ATANASOV KOSTOV

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

OTHER INFORMATION

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

Contact details: catanasov@faculty.ie.edu

phone: +34 682 447 683

IE HUMANITIES

IE University
Professor: **JAVIER SAURAS SANCHEZ**

E-mail: jsauras@faculty.ie.edu

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

PREREQUISITES

SUBJECT DESCRIPTION
CYBERUTOPIA AND TECHNODYSTOPIA

"A map of the world that does not include Utopia is not worth even glancing at, for it leaves out the one country at which Humanity is always landing." Oscar Wilde, 1891.

Description

Are new communication technologies a democratizing force opening up the direct participation of people in the political system? Has the widespread adoption of online communications given state bureaucracies and private corporations excessive power over individuals? Is the Internet the ultimate device for emancipation and empowerment or is it the most powerful tool for manipulation and surveillance ever created? Are these binary views of communications even valid? Are they useful? How should they be challenged?

This course will explore and problematize these questions, examining evolving ideas about the democratic utopia of communications in the 21st century and its mirrored dystopias. Drawing from a wide range of texts and audiovisual material, this course will trace the rise and fall of the cyberutopian paradigm in communication studies, establishing connections with philosophical, political, economic, and cultural trends.

Students from all departments across the university are welcomed. Our meetings will aim to generate a cross-disciplinary dialogue to help us reach preliminary conclusions about contemporary society and the digital public sphere.

Structure

This is, primarily, a reading course, although the students will find films, documentaries, podcast episodes, comic books, and TV series in the recommended material.

The first section of the course, weeks 1 to 5, is devoted to establishing a conceptual framework from which to question the intersections between science, communications, technology, and politics from the 1950s to the 1990s.

From weeks 6 to 9 we will work together through a substantial body of literature to explore the utopian ideologies, models and subcultures that grew around the development of the World Wide Web and the widespread adoption of the Internet.

In the last section, weeks 10 to 14, we will examine the recent backlash against Big Tech and the utopian ideologies that dominated the turn of the century.

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.

OBJECTIVES AND SKILLS
-Development of analytical, critical, and creative thinking.

-Comprehensive reading of complex texts.

-Writing and argumentation.

-Research and information competence.

-Sensitivity to other cultures and human experiences.

METHODOLOGY
The course will be taught employing IE's Liquid Learning methodology, which combines three essential elements for a complete and dynamic learning experience: synchronous interactions, asynchronous interactions and individual inquiry and discovery. Synchronous Interaction is learning that happens in live, in real-time. 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 practice problem-solving in the form of class activities. For this reason, two things will be particularly important: that the students come to class prepared by having done the work assigned, and that they participate actively in class discussions and other activities. Studies show that this methodology encourages "deep learning" through the use of higher-level cognitive skills.

During the course, students will read a series of texts and relevant articles within the fields of philosophy, intellectual history, cultural studies, legal thought, and political science. Simultaneously, we will be looking at real historical and contemporary debates and controversies related to free speech, so that students learn to apply the theoretical frameworks to real-life scenarios.

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

PROGRAM

PROGRAM: SESSIONS

Sessions 1 and 2	Face-to-face
Sessions 3 and 4	Face-to-face
Session 5	Asynchronous
Sessions 6 and 7	Face-to-face
Sessions 8 and 9	Face-to-face
Session 10	Asynchronous
Sessions 11 and 12	Face-to-face
Sessions 13 and 14	Face-to-face
Session 15	Face-to-face (midterm)
Sessions 16 and 17	Face-to-face
Sessions 18 and 19	Face-to-face
Session 20	Asynchronous
Sessions 21 and 22	Face-to-face
Sessions 23 and 24	Face-to-face
Session 25	Asynchronous
Sessions 26 and 27	Face-to-face
Sessions 28 and 29	Face-to-face
Session 30	Face-to-face (final exam/ project)

SESSION 1 (LIVE IN-PERSON)

Sessions 1 and 2

Visions of Utopia. Warnings of Dystopia

In the first meeting of this class, we will attempt to develop several definitions of Utopia, trace its multiple trajectories in the history of ideas, tie our findings with the concept of communication as a positive value, and discuss the meaning of cyberutopianism. Studying the historical roots of Dystopia and the meanings it has taken in the 21st century, we will also examine and discuss some of the canonical texts that made the concept of dystopia such a commonly used term to describe our society today.

? Anthony Furnell, danah boyd, Doc Searls, Ethan Zuckerman, Davind Weinberger. "I'm a cyber utopian and I'm proud of it!" Future Tense with Anthony Furnell. ABC Australia. Podcast. October 7, 2012. https://www.abc.net.au/radionational/programs/futuretense/i27m-a-cyber-utopian-and-i27m-proud-of-it21/4267632

? Jathan Sadowski. "Future Schlock. Utopia can be found in rejection of the utopian dreams of tech companies." Real Life Magazine. January 25, 2021. https://reallifemag.com/future-schlock/

SESSION 2 (LIVE IN-PERSON)

Sessions 1 and 2

Visions of Utopia. Warnings of Dystopia

In the first meeting of this class, we will attempt to develop several definitions of Utopia, trace its multiple trajectories in the history of ideas, tie our findings with the concept of communication as a positive value, and discuss the meaning of cyberutopianism. Studying the historical roots of Dystopia and the meanings it has taken in the 21st century, we will also examine and discuss some of the canonical texts that made the concept of dystopia such a commonly used term to describe our society today.

? Anthony Furnell, danah boyd, Doc Searls, Ethan Zuckerman, Davind Weinberger. "I'm a cyber utopian and I'm proud of it!" Future Tense with Anthony Furnell. ABC Australia. Podcast. October 7, 2012. https://www.abc.net.au/radionational/programs/futuretense/i27m-a-cyber-utopian-and-i27m-proud-of-it21/4267632

? Jathan Sadowski. "Future Schlock. Utopia can be found in rejection of the utopian dreams of tech companies." Real Life Magazine. January 25, 2021. https://reallifemag.com/future-schlock/

SESSION 3 (LIVE IN-PERSON)

Sessions 3 and 4

Science, the endless frontier

In the 1980s and 90s, many of the early cyberutopians considered the work of Marshall McLuhan central to understanding the relationship between humans and technology. He was so influential that Wired magazine called him the patron saint of the internet and media studies. But that relationship had an institutional dimension that cyberutopians tend to forget. This week, we will delve into government reports and presidential speeches, examining the idea of the global village and questioning the rhetoric of the technological sublime.

? Marshall McLuhan's theory of the global village. "Exploration." CBC Digital Archives. May 18, 1960. https://www.cbc.ca/archives/entry/marshall-mcluhan-the-global-village

? Vannevar Bush. "Science The Endless Frontier. A Report to the President by Vannevar Bush, Director of the Office of Scientific Research and Development." July 1945. Summary and Introduction. https://www.nsf.gov/od/lpa/nsf50/vbush1945.htm#summary

? William J. Clinton. "The Framework for Global Electronic Commerce." July 1, 1997. About, Executive Summary, Remarks from the East Room, Presidential Message. https://clintonwhitehouse4.archives.gov/WH/New/Commerce/

SESSION 4 (LIVE IN-PERSON)

Sessions 3 and 4

Science, the endless frontier

In the 1980s and 90s, many of the early cyberutopians considered the work of Marshall McLuhan central to understanding the relationship between humans and technology. He was so influential that Wired magazine called him the patron saint of the internet and media studies. But that relationship had an institutional dimension that cyberutopians tend to forget. This week, we will delve into government reports and presidential speeches, examining the idea of the global village and questioning the rhetoric of the technological sublime.

? Marshall McLuhan's theory of the global village. "Exploration." CBC Digital Archives. May 18, 1960. https://www.cbc.ca/archives/entry/marshall-mcluhan-the-global-village

? Vannevar Bush. "Science The Endless Frontier. A Report to the President by Vannevar Bush, Director of the Office of Scientific Research and Development." July 1945. Summary and Introduction. https://www.nsf.gov/od/lpa/nsf50/vbush1945.htm#summary

? William J. Clinton. "The Framework for Global Electronic Commerce." July 1, 1997. About, Executive Summary, Remarks from the East Room, Presidential Message. https://clintonwhitehouse4.archives.gov/WH/New/Commerce/

SESSION 5 (ASYNCHRONOUS)

Session 5 (Asynchronous)

Asynchronous activity: Cyberpunk

? Watch "Cyberpunk: The Documentary." 1990 https://www.youtube.com/watch?v=UdvxPlhTjDU&ab_channel=JimLeonard

Write three comments, questions, or reflections, and send them to me before the end of the day. I'll bring them up during our next discussion and ask you to elaborate on them.

SESSION 6 (LIVE IN-PERSON)

Sessions 6 and 7

High Tech and Low Life

The drug experiences and the sexual revolution, punk-rock music and fashion, and the first discussions on hacking and artificial intelligence coalesced in a fringe subversive culture known as cyberpunk. "Neuromancer´s" author William Gibson, psychologist and LSD enthusiast Timothy Leary, computer scientist Jaron Lanier, and many more were among the first to explore its possibilities. But none of what they were envisioning would have been possible without the creation of the World Wide Web and the first Internet browser, technological breakthroughs that happened at CERN, the European Organization for Nuclear Research, an environment far away from the subversive force of countercultures. In our third meeting we will consider how culture and technology overlapped just before the Internet transformation started.

? Tim Berners-Lee. "Weaving the web. The original design and ultimate destiny of the World Wide Web." (Harper, 1999)

SESSION 7 (LIVE IN-PERSON)

Sessions 6 and 7

High Tech and Low Life

SESSION 8 (LIVE IN-PERSON)

Sessions 8 and 9

Anti-mimesis and science-fiction

When asked about where their early ideas' influences and inspiration came from, IT pioneers and tech moguls often return to the works of science-fiction giants: Clarke, Asimov, Heinlein, Herbert, etc. But they also mention Ayn Rand, a Russian-American author whose ideological clout transcended the tech circles and made its way into American politics. This is a case of anti-mimesis, of life imitating art, instead of the other way around.

In our fourth meeting, we will review some of the works that popularized the idea of cyberspace before the dawn of the world wide web. We will travel to the realms that sci-fi authors were shaping (space exploration, robotics, computers, cryonics, artificial intelligence, ecology, etc.) and examine their impact in society. We will also examine the connections between Ayn Rand's vision and the rise of cyberutopianism, and question how influential her ideas remain today.

? Isaac Asimov and Bill Moyers. "A World of Ideas with Bill Moyers." October 1988. Parts One and Two. https://www.youtube.com/watch?v=AXv5rsRqGqc&ab_channel=Maverick

https://billmoyers.com/content/isaac-asimov-on-his-faith-in-the-power-of-human-reason/

https://billmoyers.com/content/isaac-asimov-part-two/

? Jonathan Freedland. "The new age of Ayn Rand: how she won over Trump and Silicon Valley." The Guardian. April 10, 2017. https://www.theguardian.com/books/2017/apr/10/new-age-ayn-rand-conquered-trump-white-house-silicon-valley

SESSION 9 (LIVE IN-PERSON)

Sessions 8 and 9

Anti-mimesis and science-fiction

When asked about where their early ideas' influences and inspiration came from, IT pioneers and tech moguls often return to the works of science-fiction giants: Clarke, Asimov, Heinlein, Herbert, etc. But they also mention Ayn Rand, a Russian-American author whose ideological clout transcended the tech circles and made its way into American politics. This is a case of anti-mimesis, of life imitating art, instead of the other way around.

In our fourth meeting, we will review some of the works that popularized the idea of cyberspace before the dawn of the world wide web. We will travel to the realms that sci-fi authors were shaping (space exploration, robotics, computers, cryonics, artificial intelligence, ecology, etc.) and examine their impact in society. We will also examine the connections between Ayn Rand's vision and the rise of cyberutopianism, and question how influential her ideas remain today.

? Isaac Asimov and Bill Moyers. "A World of Ideas with Bill Moyers." October 1988. Parts One and Two. https://www.youtube.com/watch?v=AXv5rsRqGqc&ab_channel=Maverick

https://billmoyers.com/content/isaac-asimov-on-his-faith-in-the-power-of-human-reason/

https://billmoyers.com/content/isaac-asimov-part-two/

? Jonathan Freedland. "The new age of Ayn Rand: how she won over Trump and Silicon Valley." The Guardian. April 10, 2017. https://www.theguardian.com/books/2017/apr/10/new-age-ayn-rand-conquered-trump-white-house-silicon-valley

SESSION 10 (ASYNCHRONOUS)

Session 10 (Asynchronous)

Asynchronous activity: All watched over by machines of loving grace

? Watch Adam Curtis' "All watched over by machines of loving grace." BBC documentaries. 2011 https://www.bbc.co.uk/programmes/b011lvb9

Write three comments, questions, or reflections, and send them to me before the end of the day. I'll bring them up during our next discussion and ask you to elaborate on them.

SESSION 11 (LIVE IN-PERSON)

Sessions 11 and 12

Prophets and evangelists of Silicon Valley

30th September 2022

If we could pin cyberutopia on a place, that place would be Silicon Valley. This 25-mile stretch in Northern California has become synonymous with technology and is the accepted center of computer industry today. Apple, Atari, Oracle, eBay, Yahoo!, PayPal, Google, Facebook, Twitter, Uber, and Tesla are some of the companies that headquartered there. This week will present us with some of the most mesmerizing characters of the valley, their friends and foes, and highlight how some of these technological advances transformed their most immediate surroundings before they were adopted worldwide.

? Noam Cohen. "The Know-It-Alls, The Rise of Silicon Valley as a Political Powerhouse and Social Wrecking Ball." (The New Press, 2017). (Excerpts)

? Steve Jobs: 1984 Access Magazine Interview. The Daily Beast. 2017 https://www.thedailybeast.com/steve-jobs-1984-access-magazine-interview

SESSION 12 (LIVE IN-PERSON)

Sessions 11 and 12

Prophets and evangelists of Silicon Valley

If we could pin cyberutopia on a place, that place would be Silicon Valley. This 25-mile stretch in Northern California has become synonymous with technology and is the accepted center of computer industry today. Apple, Atari, Oracle, eBay, Yahoo!, PayPal, Google, Facebook, Twitter, Uber, and Tesla are some of the companies that headquartered there. This week will present us with some of the most mesmerizing characters of the valley, their friends and foes, and highlight how some of these technological advances transformed their most immediate surroundings before they were adopted worldwide.

? Noam Cohen. "The Know-It-Alls, The Rise of Silicon Valley as a Political Powerhouse and Social Wrecking Ball." (The New Press, 2017). (Excerpts)

? Steve Jobs: 1984 Access Magazine Interview. The Daily Beast. 2017 https://www.thedailybeast.com/steve-jobs-1984-access-magazine-interview

SESSION 13 (LIVE IN-PERSON)

Sessions 13 and 14

The Californian ideology, Cyber-libertarianism, Sigularitarianism, Secessionism

The advent of new communication technologies in the 1990s and the expansion of the personal computer spurred a wave of disruptive values and world-changing ideologies. In the span of two decades, a myriad of pamphlets and manifestos calling for a new society rooted in anti-authoritarianism and decentralized technology appeared. This week, we will read and discuss some of these texts, trace their origins, connect them, and put them in context. We will also question their ascendancy: whether they have survived, how and why.

? Donna Haraway. "A Cyborg Manifesto." 1985.

?   Max More. "The Extropian Principles." 1990.

?   Vernon Vinge. "The Coming Technological Singularity: How to Survive in the Post-Human Era."
VISION-21. 1993. https://edoras.sdsu.edu/~vinge/misc/singularity.html

?   John Perry Barlow. "A Declaration of Independence of Cyberspace." Electronic Frontier
Foundation. 1996. https://www.eff.org/cyberspace-independence

?   Richard Barbrook and Andy Cameron. "The Californian Ideology." Science as Culture. January
1996. https://www.researchgate.net/publication/249004663_The_Californian_Ideology

?   Rick Levine, Christopher Locke, Doc Searls, David Weinberger. "The Cluetrain Manifesto."
1999. https://www.cluetrain.com/

SESSION 14 (LIVE IN-PERSON)

Sessions 13 and 14

The Californian ideology, Cyber-libertarianism, Sigularitarianism, Secessionism

The advent of new communication technologies in the 1990s and the expansion of the personal
computer spurred a wave of disruptive values and world-changing ideologies. In the span of two
decades, a myriad of pamphlets and manifestos calling for a new society rooted in anti-
authoritarianism and decentralized technology appeared. This week, we will read and discuss some
of these texts, trace their origins, connect them, and put them in context. We will also question their
ascendancy: whether they have survived, how and why.

?   Donna Haraway. "A Cyborg Manifesto." 1985.

?   Max More. "The Extropian Principles." 1990.

?   Vernon Vinge. "The Coming Technological Singularity: How to Survive in the Post-Human Era."
VISION-21. 1993. https://edoras.sdsu.edu/~vinge/misc/singularity.html

?   John Perry Barlow. "A Declaration of Independence of Cyberspace." Electronic Frontier
Foundation. 1996. https://www.eff.org/cyberspace-independence

?   Richard Barbrook and Andy Cameron. "The Californian Ideology." Science as Culture. January
1996. https://www.researchgate.net/publication/249004663_The_Californian_Ideology

?   Rick Levine, Christopher Locke, Doc Searls, David Weinberger. "The Cluetrain Manifesto."
1999. https://www.cluetrain.com/

SESSION 15 (LIVE IN-PERSON)

Session 15 (Midterm)

Group presentations.

SESSION 16 (LIVE IN-PERSON)

Sessions 16 and 17

Cyberutopia

By the turn of the century, there was a widespread belief that communication technologies were, by themselves, political tools for democracy and popular emancipation. The development of the Web 2.0, which emphasized used-generated content, usability, and a more participatory culture fueled this optimism. Such an enthusiastic view of cyberspace reflected in academia, where some scholars celebrated the possibilities of online communication as the threshold to a democratic revolution. Revisiting the concept of communication as a positive value and technology as an emancipatory force, we will devote this week to reading the work of cyberutopians.

? Erik Olin Wright. "Transforming Capitalism through Real Utopias." American Sociological Review. Volume 78. 2011 Presidential Address. https://www.asanet.org/2012-presidential-address-transforming-capitalism-through-real-utopias

? Clay Shirky. "How social media can make history." TED Talks. 2009. https://www.ted.com/talks/clay_shirky_how_social_media_can_make_history

? Clay Shirky. "How the Internet will (one day) transform government." TED Talks. 2010. https://www.ted.com/talks/clay_shirky_how_the_internet_will_one_day_transform_government

SESSION 17 (LIVE IN-PERSON)

Sessions 16 and 17

Cyberutopia

By the turn of the century, there was a widespread belief that communication technologies were, by themselves, political tools for democracy and popular emancipation. The development of the Web 2.0, which emphasized used-generated content, usability, and a more participatory culture fueled this optimism. Such an enthusiastic view of cyberspace reflected in academia, where some scholars celebrated the possibilities of online communication as the threshold to a democratic revolution. Revisiting the concept of communication as a positive value and technology as an emancipatory force, we will devote this week to reading the work of cyberutopians.

? Erik Olin Wright. "Transforming Capitalism through Real Utopias." American Sociological Review. Volume 78. 2011 Presidential Address. https://www.asanet.org/2012-presidential-address-transforming-capitalism-through-real-utopias

? Clay Shirky. "How social media can make history." TED Talks. 2009. https://www.ted.com/talks/clay_shirky_how_social_media_can_make_history

? Clay Shirky. "How the Internet will (one day) transform government." TED Talks. 2010. https://www.ted.com/talks/clay_shirky_how_the_internet_will_one_day_transform_government

SESSION 18 (LIVE IN-PERSON)

Sessions 18 and 19

Don't be Evil

The first decade of the 21st century, the global village potpourri of online communications seemed to crystalize in the appearance of Facebook, Twitter, and other social media ventures. But for all the talk about the empowering role of these platforms and the democratizing force of the Internet, the same technologies that stimulated new democratic movements were also helping authoritarian regimes to upgrade their surveillance systems, suppress free speech, and crush any form of dissent. "Don't be evil," Google's starry-eyed motto of the 2000s, never came of age. We will use this week to discuss two of the most relevant critiques of cyberutopianism, the works of Evgeny Morozov and Rebecca Mackinnon.

? Evgeny Morozov. "The Net Delusion: The Dark Side of Internet Freedom." 2011. (excerpts)

? Rebecca Mackinnon. "Consent of the Networked. The worldwide struggle for Internet freedom." (Basic Books, 2012.) (excerpts)

SESSION 19 (LIVE ONLINE)

Sessions 18 and 19

Don't be Evil

The first decade of the 21st century, the global village potpourri of online communications seemed to crystalize in the appearance of Facebook, Twitter, and other social media ventures. But for all the talk about the empowering role of these platforms and the democratizing force of the Internet, the same technologies that stimulated new democratic movements were also helping authoritarian regimes to upgrade their surveillance systems, suppress free speech, and crush any form of dissent. "Don't be evil," Google's starry-eyed motto of the 2000s, never came of age. We will use this week to discuss two of the most relevant critiques of cyberutopianism, the works of Evgeny Morozov and Rebecca Mackinnon.

? Evgeny Morozov. "The Net Delusion: The Dark Side of Internet Freedom." 2011. (excerpts)

? Rebecca Mackinnon. "Consent of the Networked. The worldwide struggle for Internet freedom." (Basic Books, 2012.) (excerpts)

SESSION 20 (ASYNCHRONOUS)

Session 20 (Asynchronous)

Asynchronous activity: The Social Network

? Watch David Fincher's "The Social Network." 2010.

Write three comments, questions, or reflections, and send them to me before the end of the day. I'll bring them up during our next discussion and ask you to elaborate on them.

SESSION 21 (LIVE IN-PERSON)

Sessions 21 and 22

Techlash

In December 2018, Financial Times chose "Techlash" as one of the words that defined the year. According to the paper, 2018 was characterized by the growing public animosity towards large Silicon Valley platform technology companies and their Chinese equivalents. This week we will study where that growing animosity came from and how it materialized.

? Eve Smith. "The techlash against Amazon, Facebook and Google-and what they can do." The Economist. January 2018. https://www.economist.com/briefing/2018/01/20/the-techlash-against-amazon-facebook-and-google-and-what-they-can-do

? Brian Barth. "Big Tech's Big Defector." The New Yorker. November 25, 2019. https://www.newyorker.com/magazine/2019/12/02/big-techs-big-defector

SESSION 22 (LIVE IN-PERSON)

Sessions 21 and 22

Techlash

In December 2018, Financial Times chose "Techlash" as one of the words that defined the year. According to the paper, 2018 was characterized by the growing public animosity towards large Silicon Valley platform technology companies and their Chinese equivalents. This week we will study where that growing animosity came from and how it materialized.

? Eve Smith. "The techlash against Amazon, Facebook and Google-and what they can do." The Economist. January 2018. https://www.economist.com/briefing/2018/01/20/the-techlash-against-amazon-facebook-and-google-and-what-they-can-do

? Brian Barth. "Big Tech's Big Defector." The New Yorker. November 25, 2019. https://www.newyorker.com/magazine/2019/12/02/big-techs-big-defector

SESSION 23 (LIVE IN-PERSON)

Sessions 23 and 24

E-mperialism and Cyberstate-building

Silicon Valley's long-time fascination with creating a new society born out of digital technologies didn't vanish after techlash. On the contrary, once tech companies grew larger than states, allowing to effectively challenge them, some tech gurus felt that the realization of their own versions of utopia was closer than ever. Corporation-controlled neighborhoods, floating cities, social experimentation in developing countries, shadow courts and governments are some instances of e-mperialism and cyberstate-building that we will study this week.

? Kate Klonick. "Inside the making of Facebook's Supreme Court." The New Yorker. February 12, 2021. https://www.newyorker.com/tech/annals-of-technology/inside-the-making-of-facebooks-supreme-court

? "Nevada bill would allow tech companies to create governments." AP News. February 4, 2021. https://apnews.com/article/legislature-legislation-local-governments-nevada-economy-2fa79128a7bf41073c1e9102e8a0e5f0

? Oliver Wainwright. "Seasteading – a vanity project for the rich or the future of humanity?" The Guardian. June 24, 2020. https://www.theguardian.com/environment/2020/jun/24/seasteading-a-vanity-project-for-the-rich-or-the-future-of-humanity

SESSION 24 (LIVE IN-PERSON)

Sessions 23 and 24

E-mperialism and Cyberstate-building

Silicon Valley's long-time fascination with creating a new society born out of digital technologies didn't vanish after techlash. On the contrary, once tech companies grew larger than states, allowing to effectively challenge them, some tech gurus felt that the realization of their own versions of utopia was closer than ever. Corporation-controlled neighborhoods, floating cities, social experimentation in developing countries, shadow courts and governments are some instances of e-mperialism and cyberstate-building that we will study this week.

? Kate Klonick. "Inside the making of Facebook's Supreme Court." The New Yorker. February 12, 2021. https://www.newyorker.com/tech/annals-of-technology/inside-the-making-of-facebooks-supreme-court

? "Nevada bill would allow tech companies to create governments." AP News. February 4, 2021. https://apnews.com/article/legislature-legislation-local-governments-nevada-economy-2fa79128a7bf41073c1e9102e8a0e5f0

? Oliver Wainwright. "Seasteading – a vanity project for the rich or the future of humanity?" The Guardian. June 24, 2020. https://www.theguardian.com/environment/2020/jun/24/seasteading-a-vanity-project-for-the-rich-or-the-future-of-humanity

SESSION 25 (ASYNCHRONOUS)

Session 25 (Asynchronous)

Asynchronous activity:

? Watch "The Waldo Moment," Black Mirror. 2013

Write three comments, questions, or reflections, and send them to me before the end of the day. I'll bring them up during our next discussion and ask you to elaborate on them.

SESSION 26 (LIVE IN-PERSON)

Sessions 26 and 27

Democracy in the age of Social Media

Digital election manipulation, disinformation, microtargeted political advertising, and the rise of national-populist movements and conspiratorial cults, have revealed the potential incompatibilities between social media and liberal democracy. Understanding these threats and confronting them becomes critical to the future of civil society. This class will examine these and other problems, challenge them, and discuss possible solutions.

? Zeynep Tufekci. "Twitter and tear gas. The power and fragility of networked protest." (Yale University Press, 2017) (excerpts)

? David A. Bell. "An Equal say. Where does truth fit into democracy?" The Nation. January 24, 2019. https://www.thenation.com/article/archive/david-bell-democracy-and-truth/

? Thomas B. Edsall. "How long can democracy survive QAnon and its allies?" The New York Times. February 10, 2021. https://www.nytimes.com/2021/02/10/opinion/democracy-qanon.html

SESSION 27 (LIVE IN-PERSON)

Sessions 26 and 27

Democracy in the age of Social Media

Digital election manipulation, disinformation, microtargeted political advertising, and the rise of national-populist movements and conspiratorial cults, have revealed the potential incompatibilities between social media and liberal democracy. Understanding these threats and confronting them becomes critical to the future of civil society. This class will examine these and other problems, challenge them, and discuss possible solutions.

? Zeynep Tufekci. "Twitter and tear gas. The power and fragility of networked protest." (Yale University Press, 2017) (excerpts)

? David A. Bell. "An Equal say. Where does truth fit into democracy?" The Nation. January 24, 2019. https://www.thenation.com/article/archive/david-bell-democracy-and-truth/

? Thomas B. Edsall. "How long can democracy survive QAnon and its allies?" The New York Times. February 10, 2021. https://www.nytimes.com/2021/02/10/opinion/democracy-qanon.html

SESSION 28 (LIVE IN-PERSON)

SESSION 29 (LIVE IN-PERSON)

Sessions 28 and 29

From Cyberutopia to… -ism?

Three decades after the dawn of the World Wide Web, many of the pioneers have grown disillusioned with what the Internet has become. Critics of both Big Tech and government regulation, they are looking for innovative solutions that might revive some bits of the cyberutopian dream. In our last meeting, we will reflect on their analyses and proposals, and attempt to make our own.

?   Pieter Verdegem. "Tim Berners-Lee's plan to save the internet: give us back control of our data." The Conversation. February 5, 2021. https://theconversation.com/tim-berners-lees-plan-to-save-the-internet-give-us-back-control-of-our-data-154130

?   Shoshana Zuboff. "The coup we are not talking about." The New York Times. January 29, 2021. https://www.nytimes.com/2021/01/29/opinion/sunday/facebook-surveillance-society-technology.html

SESSION 30 (LIVE IN-PERSON)

Session 30 (Final exam)

BIBLIOGRAPHY

Compulsory

- Noam Cohen. *The Know-It-Alls, The Rise of Silicon Valley as a Political Powerhouse and Social Wrecking Ball..* The New Press. ISBN 0000000000 (Digital)

 - Tim Berners-Lee. *Weaving the web. The original design and ultimate destiny of the World Wide Web.* Harper. ISBN 00000000000 (Digital)

EVALUATION CRITERIA

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

a) Class participation: Students must come to class prepared with notes and questions about the readings, and be willing to participate in the discussions. (20% of the final grade)

b) Six weekly reading responses: Every week, before class, students should post a question or a comment in no more than 280 characters (the length of a Tweet) reflecting on the assigned material. We will bring up in class some of these "Tweets" during our discussions. (30% of the final grade)

c) Presentation: Each student shall make a group presentation on one of the recommended readings, arguing how it connects to the overall arch of the seminar. (20% of the final grade)

d) Final paper: A 10-page essay on a topic of the student's choice. A short proposal is due on session 10, an outline and biography on session 20, and the final paper at the end of the examination period. (30% of the final grade)

PROFESSOR BIO

Professor: **JAVIER SAURAS SANCHEZ**

E-mail: jsauras@faculty.ie.edu

Javier Sauras is a Ph.D. candidate in Communications at Columbia University in New York, and a multimedia journalist. As a reporter, he has worked on issues of human rights and development across the globe, being a news-wire correspondent in China, covering the consequences of the Fukushima nuclear disaster in Japan, the civil war and famine in South Sudan, and elections and crises in Latin America. His work appears on Al Jazeera English, El País, Zeit Online, and Internazionale, among other outlets.

OTHER INFORMATION

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 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.

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 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

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

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

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

Students must submit the work they did not turn in or failed during the course, including the 10 weekly reading responses, the presentation, and the final essay.

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 student's 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 academic integrity violation.

Academic Misconduct Procedure for Humanities Courses

1. If a Humanities instructor suspects a student has committed academic misconduct (as defined in the student's Code of Ethics) in a Humanities course, he or she must refer the case to the Humanities program director with all the necessary supporting evidence.

2. The Humanities program director will meet with the student and write a brief summary of the instructor and the student's views and pass them on to the Bachelor's program director. The Humanities program director may also suggest what type of sanction would be appropriate for the student.

3. If there is enough objective evidence to sanction the student, the program director will check if this is the first time the student has committed academic misconduct.

4. If this is a first breach of conduct, the program director will decide the scope of the sanction on the basis of all the above information. (Bachelor or Ethics Committee).

5. If this is a second offense or if, according to the Humanities director's report, the case is serious enough, the case will be redirected to the university's Ethics Committee.

(Approved by the Vice-Rector of Academic Affairs in June 2020)

IE HUMANITIES

IE University
Professor: **JULIO CRESPO MACLENNAN**

E-mail: jcrespo@faculty.ie.edu

Academic year: 23-24
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.

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.

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 University
Professor: **PAULINA ELISA ETXEBERRIA GARAIGORTA**

E-mail: peetxeberria@faculty.ie.edu

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

PREREQUISITES

none.

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.

OBJECTIVES AND SKILLS

At the end of this course, participants will acquire:

-Development of analytical, critical, and creative thinking.

-Comprehensive reading of complex texts.

-Writing and argumentation.

-Research and information competence.

-Sensitivity to other cultures and human experiences.

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 live session will include a discussion of the readings. Each session has an attached text or resource (film, documentary, podcast) that each student should comprehend individually. The real-time interaction implies the key concepts. The historical context and repercussions of the text/resource analyzed will be discussed with the class. During the session, students will reflect on the relevance of each of these topics and will argue on their importance in current economic global, regional and local matters.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	30 hours
Discussions	20.0 %	30 hours
Exercises	16.67 %	25 hours
Group work	16.67 %	25 hours
Other individual studying	26.67 %	40 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction, Course Guidelines, Motivation of the Course

SESSION 2 (LIVE IN-PERSON)

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 chapter:

- Plato, Politics-Book 1, 1256-1259a

SESSION 3 (LIVE IN-PERSON)

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

The School of Salamanca

SESSION 4 (LIVE IN-PERSON)

Colonialism and Pre-capitalism. The Scottish Enlightment.

Physiocrats and Mercantilists

Book chapter:

-Roncagglia, A. The Wealth of Ideas: A History of Economic Thought- Chapters 2.6 & 4.6

SESSION 5 (ASYNCHRONOUS)

TBD

SESSION 6 (LIVE IN-PERSON)

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

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

-Smith, A., An Inquiry into the Nature and Causes of the Wealth of Nations- Book 4, part 1 & 2

SESSION 7 (LIVE IN-PERSON)

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 chapter:

-Ricardo, D. On the Principles of Political Economy and Taxation- Chapter 7

SESSION 8 (LIVE IN-PERSON)

From Political Economy to Scientific Economics.

The Marginalist

SESSION 9 (LIVE IN-PERSON)

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

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

Book chapter:

-      Dimand, Robert W., Geanakoplos, John (2005); Celebrating Irvin Fisher: the legacy of a great economist. Malden, MA : Blackwell, 2005

SESSION 10 (ASYNCHRONOUS)

 TBD

SESSION 11 (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.

Book Chapter:

-Marx, K. The Capital- Chapter 32

SESSION 12 (LIVE IN-PERSON)

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

 Joseph Schumpeter (1883-1950).

Book chapter:

 -Schumpeter, J., Capitalism, Socialism, and Democracy- Chapters 7 & 11

SESSION 13 (LIVE IN-PERSON)

 Debate: Marx vs Classics. Capitalism vs Communism

SESSION 14 (LIVE IN-PERSON)

 Overview

SESSION 15 (LIVE IN-PERSON)

 MIDTERM EVALUATION: debate and Individual essay

SESSION 16 (LIVE IN-PERSON)

IV. TESTING THE KEYNESIAN ECONOMIC THOUGTH

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

Book chapter:

-Keynes, J.M., The General Theory of Employment, Interest and Money- Chapters 3 & 10

SESSION 17 (LIVE IN-PERSON)

Austrian Economics vs Keynesianism

Hayek and Von Mises. The debate Hayek-Keynes.

Book chapter:

- Hayek, Road to Serfdom- Condensed version

SESSION 18 (LIVE IN-PERSON)

Monetarism vs Keynesianism

Milton Friedman: The Chicago School.

Book chapter:

-Friedman, M., Friedman, R. (1979), Free to Choose- Chapter 1

SESSION 19 (LIVE IN-PERSON)

Debate: Keynes vs Hayek & Friedman

SESSION 20 (ASYNCHRONOUS)

TBD

SESSION 21 (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.

Book chapters:

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

https://www.nobelprize.org/prizes/economic-sciences/1995/lucas/biographical/

SESSION 22 (LIVE IN-PERSON)

Covid 19 crisis and the actual situation

SESSION 23 (LIVE IN-PERSON)

Back to Adam Smith. Growth theories.

Solow-Swan, Endogenous growth theory, Unified growth theory

Book chapter:

- Galor, Oded (2022), The Journey of Humanity- Chapters 3 & 6

SESSION 24 (LIVE IN-PERSON)

Back to Adam Smith. New Growth Theory

The role of culture and institutions

Book chapter:

- Acemoglu,D., Robinson, A. (2012) Why Nations Fail: the origins of power, prosperity and poverty- Chapter 1

SESSION 25 (ASYNCHRONOUS)

TBD

SESSION 26 (LIVE IN-PERSON)

VI. CURRENT PROBLEMS

How to solve social dilemmas? War conflicts and climate change

Game theory. Nash equilibrium.

SESSION 27 (LIVE IN-PERSON)

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

Book Chapter:

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

SESSION 28 (LIVE IN-PERSON)

Criticism to Homo Economicus. Behavioral and Experimental economics.

Book Chapters:

- Kahneman, D. (2011). Thinking Fast and Slow- Introduction & Conclusions

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

SESSION 29 (LIVE IN-PERSON)

Debate. What have we learned from the past?

SESSION 30 (LIVE IN-PERSON)

FINAL EVALUATION: debate and Individual essay

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)

EVALUATION CRITERIA

A. Preparation and participation	20%
B. Midterm evaluation	20%
C. Final evaluation	30%
D. Continuous assessment	30%

A. Active class participation

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

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

Students will be writing 200-word essays to demonstrate their own understanding of the readings provided to prepare the live sessions.

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

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

PROFESSOR BIO

Professor: **PAULINA ELISA ETXEBERRIA GARAIGORTA**

E-mail: peetxeberria@faculty.ie.edu

PAULINA ELISA ETXEBERRIA GARAIGORTA

Academic background:

- PhD in Economics, European Doctor, UPV/EHU (Bilbao).
- MPhil. Quantitative Finance, UCM (Madrid), UV (Valencia), UPV/EHU (Bilbao). - M.A. Business and Economics, University Pompeu Fabra (Barcelona).
- Degree in Economics, UPV/EHU (Bilbao).

- Higher Education Teaching Certificate (Harvard Univ.), 2021

Research experience:
- Researcher at Boston College (Boston), 2017.
- Researcher at University of Pennsylvania (Philadelphia), 2007, 2011- 2013.
- Researcher at European University Institute (Florence), 2009.
- Researcher at 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, 2014-2022: Introduction to Economics, Microeconomics, Macroeconomics, Global Economic Environment, Economics, Policy and Technology, Economic Growth and Inequality.

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

- She has been awarded a diploma in teaching excelence for the years 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022.
- She coordinates the Microeconomics course for BBA since 2020.
- She has also been Final Project Advisor at IE Univeristy (2017-2021) and she is an Academic Advisor since 2019.

Consulting experience:

- She has combined her work in academia with research and international consulting services on innovation and urban growth and development in cities and regions.

OTHER INFORMATION

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 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.

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 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.

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)

IE HUMANITIES

IE University
Professor: **THEODORE LECHTERMAN**

E-mail: tlechterman@faculty.ie.edu

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

PREREQUISITES

None.

SUBJECT DESCRIPTION

ETHICS OF EMERGING TECHNOLOGIES

Artificial intelligence, blockchain, self-driving cars, autonomous weapons, and other emerging technologies offer incredible potential for solving problems and making our lives better. Their many promises include accelerating scientific discovery, curing diseases, improving efficiency, and widening access to opportunities. But these technologies also raise numerous questions about the values they promote and the risks they impose. Emerging technologies can threaten human safety, destroy the environment, and create or reinforce patterns of discrimination. They 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 and enforce the answers to these questions? This course will acquaint students with several forms of emerging technology and the ethical debates that surround them. These debates include concerns about (e.g.) privacy, safety, fairness, explainability, wellbeing, sustainability, democracy—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.

IE IMPACT

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.

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.
- Familiarity with concepts and approaches in analytic philosophy.
- Detailed understanding of technological phenomena and their social implications.
- Reassessment of one's own predispositions and conventional wisdom.
- Improved skills of group deliberation.
- Ability to articulate and defend normative positions on the design, operation, and governance of technology.

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 consist of a multimedia viewing (e.g., film), event, and/or activity. In-person sessions will consist of an interactive lecture, to be followed in many cases by a discussion and/or group exercise.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35 hours
Discussions	20.0 %	30 hours
Exercises	23.33 %	35 hours
Group work	6.67 %	10 hours
Other individual studying	26.67 %	40 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction: Technology and ethical conflict

Examples of technology raising ethical questions. Review of the syllabus and expectations. Discussion of students' backgrounds, interests, and prior experience with the topics of the course.

Readings:

Book Chapters: Stephanie Hare, Technology Is Not Neutral, selections (See Bibliography)

SESSIONS 3 - 4 (LIVE IN-PERSON)

What is ethics? A 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?

Readings:

Book Chapters: James Rachels, Elements of Moral Philosophy, selections (See Bibliography)

Multimedia Documentation: Helena de Bres, "The Pink Guide to Philosophy

Multimedia Documentation: Jim Pryor, "Guidelines on Writing a Philosophy Paper,(Optional)

Other / Complementary Documentation: Douglas Portmore, "Tips on Writing a Philosophy Paper(Optional)

SESSION 5 (ASYNCHRONOUS)

Introduction to AI ethics

Video: Viewing of the film Coded Bias (Netflix)

SESSIONS 6 - 7 (LIVE IN-PERSON)

Artificial (narrow) intelligence, bias, and explainability

What is artificial intelligence? What are some of the major current problems in AI ethics?

Readings:

Article: Safiya Umoja Noble, "Missed Connections: What Search Engines Say About Women", (Bitch 54 (2012): 36-41)

Book Chapters: Reid Blackman, Ethical Machines, selections (See Bibliography)

SESSIONS 8 - 9 (LIVE IN-PERSON)

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?

Readings:

- 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 (June 24, 2016): 1573–76. https://doi.org/10.1126/science.aaf2654.
- J. Himmelreich, "Never Mind the Trolley: The Ethics of Autonomous Vehicles in Mundane Situations." *Ethical Theory & Moral Practice* 21, 669–684 (2018). https://doi.org/10.1007/s10677-018-9896-4

SESSION 10 (ASYNCHRONOUS)

Introduction to AGI

1. View the following clip from 2001: A Space Odyssey (Kubrik, 1968)
2. Essay preparation.

Video: View the following clip from 2001: A Space Odyssey (Kubrik, 1968) (Youtube)

Video: View the whole film: 2001: A Space Odyssey (Kubrik, 1968).(Optional)

SESSIONS 11 - 12 (LIVE IN-PERSON)

Artificial (general) intelligence and value alignment

Is AGI a threat to humanity? What does it mean for advanced forms of AI to be aligned with human values?

Readings:

Book Chapters: Stuart Russell, Human Compatible (London: Allen Lane, 2019), chs. 5-6.

Book Chapters: Wendell Wallach and Shannon Vallor, "Moral machines." In S. Matthiew Liao (ed.), The Ethics of Artificial Intelligence (Oxford: Oxford University Press, 2020): 383-412. (See Bibliography)

Article: Iason Gabriel, "Artificial Intelligence, Values, and Alignment," (Minds and Machines 30, no. 3 (2020): 411–37) (ced) (Optional)

SESSIONS 13 - 14 (LIVE IN-PERSON)

Surveillance and privacy

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

Readings:

Book Chapters: Carissa Véliz, Privacy is Power, selections (See Bibliography)

SESSION 15 (LIVE IN-PERSON)

Midterm essay due.

SESSIONS 16 - 17 (LIVE IN-PERSON)

Social media, truth, and violence

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

Readings:

Book Chapters: Joshua Cohen and Archon Fung, "Democracy and the Digital Public Sphere," In Digital Technology and Democratic Theory, edited by Lucy Bernholz, Hélène Landemore, and Rob Reich, 23–61. Chicago: University of Chicago Press, 2021.

SESSIONS 18 - 19 (LIVE IN-PERSON)

Governing technology

What role should businesses and engineers play in the governance of emerging technologies? What role should the public play?

Readings:

Book Chapters: Rob Reich et al., System Error, selections (See Bibliography)

Article: Annette Zimmermann et al., "Technology Can't Fix Algorithmic Injustice," (Boston Review, 9 Jan. 2020) (Optional)

Article: Theodore Lechterman et al., "The Ethics of Self-Regulation for High-Risk Technology" (TBC)(Optional)

Article: Iyad Rahwan et al., "Society-in-the-Loop: Programming the Algorithmic Social Contract." (Ethics and Information Technology 20, no. 1 (March 2018): 5–14) (ced) (Optional)

SESSION 20 (ASYNCHRONOUS)

Making Technology Safe for Democracy: A Conversation with Rob Reich and Emma Saunders-Hastings

Attend the event with Prof. Reich and Prof. Saunders-Hastings.

SESSIONS 21 - 22 (LIVE IN-PERSON)

Unpiloted and autonomous weapons

Under what conditions, if any, should unpiloted and autonomous weapons replace conventional weapons?

Readings:

Book Chapters: Peter Asaro, "Autonomous Weapons and the Ethics of Artificial Intelligence," in S. Matthew Liao (ed.), The Ethics of Artificial Intelligence (Oxford: Oxford University Press, 2020). (See Bibliography)

Article: Ryan Jenkins, "The Ethics of Killer Robots, (E-International Relations, Jul 23 2014) (Optional)

Article: Bradley J. Strawser, "Moral Predators: The Duty to Employ Uninhabited Aerial Vehicles," (Journal of Military Ethics 9, no. 4 (December 2010): 342–68) (Optional)

Article: Linda Eggert, "The Human Factor" (TBC)(Optional)

SESSIONS 23 - 24 (LIVE IN-PERSON)

Automation and the future of work

Is automation something to be welcome or resisted? What do societies owe to workers whose jobs are lost to robots?

Readings:

Working Paper: Joshua Cohen, "Good Jobs"

Book Chapters: Elizabeth Anderson, Private Government, selections (See Bibliography) (Optional)

Article: Branko Milanovic, "Three Fallacies that Make You Fear a Robot Economy," (Evonomics, Sept 1., 2016) (Optional)

Article: John Danaher, "Will life be worth living in a world without work? Technological unemployment and the meaning of life," (Science and Engineering Ethics 23, no. 1 (2017): 41-64.) (Optional)

SESSION 25 (ASYNCHRONOUS)

Work on final essay

SESSIONS 26 - 27 (LIVE IN-PERSON)

Automating government

How should technology be used to enhance democracy? Should we replace democracy with algocracy?

Readings:

Book Chapters: Jamie Susskind, Future Politics, selections

SESSIONS 28 - 29 (LIVE IN-PERSON)

Blockchain and decentralized power

What are the social benefits and costs of blockchain for various applications? Should we seek to replace governments with blockchains?

Readings:

Article: Marcella Atzori, "Blockchain Technology and Decentralized Governance: Is the State Still Necessary?" (Journal of Governance and Regulation 6, no. 1 (2017): 45–62)
Book Chapters: Chiara Cordelli, The Privatized State, selections (See Bibliography)

SESSION 30 (LIVE IN-PERSON)

Final session

1. Review, conclusion, and celebration of our work together.
2. Final essay due.

BIBLIOGRAPHY

Recommended

- Stephanie Hare. *Technology Is Not Neutral: A Short Guide to Technology Ethics.* ISBN 9781907994999 (Digital)
- James Rachels. *Elements of Moral Philosophy.* ISBN 0078038243 (Digital)
- Reid Blackman. *Ethical Machines.* ISBN 1647822815 (Digital)
- S. Matthew Liao (ed.). *The Ethics of Artificial Intelligence.* ISBN 9780190905071 (Digital)
- Carissa Véliz. *Privacy Is Power: Why and How You Should Take Back Control of Your Data.* ISBN 1473583535 (Digital)
- Elizabeth Anderson. *Private Government: How Employers Rule Our Lives (and Why We Don't Talk about It).* ISBN 9781400887781 (Digital)
- Rob Reich, Jeremy Weinstein, and Mehran Sahami. *System Error: Where Big Tech Went Wrong and How We Can Reboot.* ISBN 1529356741 (Digital)
- Jamie Susskind. *Future Politics: Living Together in a World Transformed by Tech.* ISBN 9780192559494 (Digital)
- Chiara Cordelli. *The Privatized State.* ISBN 0691211736 (Digital)

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. It also requires cultivating habits of responsible deliberation. We will review preparation strategies and participation guidelines in the first session.

Midterm evaluation (20%). Students will write a short essay of 1000 or more words on a topic chosen from a list provided. The essay will not require external research. We will practice essay-writing strategies throughout the course and establish progress milestones to help manage the writing process. The essays will be graded against a rubric of criteria. Penalties for late submissions will be applied unless the student can demonstrate to the professor's satisfaction that the circumstances were unforeseeable and unavoidable.

Final evaluation (30%). Students will write a final essay of 1250 or more words on a topic chosen from a list provided. The essay will not require external research. We will practice essay-writing strategies throughout the course and establish progress milestones to help manage the writing process. The essays will be graded against a rubric of criteria. Penalties for late submissions will be applied unless the student can demonstrate to the professor's satisfaction that the circumstances were unforeseeable and unavoidable.

Continuous assessment (30%). Students will write four short essays of 500-750 or more words each throughout the course. These essays will serve to confirm engagement with the course readings, practice the skills of expository writing, and prepare students for the midterm and final essays. The essays will be graded against a rubric of criteria. Penalties for late submissions will be applied unless the student can demonstrate to the professor's satisfaction that the circumstances were unforeseeable and unavoidable. The short essay with the lowest grade will not count towards the final grade.

Criteria	Percentage	Comments
Preparation and participation	20 %	
Midterm evaluation	20 %	
Final evaluation	30 %	
Continuous assessment	30 %	

PROFESSOR BIO

Professor: **THEODORE LECHTERMAN**

E-mail: tlechterman@faculty.ie.edu

PROF. THEODORE LECHTERMAN
Email: tlechterman@faculty.ie.edu

Dr. Theodore Lechterman is Assistant Professor of Philosophy at IE University, having recently joined IE from the Institute for Ethics in AI at the University of Oxford. Lechterman's research addresses questions in applied ethics through the lens of political philosophy. Recent topics of publication include the concept of accountability in AI ethics and the ethics of combatting disinformation with AI. Current projects include the ethics of self-regulation of weaponizable technology and the ethics of democracy-enhancing robots. Lechterman is one of the organizers of the AAAI/ACM Conference on AI, Ethics, and Society, the world's premier interdisciplinary research conference on AI ethics. 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 2021 by Oxford University Press. A connecting theme across his work is how the value of democracy applies when power is exercised by private and artificial agents. Lechterman frequently contributes to public debates and advises organizational leaders on frontier ethical challenges in business, governance, and technology. He holds degrees from Harvard and Princeton and completed postdoctoral fellowships at Stanford, Goethe University, and the Hertie School.

OTHER INFORMATION

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 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.

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

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 retaking this course will normally be required to retake the midterm exam and (re)submit any failed or outstanding essays during the retake period. Modifications to this policy will be considered on a case-by-case basis.

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)

IE HUMANITIES

IE University
Professor: **MARIANA NIETHARDT DEL CASTILLO**

E-mail: mniethardt@faculty.ie.edu

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

PREREQUISITES

SUBJECT DESCRIPTION

THE PHILOSOPHY OF HAPPINESS

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

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

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

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.

OBJECTIVES AND SKILLS

-Development of analytical, critical, and creative thinking.

-Comprehensive reading of complex texts.

-Writing and argumentation.

-Research and information competence.

-Sensitivity to other cultures and human experiences.

METHODOLOGY

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

Most of our sessions are going to be Live in person. For all sessions you will have to prepare readings and/or the multimedia material ahead of the sessions. In class we will analyse the material in detail to understand the philosophical arguments and the different theories presented. Students will have the opportunity to participate by asking and answering questions. We will also pose questions that would help us connect the learning content to our lives.

Regarding the asynchronous sessions you will have to watch the multimedia material and answer a series of questions that will allow me to assess your understanding of the subject and invite you to think deeply.

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

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction. Why Happiness? Why Philosophy?

Happiness and Virtue: Plato and Aristotle

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

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

SESSIONS 3 - 4 (LIVE IN-PERSON)

Happiness and Pleasure: Epicureanism and Stoicism

Happiness and Blessedness I: Judaism

Book Chapters: Epicurus, "Letter to Menoeceus" (ced)
Book Chapters: Seneca, "Of a happy life" (ced)
Video: Rabbi Lord Jonathan Sacks: "Happiness in the Jewish Perspective" (Youtube)

SESSION 5 (ASYNCHRONOUS)

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

Video: Tal Ben-Shahar, "The science of happiness" (Youtube)
Video: D. Gilbert, "The surprising science of happiness" (TED)

SESSIONS 6 - 7 (LIVE IN-PERSON)

Happiness and Blessedness I: Christianity

Happiness and Blessedness II: Buddhism

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

SESSIONS 8 - 9 (LIVE IN-PERSON)

Happiness and Blessedness II: Daoism

Common Happiness and Right to Happiness: The Enlightenment

Podcast: The Happiness Lab, Lao Tzu (Spotify)
Book Chapters: D. Diderot and J. le Rond d'Alembert, "Encyclopedia" ("Happiness" and "Felicity") (ced)
Book Chapters: Montesquieu, "My Thoughts" (selections) (ced)

SESSION 10 (ASYNCHRONOUS)

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

Video: M. Seligman, "The new era of positive psychology" (TED)
Video: R. Waldinger, "What makes a good life? Lessons from the longest study on happiness" (TED)

SESSIONS 11 - 12 (LIVE IN-PERSON)

Greatest Happiness Principle: Utilitarianism

The Human Conquest of Happiness: Schopenhauer and Nietzsche

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

(ced)

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

SESSIONS 13 - 14 (LIVE IN-PERSON)

Happiness and Meaning: Existentialism

Happiness in Hell

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

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)

SESSION 15 (LIVE IN-PERSON)

Midterm Exam

SESSIONS 16 - 17 (LIVE IN-PERSON)

Happiness and Idleness

Subjective Happiness

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

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

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

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

SESSIONS 18 - 19 (LIVE IN-PERSON)

Consuming Happiness

Happiness and Multiculturalism

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)

Article: Ahmed,S."Multiculturalism and the Promise of Happiness" (New Formations; Winter 2007/2008; 63) (CED)

SESSION 20 (ASYNCHRONOUS)

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

Video: B. Wallace, "The price of happiness" (TED)

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

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

SESSIONS 21 - 22 (LIVE IN-PERSON)

The Globalization of Happiness

TBD

Article: "Will Globalization Make You Happy?" (Foreign Policy, N0VEMBER 20, 2009) (CED)

SESSIONS 23 - 24 (LIVE IN-PERSON)

Happiness and Marketing / Happiness and Medicine: Group Work

SESSION 25 (ASYNCHRONOUS)

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

SESSIONS 26 - 27 (LIVE IN-PERSON)

Happiness and Economics / Happiness and Politics: Group Work

SESSIONS 28 - 29 (LIVE IN-PERSON)

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

SESSION 30 (LIVE IN-PERSON)

Final Exam

BIBLIOGRAPHY

Recommended

- Edited by Ilona Boniwell, Susan A. David, and Amanda Conley Ayers. (2013).
"The Oxford Handbook of Happiness". Oxford University Press. ISBN
9780199557257 (Digital)

EVALUATION CRITERIA

Your final grade will be weighted in the following way:

Preparation and Participation (20%)**:** all readings and videos are mandatory and students are expected to do the readings and watch the media materials provided prior to each class. Lack of preparation, passive or zero participation and inappropriate behavior in class (e.g. classroom disruptions, side conversations. etc.) will affect negatively the grade. The depth and quality of your contributions will be the most important dimension regarding participation. A high quality presentation of ideas must consider the relevance and timing of comments, and the flow and content of the ensuing class discussion. It demands comments that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand.

Continuous evaluation (30%): throughout the course, you will have to write a couple of short essays, perform different happiness practices and complete the asynchronous tasks. You will also have to participate in a group work project, with the purpose of trying to understand how happiness can determine certain political and economic policies, medical research, and marketing actions.

Essays should be submitted through Turnitin in online campus.

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

Structure:

- The general plan of the essay
- The connection between ideas exposed
- The inclusion of a conclusion

- The existence of paragraphs corresponding to ideas or concepts.

Style:

- The absence of grammatical mistakes

- The proper use of academic English corresponding to college level

- The adequate use of sources and quotations

Content:

- The level of originality in the essay

- The argumentative level of the essay

- The relevance of the information contained in it, without being a mere summary

- The adequacy of the content to the question proposed

- The logical connections between presentation of ideas and final conclusions

- The relevance of such conclusions without being a mere tautology.

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

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

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

PROFESSOR BIO

Professor: **MARIANA NIETHARDT DEL CASTILLO**

E-mail: mniethardt@faculty.ie.edu

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: please schedule an appointment via mniethardt@faculty.ie.edu

OTHER INFORMATION

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 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.

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 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

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

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

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

Students must submit all the work they did not turn in or failed during the course.

d) CODE OF ETHICS/HONOR

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

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 University
Professor: **ARIADNE MARIA FERRO BAJUELO**

E-mail: aferro@faculty.ie.edu

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

PREREQUISITES
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.

OBJECTIVES AND SKILLS

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

METHODOLOGY

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

The class uses a "flipped classroom" approach, in which students are expected to have done the readings before class to be ready for discussion. Then a more in-depth conversation will be had after class through a discussion forum and/or written responses. Students will also be expected to work on group projects and facilitate class-room discussion.

In this course, we are all learners and teachers. Your experience and capacities as human beings are valuable resources for us all. Respect for yourself and others and trust in yourself and others is essential for creating a positive learning environment in this class. I look forward to working with you to make this happen.

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

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Topics: Introduction to the course: objectives, contents, schedule, and evaluation

Identity

Activities: Icebreakers and introductions. Developing ground rules. Inclusion pledge. Identity.

Assignment: Autobiography assignment due before Session 3

Reading for next class:

Book Chapters: Pgs. 13-31 Communicating Across Cultures

SESSIONS 3 - 4 (LIVE IN-PERSON)

Topics: Culture and meaning-making

Activities: Discussion forum's ground rules; autobiography debrief.

In class-reading: WE AREN'T THE WORLD (Pacific Standard, JUN 14, 2017)

Intercultural Development Continuum (IDC) / Developmental Model of Intercultural Sensitivity (DMIS) / Intercultural Development inventory (IDI)

Assignment: Autobiography assignment due before Session 3

Reading for next class:

Book Chapters: Chapter 6, Intercultural Communication: An Interdisciplinary Approach
Article: WE AREN'T THE WORLD (Pacific Standard, JUN 14, 2017)

SESSION 5 (ASYNCHRONOUS)

Experiential activity - TBD

Read:

Book Chapters: Pgs. 1-9 of Intercultural Communication: Globalization and Social Justice

SESSIONS 6 - 7 (LIVE IN-PERSON)

Topics: IDI and introduction to popular culture

Activities: IDI debrief

Reading for next class:

Book Chapters: Pgs. 10-25 of Intercultural Communication: Globalization and Social Justice
Video: Why on-screen representation matters, according to these teens (PBS)
Article: Why seeing marginalized communities in popular culture matters (USC Dornsife, February 14, 2019)

SESSIONS 8 - 9 (LIVE IN-PERSON)

Topics: Media, popular culture, and representation

Reading for next class:

Book Chapters: Pgs. 1-9 of Intercultural Communication: Globalization and Social Justice
#PopJustice Volume 1

SESSION 10 (ASYNCHRONOUS)

Experiential activity TBD

Reading:

Book Chapters: Ch. 2 Pop Culture Freaks (See Bibliography)

SESSIONS 11 - 12 (LIVE IN-PERSON)

Topic: Pop culture and race

Activity: Lab - begin to work on midterm presentation and individual reflection

Readings for next class:

Book Chapters: Ch. 3 of Pop Culture Freaks #PopJustice Vol. 1 (See Bibliography)

SESSIONS 13 - 14 (LIVE IN-PERSON)

Topic: Pop culture and class

Activity: Lab - Continue to work on midterm presentation and individual reflection

Readings for next class:

Book Chapters: Ch. 4 of Pop Culture Freaks #PopJustice Vol. 2 (See Bibliography)

SESSION 15 (LIVE IN-PERSON)

Midterm

In groups of three to four students, select a popular program or film no older than five years old. Prepare a ten-minute presentation in which you discuss:

What social identity groups were represented in the major roles?
What social identity groups were represented in the minor roles?
What social identity groups were represented in the positive roles?
What social identity groups were represented in the negative roles?
What kinds of intercultural interactions occurred (use the IPM as a model)?
How do the roles and interactions support or refute common stereotypes of the cultural groups involved?

What suggestions can you offer?

Individually, write a reflection between 2,000-2,500 words on this experience.

For more details and for the grading rubric, see Blackboard

SESSIONS 16 - 17 (LIVE IN-PERSON)

Topic: Pop culture and gender

Activity: Lab - Assignment of groups for final project and initial brainstorming

Readings for next class:

Book Chapters: Ch. 5 of Pop Culture Freaks #PopJustice Vol. 3 (See Bibliography)

SESSIONS 18 - 19 (LIVE IN-PERSON)

Topic: Pop culture and sexuality

Activity: Lab - Continued brainstorming and beginning of guided research

Readings for next class:

Book Chapters: Ch. 6 of Pop Culture Freaks #PopJustice Vol. 4 (See Bibliography)

SESSION 20 (ASYNCHRONOUS)

Experiential activity - TBD

SESSIONS 21 - 22 (LIVE IN-PERSON)

Topic: Pop culture and disability

Activity: Lab - Continued brainstorming and beginning of guided research

Book Chapters: Appendix 3 and 4 of Pop Culture Freaks #PopJustice Vol. 5 (See Bibliography)

SESSIONS 23 - 24 (LIVE IN-PERSON)

Topic: Film, television, and the IPM

Activity: Lab - Continued brainstorming and guided research

Readings for next class:

Book Chapters: Appendix 2 and 5 of Pop Culture Freaks #PopJustice Vol. 6 (See Bibliography)

SESSION 25 (ASYNCHRONOUS)

Experiential activity - TBD

SESSIONS 26 - 27 (LIVE IN-PERSON)

Topic: Music, internet, and the IPM

Activity: Lab - lessons learned - continued work

Assignment: IDI

SESSIONS 28 - 29 (LIVE IN-PERSON)

Topic: Putting it all together and ideas for moving forward

Activity: Final IDI debrief and Lab

SESSION 30 (LIVE IN-PERSON)

FINAL PROJECT PRESENTATION

In groups of three or four, bring to life the lessons learned from this course. You can do this anything (appropriate) except a presentation.

You must:

- Cover the three main topics of the course: identity, interculturality, pop culture
- Use the IPM as the framework
- Address the representation of a marginalized social identity
- Offer action items
- Afterwards, write a reflection between 2,000-2,500 words on this experience.
- For more details and for the grading rubric, see Blackboard

BIBLIOGRAPHY

Compulsory

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

EVALUATION CRITERIA

Criteria	Percentage	Comments
Preparation and Participation	20 %	

Midterm evaluation	20 %	
Final evaluation	30 %	
Continuous assessment	30 %	

PROFESSOR BIO

Professor: **ARIADNE MARIA FERRO BAJUELO**

E-mail: aferro@faculty.ie.edu

ARIADNE MARIA FERRO BAJUELO

Change Agent 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 faculty and staff training on topics such as identifying and addressing microaggressions. More recently, Dr. Ferro 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 the executive director of APUNE (association of US university study abroad programs in Spain), 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.

OTHER INFORMATION

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 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.

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 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

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

Students must submit all the work not turned in or failed during the course.

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

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.

IE HUMANITIES

IE University
Professor: **CRISTINA NUALART**

E-mail: cnualart@faculty.ie.edu

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

PREREQUISITES
IMAGE, ART AND POWER

There are no prerequisites for this course.

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- 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, and has the mission to foster the skills, mindsets, and knowledge that IE University believes future graduates need, in order 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 develop:

- Humanistic approaches to interpersonal relations, decision-making and critical thinking;
- Familiarity with the technologies that can be applied to solve some of the world's greatest

challenges, as well as understanding the implications of using 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;
- Adaptive leadership skills, as well as personal and team-based skills to foster innovation through diversity.

OBJECTIVES AND SKILLS

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:

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

METHODOLOGY

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

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

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35 hours
Discussions	20.0 %	30 hours
Exercises	16.67 %	25 hours
Group work	13.33 %	20 hours
Other individual studying	26.67 %	40 hours
TOTAL	100.0 %	150 hours

PROGRAM

NOTE:

Required readings will be made available on Blackboard. Students are welcome to propose alternative sources, in particular of relevant texts in minority languages that are not available in English. Please negotiate with your professor if you wish to tailor your required reading list.

SESSIONS 1 - 2 (LIVE IN-PERSON)

COURSE INTRODUCTION

What is "the visual turn"? And a conversation about representations of Power.

Video: Ways of Seeing (watch episodes 1 to 4) (Youtube)
Book Chapters: John Berger: Ways of Seeing (available at IE Library)

SESSIONS 3 - 4 (LIVE IN-PERSON)

IMAGE ETHICS

An introduction to ethical debates on 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 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)

MUSEUMS, POWER AND THE CANON (Museum Visit)

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.

(All effort will be made to organize a museum visit for this session, however, circumstances and availability could result in changes to the date and time of the session. Information will be shared in class and on Blackboard as soon as possible).

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 8 - 9 (LIVE IN-PERSON)

ART MADE IN ASIA

Throughout the course we will see examples of imagery and art from around the globe, something impossible to cover comprehensively. In this class, we will touch upon a fraction of the varied production from Asia. For millenia, this vast and diverse continent has produced a rich range of sophisticated cultures. Through a small selection of examples, we will consider perspectives on image-making and worldviews.

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)

Article: "The invisible and the visible. Identity politics and the economy of reproduction in art", in: Decolonising Museums, 2015 (L'Internationale Online, 16 September 2015)

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 online or in Madrid, from a suggested list (details on Blackboard and in class during session 9).

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)

RACE AND INDIGENEITY

How have colonised, racialized, indigenous peoples and ethnic minorities been deprived of power, and reclaimed it? How are images implicated in promoting racist ideologies, or undoing them?

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

Book Chapters: "Implications of Blackness in Contemporary Art", chapter 18 in: A Companion to Contemporary Art Since 1945, edited by Amelia Jones, 2010 (available at IE Library)

SESSIONS 13 - 14 (LIVE IN-PERSON)

ART, REVOLUTIONS and ICONOCLASM

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

As we approach the midterm, we collectively review and discuss what we have learned to date, and take time to share ideas to improve and polish the midterm assignment.

Book Chapters: "What is Curatorial Activism?" (available at IE Library)

SESSION 15 (LIVE IN-PERSON)

PEER-REVIEW (assessed)

In order to refine individual submissions, and to learn from each other, students will peer-review another student's midterm essay. Participation in the peer-review process is graded based on quality and timeliness.

SESSIONS 16 - 17 (LIVE IN-PERSON)

MID-TERM ESSAY DUE

PHOTOGRAPHY AND PHOTOJOURNALISM

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

The readings for these sessions will be from Susan Sontag's much acclaimed books *On Photography,* and *Regarding the Pain of Others.* Groups of students will be allocated different chapters to read prior to the class discussion. The texts will be made available to each group.

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

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

SESSIONS 18 - 19 (LIVE IN-PERSON)

FROM THE STILL IMAGE TO THE MOVING IMAGE

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

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

SESSION 20 (ASYNCHRONOUS)

Visual experiences in writing. Exhibition and Film reviews

How are written reviews of film and art exhibitions constructed? Which magazines publish them? What makes a good written 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.

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 21 - 22 (LIVE IN-PERSON)

THE GAZE, THE BODY AND GENDERED POWER

Theories of the gaze, masculinities, and representations of gendered bodies. Prior to looking at how these are situated in the social sphere, we consider how they are represented in the media.

For this session, the discussion will be around the concept of the "male gaze", as first proposed by Laura Mulvey. The discussion will be divided in two blocks, one analysing the "male gaze" in relation to camera work and other film-making techniques, and another considering if the male gaze concept can be applied to the visual activism attributed to the artist known as Tom of Finland. Thus, before this session, some students will read the texts by Laura Mulvey, and others will watch the film "Tom of Finland".

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 23 - 24 (LIVE IN-PERSON)

ARCHITECTURE, MAPS AND CITIES

Cartography, 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 content of sessions 3-4 on "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 25 (ASYNCHRONOUS)

Semiotics and Personal Appearance

Earlier in the course, we have considered the space individuals occupy in an urban environment. In shared social spaces, how does personal appearance incorporate semiotic messages? What are the elements of transgression, for fitting in and belonging, for identity formation? Consider selfies and dress styles, traditional costumes, tattoos, cosmetic technologies, erotic capital, etc. as you read one of the most personal and creative texts of the course.

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

SESSIONS 26 - 27 (LIVE IN-PERSON)

FASHION

Attire plays an important role in signalling codes of belonging, class and gender. The meaning of these cultural expressions will be interpreted from historical and sociological lenses. It is expected that students will come to class prepared to discuss their ideas from the previous asynchronous session, as well as the set reading. High achieving students might choose to read something more theoretical. Discuss with instructor in advance if you want guidance or suggestions.

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

SESSIONS 28 - 29 (LIVE IN-PERSON)

To Be Arranged

Environmental art, mental health, visual activism, or image theory, are some of the possible topics that can be discussed in this class. The content of these final sessions will be decided during the course, taking student preferences into account, as well as any opportunities that may arise, such as attending a special event or welcoming a guest speaker. Any instructions or materials required for these sessions will be made available in advance.

Students must check announcements regularly, as the scheduled content of the course may be adjusted to optimise learning oportunities. Understandably, changes to the programme may occur due to unforeseen circumstances.

SESSION 30 (LIVE IN-PERSON)

FINAL EVALUATION

Course wrap up and closure.

BIBLIOGRAPHY

Recommended

- Maura Reilly, Lucy R Lippard. (2021). *Curatorial activism : towards an ethics of curating.* 1st published, repr.. Thames & Hudson. ISBN 9780500239704 (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)
- John Berger. (2008). *Ways of seeing.* Penguin Books. ISBN 9780141035796 (Printed)
- Amelia Jones. (2006). *A companion to contemporary art since 1945.* Oxford : Blackwell Pub.. ISBN 9781405107945 (Printed)
- Arnold Hauser. (1999). *The social history of art / 4, Naturalism, impressionism, the film age..* 3rd edition. Routledge. ISBN 9780415199483 (Printed)
- Gilda Williams. (2019). *How to write about contemporary art.* Reprint. Thames & Hudson. ISBN 9780500291573 (Printed)
- James Elkins. (2000). *How to use your eyes.* Routledge. ISBN 9781135961602 (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)
- Jane Jacobs. (2011). *The death and life of great American cities.* Anniversary edición. New York : Modern Library. ISBN 9780679644330 (Printed)
- Alison Lurie, Karen Sung. (2015). *The language of houses : how buildings speak to us.* Reprint edición. Delphinium Books. ISBN 9781883285661 (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)

EVALUATION CRITERIA

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

Assessment includes:

- Class preparation and participation (reading quizzes, in-class activities and discussion).
- Short tasks, some individual and some in groups (typically, 1-3 pages of written work and/or

creative tasks, on asynchronous sessions).

- Peer review of another student's midterm essay.
- A midterm essay (4-6 pages,1000-1500 words, excluding references).
- A final test to assess critical thinking skills applied to the concepts of image, art and power.

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

LATE SUBMISSION: assignments submitted after the deadline will incur a penalty: 10% of the grade will be deducted per each day (24hrs) it is late.

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

EVAUATION CRITERIA

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

Grade description and equivalents:

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

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

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

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

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

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

- **Pass/Aprobado: 5.0-6.0 (D)**

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

- **Fail/Suspenso: 0-4.9 (F)**

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

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

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

RETAKE POLICY:

Students have four opportunities to pass a course, distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year. Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year). Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students. The maximum grade a student can obtain in the second exam session is 8 out of 10. 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 and an additional essay, in replacement of the final exam, which will not be repeated.

CODE OF ETHICS / HONOUR CODE:

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a "0" on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university. One way to enact academic integrity is to do the right thing even though no one is watching. The core values of integrity, both academic and otherwise include: honesty, fairness, respect, responsibility, and trust. Academic integrity requires that all students within Instituto de Empresa (IE) act in accordance with these values in the conduct of their academic work, and that they follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing. Academic integrity violations are defined as cheating, plagiarism or other violations of academic ethics.

Cheating includes:

a) An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.

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

c) co-operation or collaboration. d) with official documents, including electronic records.

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

Plagiarism includes:

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

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

c) Plagiarizing is not committing "word for word" copying. "Thought for thought" is also a form of plagiarism. Other violations of academic ethics include: a) Not acknowledging that the students' work or any part thereof has been submitted for credit elsewhere.

b) Misleading or false statements regarding work completed. c) Knowingly aiding or abetting anyone in committing any form of an academic integrity violation.

Academic Misconduct Procedure for Humanities Courses:

1. If a Humanities instructor suspects a student has committed academic misconduct (as defined in the student's Code of Ethics) in a Humanities course, he or she must refer the case to the Humanities program director with all the necessary supporting evidence.

2. The Humanities program director will meet with the student and write a brief summary of the instructor and the student's views and pass them on to the Bachelor's program director. The Humanities program director may also suggest what type of sanction would be appropriate for the student.

3. If there is enough objective evidence to sanction the student, the program director will check if this is the first time the student has committed academic misconduct.

4. 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, 20th June 2020).

PROFESSOR BIO

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 (Grupo de Investigación Asia, Complutense University Madrid), and VASDiV (Visual Activism and Sexual Diversity in Vietnam Research Network, Art and Humanities Research Council/GCRF grant, UK). In Spain, she has developed courses for Casa Asia and worked on projects led by Dirección General de Patrimonio de la Comunidad de Madrid. She has given talks in institutions such as Museo Thyssen, Museo Nacional de Escultura, IVAM, Matadero Madrid and Museo Reina Sofía.

OTHER INFORMATION
Office Hours

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

OTHER RELEVANT INFORMATION ABOUT THIS COURSE:

ATTENDANCE POLICY

Attendance to this Humanities course is mandatory. Just like any other academic course, all students must follow IEU's Attendance Policy, which demands that 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 when 2 sessions scheduled, the student will be marked absent for both sessions (= 2 absences).

Attendance waivers

Professors are not allowed to grant exceptions to the attendance policy. 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 their 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 notifications or verbal requests 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 all 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 their camera on at ALL times (with the camera clearly showing that the student is present and attentive), must be actively engaged during the entire class session (including any 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 may attend a class session online; however they must be aware that they will be marked absent.

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 to: *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 their 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*), who will check the situation. 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.

IE HUMANITIES

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

E-mail: fgragera@faculty.ie.edu

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

PREREQUISITES
SUBJECT DESCRIPTION

JUSTICE

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

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

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.

Edited by Documentation
19th October 2022

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.

OBJECTIVES AND SKILLS

At the end of this course, participants will acquire:

-Development of analytical, critical, and creative thinking.

-Comprehensive reading of complex texts.

-Writing and argumentation.

-Research and information competence.

-Sensitivity to other cultures and human experiences.

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

Content-based

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

Skill-based

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

METHODOLOGY

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

The professor is expected to:

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

The students are expected to:

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

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

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

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

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

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

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

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

Antigone. Justice and/or law?

SESSIONS 3 - 4 (LIVE IN-PERSON)

Foundations and Definitions of Justice (I)

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

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

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

Responses to the reading on Blackboard Journal.

****

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

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

Pre-class Reading: The United States Declaration of Independence

Pre-class Reading: Universal Declaration of Human Rights.

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

Responses to the readings on Blackboard Journal.

Book Chapters: 'There Is No Justice in History' in Sapiens: A Brief History of Mankind, by Yuval Noah Harari. Pages 143-156. (CED)

Other / Complementary Documentation: Declaration of Independence: A Transcription

Technical note: Universal Declaration of Human Rights (s-c)

SESSION 5 (ASYNCHRONOUS)

Foundations and Definitions of Justice (III)

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

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

Video: The Trolley Dilemma. Reactions in Discussion, Blackboard.

Book Chapters: Justice. 'Doing the Right Thing' in Justice. What's the Right Thing to Do?. (CED)
Video: The Trolley Dilemma. (Youtube)

SESSIONS 6 - 7 (LIVE IN-PERSON)

Foundations and Definitions of Justice (IV). Utilitarianism.

Utilitarianism: Does justice lie in the outcome?

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

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

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

Video: The Lifeboat Case and other case studies.

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

Responses to the readings on Blackboard Journal.

Book Chapters: On Liberty (Chapter I) (CED)

Book Chapters: 'On the Principle of Utility' in An Introduction to the Principles of Morals and Legislation (CED)

Book Chapters: 'Value of a Lot of Pleasure or Pain, How to Be Measured' in An Introduction to the Principles of Morals and Legislation (CED)

SESSIONS 8 - 9 (LIVE IN-PERSON)

Foundations and Definitions of Justice (V)

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

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

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

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

Lecture+ Class activity: *Massacre in Mexico*, Elena Poniatowska and *The Gulag Archipelago* by Aleksandr Solzhenitsyn.
Responses to the readings on Blackboard Journal.

Book Chapters: 'On the Natural Condition of Mankind as Concerning Their Felicity and Misery' in Leviathan (CED)

Book Chapters: The Social Contract, Book I (ced)

SESSION 10 (ASYNCHRONOUS)

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

View one:

Films:

Rabbit-Proof Fence (2002).

The Official Story (1985).

 The Mission (1986)

Fresa y Chocolate (1993)

Documentaries:

Bowling For Columbine (2002)

The Corporation (2004).

The New Rulers of the World (2014).

13th (2016)

Food Inc. (2018)

ASSIGNMENT 1 (10%)- Write a short paper based on the film or documentary selected (2 pages length, to be submitted via Turnitin on Blackboard). More guidelines TBA. **SUBMISSION DEADLINE: SESSION 11.**

SESSIONS 11 - 12 (LIVE IN-PERSON)

Foundations and Definitions of Justice (VI)

Libertarianism. The Minimal State.

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

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

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

Graffiti: The street as a justice canvas.

Responses to the readings on Blackboard Journal.

ASSIGNMENT 1 DUE.

Book Chapters: Anarchy, State and Utopia (selections) (CED)

SESSIONS 13 - 14 (LIVE IN-PERSON)

Foundations and Definitions of Justice (VII)

Justice and Dignity

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

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

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

The justice song (4)

Responses to the readings on Blackboard Journal.

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

SESSION 15 (LIVE IN-PERSON)

MIDTERM EXAMINATION

SESSIONS 16 - 17 (LIVE IN-PERSON)

Why Does Equality Matter? (I)

Justice as Fairness

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

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

Lecture+Analysis in class: Meritocracy.

Responses to the readings on Blackboard Journal.

Book Chapters: A Theory of Justice (selections) (CED)

SESSIONS 18 - 19 (LIVE IN-PERSON)

Why Does Equality Matter? (II)

Global Economics and Equality

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

Pre-class Reading: 'What Makes Life Good?', by Martha Nussbaum.

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

Lecture+ Analysis in class: Experiments in justice.

Responses to the readings on Blackboard Journal.

Book Chapters: 'Unequal World' in The Haves and the Have-nots : A brief and Idiosyncratic History of Global Inequality (pages 139-150), by Branko Milanovic. (CED)
Article: 'What Makes Life Good?', by Martha Nussbaum. (The Nation, APRIL 13, 2011)

SESSION 20 (ASYNCHRONOUS)

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

View one:

Films:

Milk (2008)

Beasts of the Southern Wild (2012)

The Act of Killing (2012)

Daniel Blake (2016)

Hidden Figures (2016)

Parasite (2019)

Capernaum (2018)

Nomadland (2020)

ASSIGNMENT 2 (10%)- Write a short paper based on the movie selected (2 pages length, to be submitted via Turnitin on Blackboard). More guidelines TBA. **SUBMISSION DEADLINE: SESSION 21.**

SESSIONS 21 - 22 (LIVE IN-PERSON)

Why Does Equality Matter? (III)

Race

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

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

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

Video: TED Talk.*The urgency of intersectionality.*

Migration

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

Lecture.

Responses to the reading and documentary on Blackboard Journal.

SHORT ASSIGNMENT 2 DUE

Book Chapters: The Refugees (selections), by Viet Thanh Nguyen.
Video: TED Talk.The urgency of intersectionality. (Youtube)

SESSIONS 23 - 24 (LIVE IN-PERSON)

Why Does Equality Matter? (IV)

Ecology and Food

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

Pre-class readings. Choose one of the following readings:

How To Change Everything: The Young Human's Guide to Protecting the Planet and Each Other (selections), by Naomi Klein.

'Animal Liberation' (selections), by Peter Singer.

*Food Justice (*selections), by Robert Gottlieb.

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

SUBMISSION DEADLINE. DUE ON SESSION 25.

Book Chapters: Animal Liberation (ced)

Book Chapters: Food Justice (ced)

Book Chapters: How To Change Everything: The Young Human's Guide to Protecting the Planet

and Each Other (selections), by Naomi Klein. (available at IE Library)

SESSION 25 (ASYNCHRONOUS)

Guest Speaker TBA.

RESPONSE PAPER DUE.

SESSIONS 26 - 27 (LIVE IN-PERSON)

Why Does Equality Matter? (V)

Gender

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

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

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

Responses to the reading on Blackboard Journal.

Book Chapters: A Vindication of the Rights of Women (selections) (CED)

SESSIONS 28 - 29 (LIVE IN-PERSON)

Why Does Equality Matter? (VI)

Technology

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

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

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

Responses to the reading on Blackboard Journal.

FINAL PODCAST + 2 PAGES SCRIPT DUE.

Book Chapters: The Age of Surveillance Capitalism (CED)

SESSION 30 (LIVE IN-PERSON)

PRESENTATION OF FINAL PROJECTS+ 2 PAGES DEFENSE.

BIBLIOGRAPHY

Recommended

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

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

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

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

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

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

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

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

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

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

- Klein, Naomi. *How to Change Everything: The Young Human's Guide to Protecting the Planet and Each Other.* Atheneum. ISBN 1534474528 (Digital)

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

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

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

- Nozick, Robert. *Anarchy, State and Utopia.* ISBN 0465051006 (Digital)

- Nichols, Tom. *'Others and Outcasts in Early Modern Europe. Picturing the Social Margins'.* ISBN 9781138254053 (Digital)

- Nguyen, Viet Thanh. *The Refugees.* ISBN 0802126391 (Digital)

- Plato. *The Republic.* ISBN 9780141442433 (Digital)

- Poniatowska, Elena. *Massacre in Mexico.* ISBN 0826208177 (Digital)

- Rawls, John. *A Theory of Justice.* ISBN 0674000781 (Digital)

- Rousseau, Jean-Jacques. *The Social Contract.* ISBN 9781496172686 (Digital)

- Sandel, Michael J. *Justice: What is the Right Thing to Do?.* ISBN 0374532508 (Digital)

- Sen, Amartya. *Poverty and Famines: An Essay on Entitlement and Deprivation.* ISBN 0198284632 (Digital)

- Shakespeare, William. *The Winter's Tale.* ISBN 0141396563 (Digital)

- Shelley, Mary. *Frankenstein.* ISBN 0141439475 (Digital)

- Singer, Peter. *Famine, Affluence, and Morality.* ISBN 0190219203 (Digital)
- Singer, Peter. *Animal Liberation.* Ecco Press. ISBN 0060011572 (Digital)
- Solzhenitsyn, Aleksandr. *The Gulag Archipelago.* ISBN 1843430851 (Digital)
- Sophocles. *Antigone.* ISBN 1580493882 (Digital)
- unknown. *The Book of Job.* ISBN 1909697915 (Digital)
- Wenz, Peter. *Environmental Justice.* ISBN 0887066453 (Digital)
- Wollstonecraft, Mary. *A Vindication of the Rights of Women.* ISBN 9780486290362 (Digital)
- Zuboff, Shoshana. *The Age of Surveillance Capitalism. The Fight for a Human Future at the.* ISBN 1610395697 (Digital)

EVALUATION CRITERIA

PARTICIPATION AND PREPARATION   20%

MIDTERM EVALUATION   20%
SESSION 15.

CONTINUOUS ASSESSMENT/ EVALUATION

               ASSIGNMENT 1 (2 PAGES)   10%
SUBMISSION DEADLINE: SESSION 11.
               ASSIGNMENT 2 (2 PAGES)   10%.
SUBMISSION DEADLINE: SESSION 21.
               RESPONSE PAPER (2 PAGES)   10%
SUBMISSION DEADLINE: SESSION 25

FINAL EVALUATION

               FINAL PODCAST (+2 PAGES SCRIPT)   15%
SUBMISSION DEADLINE: SESSION 28.
               FINAL PROJECT IN GROUPS (2 PAGES DEFENSE)   15%
SUBMISSION DEADLINE: SESSION 30

Grade description and equivalents:

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

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

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

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

· Good/Aprobado: 6.0-7.0 (C- to C+)

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

· Pass/Aprobado: 5.0-6.0 (D)

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

· Fail/Suspenso: 0-4.9 (F)

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

· Automatic Failure/Suspenso: 0 (F)

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

Retake Policies:

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

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

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

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

PROFESSOR BIO

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

E-mail: fgragera@faculty.ie.edu

Flor Gragera de León, PhD

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

OTHER INFORMATION
Office hours upon request: fgragera@faculty.ie.edu

Conduct in Class:

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

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

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

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

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

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

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

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

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

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.

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.

IE HUMANITIES

IE University
Professor: **GABRIEL MARIN**

E-mail: gabrielm@faculty.ie.edu

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

PREREQUISITES
There are no prerequisites for this course.

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- 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.

OBJECTIVES AND SKILLS

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.

METHODOLOGY

The course will be taught employing IE's Liquid Learning methodology, which combines three essential elements for a complete and dynamic learning experience: synchronous interactions, asynchronous interactions and individual inquiry and discovery.

Synchronous Interaction is learning that happens in live, in real-time. For example, attending classes (lectures, discussions, labs, studios) in-person or virtually, working with classmates on team projects in a work-room or video-conference platform, or getting help and feedback from professors in-person or online.

Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

The professor is expected to:

Conduct the class as a seminar, promoting discussion and teamwork, and providing students with exercises to do both in class and at home. The professor will also moderate the debates based on the analysis of the readings and audiovisual materials provided in the syllabus. Tutorial support off-line will also be offered for student who need assistance in developing analytical and practical assignments. The could be carried out both individually or in groups.

Combine classes in the form of seminars, discussions, exercises and teamwork, based on selected readings and viewings.

Moderate debates and seminar sessions based on the analysis of some sequences of the audiovisual materials proposed or on the course readings.

Give tutorial support off-line and on-line to develop the analytical and practical assignments, both individually and in groups.

Provide the students with extra materials.

The students are expected to:

Students are expected to do the readings before the class and come to class prepared.

Reflect about the selected bibliography, videography and multimedia works and post their comments on the assigned weekly discussion forum.

Participate actively and meaningfully in the seminars, debates and team activities.

Work on the individual and the team assignments.

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

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction to the 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: The Republic

Book Chapters: Nicomachean Ethics

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: Letter to Menoeceus

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

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: Eastern Conceptualizations of Happiness: Fundamental Differences with Western Views

Article: What the Aztecs can teach us about Happiness & the Good Life

Article: Buddha and 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)

Book Chapters: Summa Theologica

Article: Pleasure in Epicurean and Christian orthodox conceptions of happiness

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: My Thoughts (selections).

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

Technical note: The Four Essays on Human Life and on Happiness

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: An introduction to the principles of morals and legislation (Chapter III-V)

Book Chapters: : Utilitarianism.Chapter II. What Utilitarism is

Video: The Man, The Boy & The Donkey

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

Video: Philosophy: A Guide to Happiness – Nietzsche on Hardship

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

Book Chapters: The Concept of Anxiety

Article: A Life Worth Living: Albert Camus on Our Search for Meaning and Why Happiness Is Our

Moral Obligation

Article: On Sartre: Can Existentialists be Happy? Authentic Life, Authentic Happiness

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: The Experience Machine

Book Chapters: Happiness

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: Civilization and Its Discontent

Article: Are You Happy?

Article: Maslow's Hierarchy of Needs

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 Documentation: David Fincher: The Social Network (2010)

Article: Artificial Intelligence's 'Black Box' Is Nothing to Fear (in Health Tech : The Apps and Gadgets Redefining Wellness

Article: Why Was This 3-Year-Old So Irritable, and What Was Wrong With Her Eye?

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?

Podcast: How Drug Companies Helped Shape A Shifting, Biological View Of Mental Illness

Article: CDC: COVID-Related Anxiety, Depression Skyrockets in Young Adults

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)

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

Article: Freedom and happiness.Sigmund Freud and Karl Marx

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

Article: De Tocqueville on the Pursuit of Happiness.

Book Chapters: Draft of Chapter 111, "On Being a Good Neighbor

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

Article: Love in the Time of Chivalry How Lothario got his bad name

Article: Positive Psychology, Ethnocentrism, and the Disguised Ideology of Individualism

Article: Multiculturalism and the Promise of Happiness.

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.

Video: On Technology and Faith

Video: The Psychology Of Pinocchio

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.

BIBLIOGRAPHY

Compulsory

- Darrin McMahon. *Happiness: A History.* Grove. ISBN 9780802142 (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)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Class Participation	20 %	
Intermediate Tests	20 %	
Final Exam	30 %	
Continuous Evaluation	30 %	Weekly Discussion Forum

GENERAL OBSERVATIONS

IE Impact

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

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

Grade description and equivalents:

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

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

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

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

· Good/Aprobado: 6.0-7.0 (C- to C+)

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

· Pass/Aprobado: 5.0-6.0 (D)

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

· Fail/Suspenso: 0-4.9 (F)

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

· Automatic Failure/Suspenso: 0 (F)

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

Retake Policy

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

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

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

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

THE STUDENTS WHO FAILED THE COURSE are not eligible for the RETAKE unless they complete their participation on all the topics required on the online weekly discussions forum (they must post their critical notes, following the reading of the mandatory bibliography for each course session). In addition, they should write an academic essay on a topic that the student could choose with the professor's consultation. More about the format, structure, deadline, length, biography, and other conditions on the written essay must be discussed with the instructor first.

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)

CODE OF CONDUCT IN CLASS

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

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

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

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

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

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

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

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

8. For hybrid classes, remember you may have signed a document whereby you will abide by certain practices such as wearing a mask at all times and not sitting next to another person.

9. Zoom Etiquette: We are all dealing with distractions and physical learning environments that are not always ideal. However, within reason, the following are the expectations for this course. Adhering to these guidelines will help us maintain the best possible learning environment for everyone.

Other recommandations:

§Please find as quiet a space as you can. Ideally, you will be in a chair with a desk or other surface.

§Regardless of where you are, please join the class in a seated or standing position, so you are ready to learn and contribute.

§Keep your video turned on unless there are major technical problems—in which case you should contact your instructor. Keeping the video on will maintain a sense of community and help foster a positive online classroom environment.

§Keep your audio turned off unless you are speaking. §Wear headphones/earbuds if possible to block out ambient noise.

§Focus on the task at hand (do not multi-task). Full virtual presence and attention in class are part of your participation grade. Full virtual presence means your camera must be kept on for the time of your class session! Failure to comply with this rule will be counting as an absence.

Recommandations for your vitual learning environement:

- Frame yourself in a bright environment (seek an environment where the background is simple, reflecting your professionalism).

- Focus on your camera (not your colleagues). Practice looking into your camera while you are speaking even for short moments.

- Maintain a strong voice, close windows and other sources of noise, consider yourself "at work" although you are "at home"!

- Be mindful of how long and how often you speak, try not to interrupt other people, and avoid making comments that might offend someone present but out of sight.

PROFESSOR BIO

<div align="center">

Professor: **GABRIEL MARIN**

E-mail: gabrielm@faculty.ie.edu

</div>

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.

OTHER INFORMATION

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 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.

b) Office hours policy

For any inquiry regarding the course (topics, bibliography, tasks, homework, exams etc.), please consider sending me an email to gabrielm@faculty.ie.edu or to set up together a convenient time for a zoom or face-to-face meeting, if needed. Give me, please, at least 24 hours to answer to your email.

Welcome to "The Art of Living Well: From Ancient Traditions to Artificial Intelligence"!
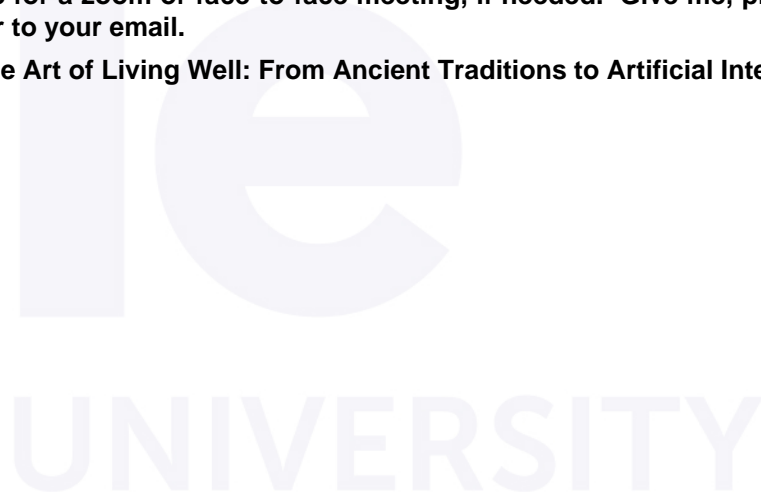
IE HUMANITIES

IE University
Professor: **ROLF STROM-OLSEN**

E-mail: rs@faculty.ie.edu

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

PREREQUISITES
There are no prerequisites for this course.

SUBJECT DESCRIPTION
MARKETS AND SOCIETY

A market is an institution that regulates exchange. We are used to thinking of markets in the context our modern economic understanding of ourselves and our society, but markets can be construed much more widely than this. This course seeks to do exactly that. It looks to examine the interplay between markets and society, asking what role markets have played in human society, going back to our earliest history. Relatedly, our modern understanding of markets has privileged the idea that they serve as a catalyst for technological innovation, where the key driver is the ability to derive profits. But the innovations of the marketplace, or perhaps better put, innovations of society that include market institutions are much more than the technological. Innovations of order, of politics, of behaviours, thought, and belief are all characteristic of the social dynamism of our species, and throughout our history, markets have played a vital role in shaping, diffusing, altering and embedding these forces. In this class, you will have the opportunity to think about the complex interconnections between markets, society and innovation in ways that range well beyond the constrained understanding we come away with if we limit our approach to a purely economic focus. In order to develop this topic, students will engage with a broad range of scholarly work from multiple disciplines that spans from the Paleolithic to the Internet age.

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.

OBJECTIVES AND SKILLS

Pedagogical Objectives

- To develop a critical approach to social evolution.
- To think about the institutional role of markets within society beyond an economic formalism.
- To develop an appreciation of different disciplinary approaches to critical analysis, including history, ethnography, anthropology, sociology, economics, and philosophy.
- To complicate our understanding of how markets have functioned in the past, how they function today and how we might consider them functioning in the future.
- To reflect on our own experiences and consider how we can see ourselves within a wider continuum of the human experience.

Technical Objectives

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

METHODOLOGY

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

This course will be developed using three main components. First, the material will be explored in an interactive lecture format, in which the main points will be explained or clarified. Second, students should be prepared to participate in more specific discussions (or tutorials) over the course of semester on specific topics explored in the course. Third, students will develop their comprehension of the course material through a set of writing assignments that will not only serve as their evaluation for the class, but more importantly will provide a means for continuous learning and feedback.

This course is built around the idea of an autonomous engagement with the material. What this means is that you have the choice about which aspects of the class you wish to focus on, anchored by a set of assignments that will help you frame your choices. As a result, there is no obligatory course material. Instead, you will be able to choose which material you would like to explore. For more details, consult the Course User Manual.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	30 hours
Discussions	20.0 %	30 hours
Exercises	26.67 %	40 hours
Group work	0.0 %	0 hours
Other individual studying	33.33 %	50 hours
TOTAL	100.0 %	150 hours

PROGRAM

(1) You should consult carefully the supplemental material for the course which are:

- Course User Manual
- Course Reading Guide
- Essay Guidelines
- Short Essay Topics

NOTES

(2) The use of digital devices is permitted in the classroom for the purposes of specific learning tasks. Otherwise they should not be used.

(3) The essay submission platform and due dates are found in the 'Assignment' folder of the course.

Click HERE for all course related material, including the readings.

MODULE 1 - SOCIETIES BEFORE MARKETS

Introduction to the subject and an exploration of how societies can operate without markets.

SESSIONS 1 - 2 (LIVE IN-PERSON)

The Long Equilibrium I

For roughly the first 95% of our existence, human beings lived in societies that fell outside of any market paradigm. We will explore the contours of this "long equilibrium," particularly with respect to Sahlin's famous thesis that human society, in its "primitive" stage enjoyed an "original affluence."

READINGS

Module 1 Reading Pack: Flannery; Sahlins; Scott - (excerpts)

Book Chapters: Flannery - Marcus: THE CREATION OF INEQUALITY (chapter 2) (ced)

Book Chapters: Sahlins, Stone Age Economics, Ch 1 (ced)

Book Chapters: Scott, Against the Grain, Ch 1 (ced)

SESSIONS 3 - 4 (LIVE IN-PERSON)

THE LONG EQUILIBRIUM II

In this session, we will consider several principal features of human society at the boundary of the Neolithic age, just prior to the emergence of a market logic, and ask what happened to propel us into societies with markets.

READINGS

Module 1 Reading Pack: Flannery; Sahlins; Scott - (excerpts)

SESSION 5 (ASYNCHRONOUS)

ESSAY PREP & REVIEW

Engagement with the module 1 material in conjunction with the first module essay topics.

SESSIONS 6 - 7 (LIVE IN-PERSON)

MARKET LOGIC

What is the impact on society when it is built around the logic of the marketplace. We will explore the theoretical implications of this question. A key question about our early history is the ways in which opportunities for exchange served as a driver of change for human society. A chief differentiating feature of sedentary from hunter gatherer communities is the rise of an economy built around so-called "deferred returns," which replaced the system of immediate returns that we explored in our first lecture. What impact did this have on the lives that people could lead and where?

READINGS

Module 1 Reading Pack: Flannery; Sahlins; Scott - (excerpts)

SESSIONS 8 - 9 (LIVE IN-PERSON)

MARKETS & SOCIAL FORMATION I

MODES OF DISTRIBUTION & DISPARITY

We consider how market logic can be embedded in society following both an endogenous and exogenous logic. We consider an example of how exogenous market logic can play an important role in defining social conventions, roles and identity.

READINGS

Module 2 Reading Pack: Flannery, Malinowski, Marx, Trigger, Mauss, Lerner - (excerpts)

Book Chapters: Flannery _ Marcus, The Creation of Inequality, The Nootka (ced)

Book Chapters: Malinowski, Argonauts of the Western Pacific, Chs 2 _ 3 (ced)

Book Chapters: Marx, Capital Vol 1, Ch 1 (ced)

Book Chapters: Trigger, Birth of the Huron, Ch 3 (ced)

Book Chapters: Mauss, The Gift, excerpts (ced)

Book Chapters: Lerner, Creation of Patriarchy, Intro _ Chs 1 (ced)

Book Chapters: Lerner, Creation of Patriarchy, Intro _ Chs 2 (ced)

SESSION 10 (ASYNCHRONOUS)

ESSAY PREP & REVIEW

Engagement with the module 2 material in conjunction with the second module essay topics.

MODULE 2 - THE EMBEDDED MARKET

An exploration of how embedded markets function to foster diverse social arrangements, practices, and outcomes.

SESSIONS 11 - 12 (LIVE IN-PERSON)

Markets & Social Formation II.

Modes of authority & cohesion

First, how can markets work to maintain rules, and exert social order and discipline? We will look at the famous example of the 'Kula Ring' to explore how societies have fashioned market-based schemes that use value and exchange to enforce underlying social dynamics.

Second, how can markets be shaped within different social systems to create inequality? We'll explore several different modes of accumulation and distribution that serve to establish structural social inequalities, with a particular focus on the role that ritualised generosity plays in establishing claims to power.

READINGS

Module 2 Reading Pack: Flannery, Malinowski, Marx, Trigger, Mauss, Lerner - excerpts

SESSIONS 13 - 14 (LIVE IN-PERSON)

Markets & Social Formation III.

Modes of Power & Property

The Neolithic Revolution describes the rise of what James Scott has called "grain states," sedentary communities that emerged first in Western Asia about 10,000 years ago. The move to permanent, farming-based communities had enormous repercussions for our history, none less significant than the rise of embedded political regimes designed to clarify and secure the newfound property rights that such societies fostered as a matter of course. Among other topics, we'll focus on the significance for gender roles that this shift entailed, and explore the importance of a migration away from matrilineal to patrilineal systems of identity and social belonging.

READINGS

Module 2 Reading Pack: Flannery, Malinowski, Marx, Trigger, Mauss, Lerner - excerpts

SESSION 15 (LIVE IN-PERSON)

Technical Workshop

We will review some basic elements to writing effectively, making strong arguments writing, and assessing evidence.

MODULE 3 - THE MARKET FOR BELIEF

An exploration of markets have been used to create, adapt or revolutionise the belief systems that help form social groups' common identity.

SESSIONS 16 - 17 (LIVE IN-PERSON)

A "MARKET OF BELIEF"

We will consider two examples of the market for belief: first, how Christian dogma was challenged during the Reformation, with a special focus on the so-called 'Radical' or 'Popular' Reformation and the ways that often convoluted, theologically-derived arguments were translated into terms that could be apprehended by a non- or semi-literate population. Second, the reform Judaism movement of 19th century Germany and the debates that took place wihtin judaism about how religious identity and civi identity needed to be reconciled. In both instances, we will consider the dialectic of how a perceived universal belief system is modulated by socio-economic and cutural exigencies.

READINGS

Module 3 Reading Pack: Acts (NT); Strayer; Plaut - excerpts

Book Chapters: Acts _ Pauls Letters (ced)
Book Chapters: Stayer, German Peasant_s War (ced)

MODULE 4: THE DISEMBEDDED MARKET

An exploration of how the subordination of society to markets is a feature of modernity and the consequences this development has created.

SESSIONS 18 - 19 (LIVE IN-PERSON)

THE GREAT TRANSFORMATION

The Hungarian sociologist Karl Polanyi termed the 18th century rise of market societies "the great transformation." As the feudal model of agrarian subsistence was swept aside by the allocation of land to new uses and the rise of an industrial economy, the ability for people to maintain themselves became integrated with, and, indeed, subordinated to a wage-based marketplace. We will look at the process of how markets became disembedded from society.

READINGS

Module 4 Reading Pack: Calder; Galbraith; Marx; Polanyi; Schumpeter; Veblen - excerpts

Book Chapters: Calder, Financing the American Dream, excerpts (ced)
Book Chapters: Galbraith, Affluent Society, Chs 7-11 (ced)
Book Chapters: Marx, Manifesto of the Communist Party (ced)
Book Chapters: Polanyi, Great Transformation, Ch 4 (ced)
Book Chapters: Schumpeter Capitalism, Socialism and Democracy (CMT) (ced)
Book Chapters: Veblen, Theory of the Leisure Class, Chs 1-4 _ 7 (ced)

SESSION 20 (ASYNCHRONOUS)

ESSAY PREP & REVIEW

Engagement with the module 3 & 4 material in conjunction with the third module essay topics.

SESSIONS 21 - 22 (LIVE IN-PERSON)

A Revolution of Class

Some of the greatest innovations ever spurred by the marketplace were the new political and social ideas that formed as a reaction to the disembedding of the marketplace. Political reforms, once unthinkable, became a routine part of the larger discourse, changing fundamentally the ways that societies sought to craft for themselves a future in the context of an industrialised, commodity-based, wage-dependency economic system.

We review why the tensions of industrialisation did not produce the classless society predicted by Marx, but instead, refashioned class divisions, with special attention to the thought of Veblen.

SESSIONS 23 - 24 (LIVE IN-PERSON)

CAPITALISM, FROM AN ENTREPRENEURIALISM TO MANAGERIALISM & THE RISE OF INTERDEPENDENCE.

We review the arguments of (1) Joseph Schumpeter about the inevitable evolution of priorities under the disembedded market logic of free market economies, and (2) Galbraith about rise of interdependence between producer and consumer.

READINGS

Module 4 Reading Pack: Calder; Galbraith; Marx; Polanyi; Schumpeter; Veblen - excerpts

SESSION 25 (ASYNCHRONOUS)

ESSAY PREP & REVIEW

Engagement with the modules 4 & 5 material in conjunction with the 4th and final module essay topics.

SESSIONS 26 - 27 (LIVE IN-PERSON)

The Credit Society

Why have societies operating under the impositions of a disembedded market not reacted to introduce greater degrees of structural change? A simple answer may be the way market prosperity has expanded across social strata. We will review some of the principle features of this phenomenon, especially the role that consumer credit - one of the great innovations of the 20th century - has played in reshaping the relationship of people with the market.

READINGS

Module 4 Reading Pack: Calder; Galbraith; Marx; Polanyi; Schumpeter; Veblen - excerpts

MODULE 5 - THE FUTURE OF MARKETS

An exploration of how to align the 'market thinking' that predominates over the modern self with the wider agenda needed to address the challenges of the future, especially rapid climate change.

SESSIONS 28 - 29 (LIVE IN-PERSON)

Catastrophe & Opportunity

At the start of the Industrial Revolution, the concentration of carbon in the atmosphere was about 275 parts/million (ppm). By the time our class comes to an end, it will be over 420 ppm. This development - and the looming catastrophe it portends - is a direct consequence of the rise of our modern, disembedded market society. In this class, we ask: how should we think about this and what should we do to prepare for it?

SESSION 30 (LIVE ONLINE)

Reflexion

Looking forward to the challenges we face, we reflect on what we have seen across the class to explore the different possibilities of how we will contend with that most human of institutions - the market.

BIBLIOGRAPHY

Recommended

- Marshall Sahlins. *Stone Age Economics.* Routledge. ISBN 9781138702615 (Printed)

- Bruce Trigger. *The Children of Aataentsic: A History of the Huron People to 1660.* McGill-Queens. ISBN 9780773506275 (Printed)

- Bronislaw Malinowski. *Argonauts of the Western Pacific.* ISBN 9781781396896 (Printed)

- Karl Polanyi. *The Great Transformation.* Beacon Press. ISBN 9780807056431 (Printed)

- Kent Flannery, Joyce Marcus. *The Creation of Inequality.* Harvard University Press. ISBN 9780674416772 (Printed)

- Vaclav Smil. *Energy and Civilization: A History.* The MIT Press. ISBN 9780262536165 (Printed)

- Marcel Mauss. *The Gift: The Form and Reason for Exchange in Archaic Societies.* W. W. Norton & Company. ISBN 9780393320435 (Printed)

- James C. Scott. *Against the Grain: A Deep History of the Earliest States.* Yale University Press. ISBN 9780300240214 (Printed)

- Stayer, James M.. *The German Peasants' War and Anabaptist Community of Goods.* McGill-Queen's University Press. ISBN 9780773511828 (Printed)

- Karl Marx, Robert Tucker. *The Marx-Engels Reader (Second Edition).* W. W. Norton & Company. ISBN 9780393090406 (Printed)

- Joseph A. Schumpeter. *Capitalism, Socialism and Democracy.* Routledge. ISBN 9780415107624 (Printed)

- Lendol Calder. *Financing the American Dream: A Cultural History of Consumer Credit.* Princeton University Press. ISBN 9780691074559 (Printed)

- J.K. Galbraith. *The Affluent Society.* Mariner Books. ISBN 9780395925003 (Printed)

- Naomi Oreskes, Erik Conway. *The Collapse of Western Civilization: A View from the Future.* Columbia University Press. ISBN 9780231169547 (Printed)

EVALUATION CRITERIA

The evaluation for this course is formally as follows:

Criteria	Percentage	Comments
Final Exam	30 %	

Intermediate Tests	20 %	
Class Participation	20 %	
Continuous Assessment	30 %	

See the Course User Manual for further details about the assessment protocols.

PROFESSOR BIO

Professor: **ROLF STROM-OLSEN**

E-mail: rs@faculty.ie.edu

ROLF STROM-OLSEN

Professor Strom-Olsen has been a member of faculty at IE University since 2010. He is a specialist in late-medieval French political culture, although he has written and taught on a wide range of subjects, from business theory to political philosophy. He is originally from Montréal, Canada.

OTHER INFORMATION

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.

Students who fail the course in the regular period will need to submit all missing or unsatisfactory material by the date scheduled for the 2nd retake.

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)

IE HUMANITIES

IE University
Professor: **CRISTINA SIMÓN CORDERO**

E-mail: CSimon@faculty.ie.edu

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

PREREQUISITES
No previous background in music or musical knowledge is required for this course.

SUBJECT DESCRIPTION

APPRECIATING WORLD MUSIC

Music informs an important part of our daily lives. We listen to music in a wide variety of situations that range from the aural intensity we experience in the silence of solitude to our intermittent awareness of music when played as background animation in parties. Music makes us smile, cry, it can even give us the shivers with that peculiar capacity it has to bring forth past memories in a very vivid manner. From ancient rituals to the popular hits we consume nowadays, music has played a role in our lives so significant it has recently been characterized as "subversive." But where does the power of music come from? How has music historically influenced our world? What can we learn from the world from the music that was created, performed and enjoyed over generations?

This course intends to address these questions by fostering reflection about music from two different perspectives. First we will introduce Western music and its different genres, we will discuss how and why music was created, and the effect it had over society at the time. Second, we will explore the music of the world, by putting students in touch with the sounds that characterize the different countries and cultures. The course will take students on an exciting journey across the history of music and its sonic landscapes all over the world.

In addition to revising the most historically relevant musical genres—from Renaissance madrigals to blues and jazz—the class will also delve into specific topics such as the role of minorities and diverse communities in the musical world, the evolution of the music market and the necessary attribute of music in movies and animation.

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.

OBJECTIVES AND SKILLS

The main objectives of the course are:

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

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

- Recognize the historical trends and forces that have shaped the creation of music in societies.
- Understand the cultural differences across geographic regions through the analysis of the differences in their musics.
- Critically analyze the role of music in the construction of social meaning.
- Approach musical landscapes from an analytical perspective, by interacting with the main actors involved in different stages of musical production and performance.
- Conduct research on music-related topics using multiple document sources.

Additionally, the course activities will place an emphasis on developing:

- Argumentation competence via active participation and discussion.
- Writing skills both from the technical and creative perspectives.
- Self-awareness through personal reflection on their experience with music pieces.

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.

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

As professor in this course, I am expected to:

- Act as a facilitator for discussion and participation, so that classes are as student-centered as possible.
- Provide off-class support via office hours (either online or live meetings) to guide individual

students or working groups in performing course activities.

- Facilitate students access to extra materials upon request.

For its part, you students are expected to:

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

General course dynamics:

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

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	13.33 %	20 hours
Discussions	20.0 %	30 hours
Exercises	40.0 %	60 hours
Group work	13.33 %	20 hours
Other individual studying	13.33 %	20 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Review of syllabus and teaching-learning contract. Introduction to the course: Why is music so important for us?.The globalization of music and the influence of Western culture.

Article: The Role of Music in Human Culture

SESSIONS 3 - 4 (LIVE IN-PERSON)

What is music? The origins of music. Why do we like a tune? Basic elements of music: melody, harmony, rhythm, timbre, dynamics. How to combine these sound materials to move the listener.

Technical note: Listening practice: Seikilos epitaph

Technical note: Elements of music: an illustration

Multimedia Documentation: An introduction to the elements of music

Book Chapters: How we listen

SESSION 5 (ASYNCHRONOUS)

Musical landscapes: describing the aural experience associated with a location.

Multimedia Documentation: Why landscape music is more important than ever

SESSIONS 6 - 7 (LIVE IN-PERSON)

Music, Religion and Power. Origins of notation. Group projects: Musics of the world (1)

Book Chapters: Luther on music: A theological basis for German Baroque music
Multimedia Documentation: Listening practice: Viderunt omnes - Leonin
Multimedia Documentation: Listening practice: Viderunt omnes - Perotin
Article: Writing melody

SESSIONS 8 - 9 (LIVE IN-PERSON)

The Rennaisance. Eliciting emotions through music. The madrigals or how to do "word painting". Transition to Baroque. Group projects: Musics of the world (2).

Book Chapters: Towards Musica Poetica
Multimedia Documentation: Listening practice: Zefiro torna (C. Monteverdi)
Multimedia Documentation: Listening practice: Crab Canon (J.S. Bach)

SESSION 10 (ASYNCHRONOUS)

Critical discussion: Music, diversity and social minorities.

Video: Searching for Sugar Man
Multimedia Documentation: Refugees got talent
Technical note: Black music

SESSIONS 11 - 12 (LIVE IN-PERSON)

Classicism, the profession of musician and the creation of a musical market. The role of women in the music of the Classicism. Group project: Musics of the World (3)

Book Chapters: Bach's duties and obligations in Leipzig (CED)
Book Chapters: Haydn's duties in the service of Prince Esterházy (CED)
Multimedia Documentation: Symphony no. 40 in G minor - W.A. Mozart
Multimedia Documentation: Listening practice: String Quartet Op.33, no.2 in E-Flat Major - J. Haydn

SESSIONS 13 - 14 (LIVE IN-PERSON)

Beethoven and the change of the musical paradigm. Group projects: Musics of the World (4)

Article: Beethoven visual notes
Article: So if Beethoven was completely deaf, how did he compose?
Multimedia Documentation: Symphony no.3 in E-flat Major "Eroica" - L. van Beethoven

SESSION 15 (LIVE IN-PERSON)

Mid-term individual exam

SESSIONS 16 - 17 (LIVE IN-PERSON)

From reason to emotion: musical expression in the age of Romanticism and Nationalism. Group projects: Musics of the World (5)

Article: Music and Nationalism
Article: Absolute music (CED)
Multimedia Documentation: Listening practice: Nocturne in D-flat Major Op.27 no.2 - F. Chopin
Multimedia Documentation: Listening Practice: Ride of the Valkyries - R. Wagner

SESSIONS 18 - 19 (LIVE IN-PERSON)

Transitioning to the 20th century: Impressionism, Modernism and other musical dissonances + Musics of the World (6)

Book Chapters: Composition with twelve notes
Multimedia Documentation: Listening practice: Five piano pieces Op.23 - A. Schoenberg
Multimedia Documentation: Listening practice: "Infernal dance" from Firebird (I. Stravinsky)
Multimedia Documentation: 120 years of electronic music

SESSION 20 (ASYNCHRONOUS)

Exploring street music: search for street musicians and talk to them about their experience.

Multimedia Documentation: Documentary: The phenomenon of street music
Article: 'Street Music', Urban Ethnography and Ghettoized Communities

SESSIONS 21 - 22 (LIVE IN-PERSON)

Cultural hybridization and its musical results. A historical example: the *champeta* and colonial music. Social implications. Group projects: Musics of the World (7)

Article: Musical heritage of slavery
Multimedia Documentation: Listening practice: Lambarena - Bach to Africa

SESSIONS 23 - 24 (LIVE IN-PERSON)

The origins of modern music: Blues, Jazz and the US cultural dominance. Rock music. Group projects: Musics of the World (7)

Multimedia Documentation: Blues and Jazz (BBC)
Book Chapters: Black music
Other / Complementary Documentation: Global music

SESSION 25 (ASYNCHRONOUS)

Performance creation around music: the phenomenon of flashmobs

Article: Reframing public space through digital mobilization: Flashmobs and contemporary urban youth culture (CED)

SESSIONS 26 - 27 (LIVE IN-PERSON)

Music for the movies and animation (I). Group projects: Musics of the World (8)
(Materials TBC)

SESSIONS 28 - 29 (LIVE IN-PERSON)

Music for the movies and animation (II). Group projects: Musics of the World (9)
(Materials TBC)

SESSION 30 (LIVE IN-PERSON)

Final individual exam

BIBLIOGRAPHY

Recommended

- Gioia, Ted. (2019). *Music: a subversive history.* Basic Books. ISBN 1541644360 (Digital)

- Griffiths, Paul. (2009). *A Concise History of Western Music Paperback.* Cambridge University Press. ISBN 0521133661 (Digital)

- Blanning, Tim. (2013). *The Triumph of Music: Composers, Musicians and Their Audiences, 1700 to the Present.* ISBN 0141038950 (Digital)

- Ross, Alex. (2008). *The rest is noise: Listening to the Twentieth Century.* Picador. ISBN 0312427719 (Digital)

- Ross, Alex. (2011). *Listen to This.* Picador. ISBN 0312610688 (Digital)

- Byrne, David. (2017). *How music works.* Crown. ISBN 0804188939 (Digital)

EVALUATION CRITERIA

Students' performance in this course will be based on their preparation of the materials, active participation and engagement in class discussions, and the result of the assignments that should be submitted as instructed by the professor: response to questions in class, elaboration of short critical reflection essays and comments in asynchronous sessions and group work deliverables. There will be an intermediate, open-book exam in Session 15 based on the materials and discussions held so far in the course, and a final exercise along the same lines during Session 30.

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

Criteria	Percentage	Comments
Class participation	20 %	Individual contributions in live or asynchronous sessions
Group Presentations	10 %	Presentations on Musics of the World
Mid-term exam	20 %	Performance in the mid-term exercise on Session 15
Continuous evaluation	20 %	Regular engagement in class and group exercises
Final Exam	30 %	Performance in the final exercise on Session 30

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 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.eduwith 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.

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

- 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.

In order to pass the retake, students must at least submit all the work they did not turn in or failed during the course. Additional assignments may be required according to the student's academic performance record throughout the course.

d) CODE OF ETHICS/HONOR

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

What is academic integrity?

One component of a definition is when one does the right thing even though no one is watching. The core values of integrity, both academic and otherwise include: honesty, fairness, respect, responsibility, and trust.

Academic integrity requires that all students within Instituto de Empresa (IE) act in accordance with these values in the conduct of their academic work, and that they follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing.

Academic integrity violations are defined as cheating, plagiarism or other violations of academic ethics. Cheating includes:

a) An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.

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

c) Co-operation or collaboration

d) with official documents, including electronic records.

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

Plagiarism includes:

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

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

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

Other violations of academic ethics include:

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

b) Misleading or false statements regarding work completed.

c) Knowingly aiding or abetting anyone in committing any form of an academic integrity violation.

Academic Misconduct Procedure for Humanities Courses

1. If a Humanities instructor suspects a student has committed academic misconduct (as defined in the student's Code of Ethics) in a Humanities course, he or she must refer the case to the Humanities program director with all the necessary supporting evidence.

2. The Humanities program director will meet with the student and write a brief summary of the instructor and the student's views and pass them on to the Bachelor's program director. The Humanities program director may also suggest what type of sanction would be appropriate for the student.
3. If there is enough objective evidence to sanction the student, the program director will check if this is the first time the student has committed academic misconduct.
4. If this is a first breach of conduct, the program director will decide the scope of the sanction on the basis of all the above information. (Bachelor or Ethics Committee).
5. If this is a second offense or if, according to the Humanities director's report, the case is serious enough, the case will be redirected to the university's Ethics Committee.

PROFESSOR BIO

Professor: **CRISTINA SIMÓN CORDERO**

E-mail: CSimon@faculty.ie.edu

Professor: CRISTINA SIMÓN

email: csimon@faculty.ie.edu

Dr. Cristina Simón holds a BSc in Psychology from the Universidad Autónoma de Madrid and a PhD in Technology from the Center for Electronic Education - School of Technology of the Open University of the UK. Her main teaching is concentrated in organizational behavior and people management in organizations. Her scope of teaching covers from undergrad students to business executives all over the world. Cristina has also been Visiting Scholar at Boston College and at the Sloan School of Management of MIT (USA) and has lectured courses in different institutions such as the University of Fudan in Shanghai and Brown University. She is the author of 2 books and her work has been published in top academic journals such as Human Resource Management, Business Horizons and The International Journal of HRM. She was Dean of the IE's School of Psychology from 2007 to 2010, and Inditex Chair in People Management from 2010 to 2021, and currently serves as academic director of the IEBrown joint EXMBA program at IE Business School.

Dr. Simón also holds an MA in Historical Musicology and is currently a PhD candidate at the Universidad de la Rioja (Spain), where she is studying the new leadership models in orchestra conductors.

OTHER INFORMATION
Office hours:

Office hours can be arranged by contacting me via mail: csimon@faculty.ie.edu.

IE HUMANITIES

IE University
Professor: **ERNESTO CHÉVERE HERNÁNDEZ**

E-mail: echevere@faculty.ie.edu

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

PREREQUISITES

None.

SUBJECT DESCRIPTION

Social Movements: Past, Present and Future of Collective Politics

What do Black Lives Matter, Arab Spring or Feminist movements have in common? They are some collective process that struggle and strive to promote human rights, democracy and equality. Their influence in policy making and social conscience should not be taken lightly.

There is no question about the real power of social movements. This collective tactic to shift governmental decisions is not new, it has been employed by societies for centuries even though the new technologies of information make them more present now rather than other moments in time. With the study of the history and evolution of social movements, we can better understand their purposes, targets, goals and tactics. Analyzing their victories and failures we may be able to help forge better articulated movements to keep on pushing for social, gender, racial and even sexual equality.

This course is designed within the framework and realm of sociological theory. Understanding sociological theory helps us better understand our present with a clear perspective of the contexts that shape our society. Also, studying theories of human behavior helps us understand who we are, where we come from and why we act the way we do as a society, and can bring forward a better society in the future.

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.

OBJECTIVES AND SKILLS

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

More specifically:

>Development of analytical, critical, and creative thinking.
>Comprehensive reading of complex texts.
>Writing and argumentation.
>Research and information competence.
>Sensitivity to other cultures and human experiences.
>Learn through the use of cases and examples of daily life to provide a useful tool to diagnose and analyze social behavior and dynamics.
>Identify structures of power and privilege that characterize contemporary societies.
>Identifying and understanding social movements and their power.
>Develop social responsibility in discussions and debates on sociological issues addressed in class.
>Understand the concept "Other", as that other person which is not you and doesn't share your realities, and develop a social sensitivity and empathy towards the that Other character.

METHODOLOGY

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

Synchronous Interaction is learning that happens in live, in real-time. For example, attending classes (lectures, discussions, labs, studios) in-person.
Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms. For example, debating topics in a digital forum, critiquing the work of classmates posted in a digital gallery, working on a proposal or project using a collaborative document-sharing platform, or getting help and learning support in messaging-based system.

This course will focus on theoretical concepts and approaches. We will discuss the history of social movements, basic theories and then place them on practical examples of our contemporary world for a better understanding. The course will be mostly based on readings that we as a class will discuss in lecture sessions as well as two movies to generate debates on issues we face daily.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35 hours

Discussions	23.33 %	35 hours
Exercises	16.67 %	25 hours
Group work	16.67 %	25 hours
Other individual studying	20.0 %	30 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction to the Course?
· Objectives, contents, schedule, and evaluation system.
· Main idea of the course.

Readings: Syllabus.

Activities: Discussion of syllabus, course and answer any questions from students.

SESSION 2 (LIVE IN-PERSON)

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 (What does Social Construction really mean?) provided by professor in class and premises on contemporary debates.

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.
Activities: The session will be an open debate based on the reading linked to a short video (The urgency of Intersectionality) presented in class by professor.

Article: Crenshaw , K. (1991) Mapping the Margins: Intersectionality, Identity Politics, and Violence
Against Women of Color (JSCOR Vol. 43, No. 6) (CED)

SESSION 5 (ASYNCHRONOUS)

Basic concepts follow up
· Debate on the concepts studied in session 2

Readings: None.

Activities: Interactive video discussing basic concepts of session.

Assignment: Video discussion forum. All students must reply a two page post before 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.
Activities: The session will be an open debate based on the assigned lecture.

Book Chapters: Chévere, E. (2021) Noicazilabolg. Madrid: Europa Ediciones. Chapter 3.1, 3.2. (ced)

SESSION 7 (LIVE IN-PERSON)

Intersectionality within actual Social Structure
· Debate on assignment's questions

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 (pps. 16-37).

Activities: Lecture. In-Class open debate and discussion.

Book Chapters: Tilly, C. et. al. (2016). Social Movements, 1768 - 2012. Ch. 2 (pps. 16-37). (See Bibliography)

SESSION 9 (LIVE IN-PERSON)

The invention of the social movement II
·   How has the social movement grown?
·   The social movement's expansion

Readings:

Tilly, C. et. al. (2016). Social Movements, 1768 - 2012. Ch. 2 (pps. 16-37).

Activities: The session will be an open debate based on the assigned lecture.

Book Chapters: Tilly, C. et. al. (2016). Social Movements, 1768 - 2012. Ch. 2 (pps. 16-37). (See Bibliography)

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

Readings:

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.

Technical note: Tilly, C. et. al. (2016). Social Movements, 1768 - 2012. Ch. 3 (pps. 38-64). (See Bibliography)

SESSION 12 (LIVE IN-PERSON)

The Evolution of the social movement II
· Collective power as politics

Readings:

Tilly, C. et. al. (2016). Social Movements, 1768 - 2012. Ch. 3 (pps. 38-64).

Activities: The session will be an open debate based on the assigned lecture.

Book Chapters: Tilly, C. et. al. (2016). Social Movements, 1768 - 2012. Ch. 3 (pps. 38-64). (See Bibliography)

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 the question of the assigned video. This session will be in groups previously divided by professor.

Assignment: Watch video posted by professor in BB and answer the question: Choose and 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?

Book Chapters: Tilly, C. et. al. (2016). Social Movements, 1768 - 2012. (See Bibliography)

SESSION 14 (LIVE IN-PERSON)

Midterm review and 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 21th century.
· How can social movements expand themselves?

Readings:

Chévere, E. (2021) NoicazilabolG. Madrid: Europa Ediciones. Chapter 3.4, 3.5.

Activities: The session will be an open debate based on the assigned lecture.

Book Chapters: Chévere, E. (2021) NoicazilabolG. Madrid: Europa Ediciones. Chapter 3.4, 3.5. (ced)

SESSION 17 (LIVE IN-PERSON)

Project brainstorm, Q and A and guidance
· Preparing group presentation tutorial

Readings: None

Assignment: Group will write their project and presentation ideas on movements chosen in discussion board 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 and black emancipation process in the USA.
· The beginning of a movement.

Readings: None
Film: Lords of the Revolution: Black Panther Documentary (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 in the relations of power among individuals.

Article: Chévere, E. (2020) Understanding Globalization (Revista Cruce: Crítica Socio Cultural Contemporánea) (ced)

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 Historical Bloc
· Discussion on the concept "Historical Bloc"
· Analyze what motivates people to participate or dismiss mobilizations

Readings:
Chévere, E. (2021) Noicazilabolg. Madrid: Europa Ediciones. Chapter 1.3.

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: Chévere, E. (2021) Noicazilabolg. Madrid: Europa Ediciones. Chapter 1.3. (ced)

SESSION 22 (LIVE IN-PERSON)

Globalization and the Historical bloc
· Discussion on the relation of globalization and the historical bloc
· Do they complement themselves or are antagonizing ideas?

Readings: None.

Activities: Discussion on the premise: Do they complement themselves or are antagonizing ideas?

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: Butler, J. (2007) The Gender Trouble: Feminism and the Subversion of Identity.
New York and London: Routledge. (pp. 45-56). (available at IE Library)

SESSION 24 (LIVE IN-PERSON)

Guest Key Speaker
· Guest to be confirmed

Readings: None

Activities: Conference.

SESSION 25 (ASYNCHRONOUS)

Patriarchal debates
· Where did the patriarchal society began?
· Why is it still a global phenomenon?

Readings: None.

Activities: Video forum discussion. A video provided by professor explaining the appearance, evolution and expansion will be shared. Students must see the video and Comment in discussion board. All comments must be handed in 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)

Analyzing Group Presentation
· Enter in a sociological debate regarding the presentations.

Readings: None

Activities: Participate in forum debate.

Assignment: All students must have answered a question presented by professor in discussion forum. The question will lead to an in class open debate on the 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

BIBLIOGRAPHY

Compulsory

- Titty, C.. (2012). *Social Movements, 1768-2012*. 3rd edition. Paradign Publishers. ISBN 9781612052380 (Printed)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Preparation and Participation	20 %	
Midterm	20 %	
Final Exam	30 %	
Written Work	15 %	
Group Project	15 %	

Preparation and participation (20%): Assistance, punctuality, performance in class as well as in groups and discussion forums will be taken into consideration. Also, with the use of opening questions before class by random selection, we will be able to see the level of preparation of the students for each class.

Midterm (20%): Session 16. The material for the midterm exam will be the first part of the class which is about basic concepts. The exam format will include multiple choice, short answer and long answer questions.

Final Evaluation (30%): Session 30. The material for the final exam will be the second part of the class. The exam format will include multiple choice, short answer and long answer questions.
Continuous assessment / evaluation (30%):

Written Work (15%): Throughout the semester, students will be doing several written work. These will be 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.
* Two page post will be 1000 words. Three page posts will be 1500 words. Four page posts will be 2000.

Group Presentation (15%): 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.

*IMPORTANT ADDITIONAL INFORMATION ABOUT GRADING

A.   About the Spanish grading system, which is the one used at IE:
Grade description and equivalents:
·   Excellent/Sobresaliente: 9.0-10.0 (A- to A+)
Consistently produces work of the highest quality and craft; exhibits notable progress and development over the course of the semester; meets all course objectives at highest level; attendance is near-perfect, and contributions to course discussions are extremely valuable.

·   Very Good/Notable: 7.0-8.9 (B- to B+)
Completes all assignments with work of above-average quality and craft; exhibits significant progress and development; meets most course objectives; attendance and participation are very good.

·   Good/Aprobado: 6.0-7.0 (C- to C+)
Completes all assignments with work of acceptable quality and craft; exhibits some progress and development; meets a majority of course objectives. Attendance and participation are acceptable.

·   Pass/Aprobado: 5.0-6.0 (D)
Assignments are delivered but are incomplete and/or of low quality and craft; exhibits little progress and development; meets few course objectives. Attendance and participation are poor, but absences do not total more than 30%.

·   Fail/Suspenso: 0-4.9 (F)
Work is incomplete, missing, or does not meet course objectives. Attendance and participation are poor.

·   Automatic Failure/Suspenso: 0 (F)
Please note that a student who misses 30% or more of the scheduled sessions receives an automatic 0.0, and loses his or her right to the second chance or call (convocatoria.)

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

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

About the Code of Ethics/Honor

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

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

Cheating includes:
a) An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.
b) Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.
c) co-operation or collaboration.
d) with official documents, including electronic records.
e) The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.
Plagiarism includes:
a) Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document is a form of plagiarism. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.
b) Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).
c) Plagiarizing is not committing "word for word" copying. "Thought for thought" is also a form of plagiarism.
Other violations of academic ethics include:
a) Not acknowledging that the students' work or any part thereof has been submitted for credit elsewhere.
b) Misleading or false statements regarding work completed.
c) Knowingly aiding or abetting anyone in committing any form of an academic integrity violation.

Academic Misconduct Procedure for Humanities Courses

1. If a Humanities instructor suspects a student has committed academic misconduct (as defined in the student's Code of Ethics) in a Humanities course, he or she must refer the case to the Humanities program director with all the necessary supporting evidence.

2. The Humanities program director will meet with the student and write a brief summary of the instructor and the student's views and pass them on to the Bachelor's program director. The Humanities program director may also suggest what type of sanction would be appropriate for the student.

3. If there is enough objective evidence to sanction the student, the program director will check if

this is the first time the student has committed academic misconduct.

4. 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)

PROFESSOR BIO

Professor: **ERNESTO CHÉVERE HERNÁNDEZ**

E-mail: echevere@faculty.ie.edu

ERNESTO CHÉVERE HERNÁNDEZ
E-mail: echevere@faculty.ie.edu

Ernesto Chévere Hernández (PhD) has a degree in Education in History from the University of Puerto Rico, holds a master's degree in Public and Private International Law from the Complutense University of Madrid, a master's degree in International Relations from CEU San Pablo, a Diploma in Advanced Studies in Applied Economics from CEU San Pablo, and is a doctor in Sociology from the University of Salamanca. He has collaborated in various newspapers, such as Bandera Roja, Indymediapr, El Nuevo Día, and Claridad, as well as in academic journals such as Cruce and peer reviews such as Umbral. He is also the author of the two editions of the book "Historical study of the stages of globalization: perspectives and challenges facing an uncertain future" (2010 and 2015), "NoicazilabolG: dynamics, positions and possibilities around the global-local relationship" (2020), and is the director of the magazine Sin Norte, designed for the migrant community in Spain.

OTHER INFORMATION
OTHER 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 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
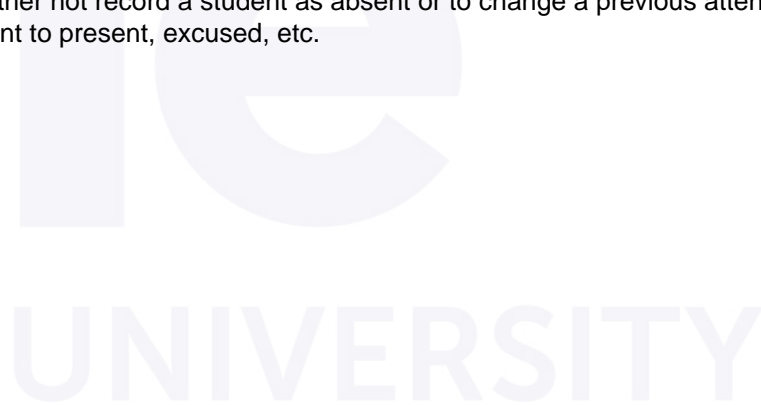
Professors are instructed to mark as ABSENT:

- 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.

IE HUMANITIES

IE University
Professor: **ANTUMI PALLÁS VALENCIA**

E-mail: apallas@faculty.ie.edu

Professor: **Mª JOSÉ FERRARI SÁNCHEZ**

E-mail: mjferrari@faculty.ie.edu

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

PREREQUISITES
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 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, and 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.

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

Edited by Documentation
28th October 2022

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.

OBJECTIVES AND SKILLS

-Development of analytical, critical, and creative thinking.

-Comprehensive reading of complex texts.

-Writing and argumentation.

-Research and information competence.

-Sensitivity to other cultures and human experiences.

METHODOLOGY

The course will be taught employing IE's Liquid Learning methodology, which combines three essential elements for a complete and dynamic learning experience: synchronous interactions, asynchronous interactions and individual inquiry and discovery.

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.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35 hours

Discussions	30.0 %	45 hours
Exercises	16.67 %	25 hours
Group work	3.33 %	5 hours
Other individual studying	26.67 %	40 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction and course overview

During the first session, we will go over the course's structure, objectives, content, and evaluation system. We will also discuss both the professor's and students' expectations.
In the second session we will introduce the concept of Freedom of Speech, and will try to determine why it is so important and yet so controversial in contemporary society. We will do so by reviewing some recent cases related to Free Speech from different world regions.

Article: A Message to the 21st Century

Technical note: The Rhetorical Situation

SESSIONS 3 - 4 (LIVE IN-PERSON)

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 sciencies and philosophy of mind.

Article: What is Enlightenment?

Book Chapters: The Portable Enlightenment Reader: Introduction

SESSION 5 (ASYNCHRONOUS)

Asynchronous activity: Ideas that changed the world

SESSIONS 6 - 7 (LIVE IN-PERSON)

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/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!".

Class visit TBC

Book Chapters: On Liberty

SESSIONS 8 - 9 (LIVE IN-PERSON)

The Marketplace of Ideas

During these two sessions we will discuss John Stuart Mill's theory on the liberty of thought and discussion, which provides the most important 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)

Good 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.

Article: 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.

During the second session we will conduct a review session.

SESSION 15 (LIVE IN-PERSON)

MIDTERM

The midterm will consist of an open-book exam. More information will be provided in class.

Homework and readings TBD

SESSIONS 16 - 17 (LIVE IN-PERSON)

African and Afro-descendant resistances against colonialism, slavery and racism (these session will be taught by professor Antumi Pallás)

The colonial narrative explains the invasion of the African continent after the Berlin Conference (1884-85) as a peaceful civilizing mission, however the reality was very different as it involved a large-scale armed aggression. In the session we will describe various resistance movements to the colonization of the African continent, their motivations and the factors that led to their failure.

We will study how Pan-Africanism, which emerged as an ideology of liberation in the Caribbean motivated by the anti-slavery struggles, moved to the United States and from there to Great Britain, where it became the catalyst for the decolonization of the African continent. We will also introduce the idea of afrocentricity as a tool to reconstruct the African imaginary affected by colonialism.

For homework you need to choose ONE text, podcast, documentary or movie from the list below.

Article: The Social History of the Third Reich

Video: Movies: The Wave or The Life of Others

Book Chapters: 1894 (chapters 1-3)

Podcast: How the Nazi Ministry of Propaganda Radicalized Germany

Book Chapters: Mein Kampf (chapters 6 and 9)

Article: The Rhetoric of Hitler's Battle

SESSIONS 18 - 19 (LIVE IN-PERSON)

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.

Technical note: A RETROSPECTIVE ON THE CIVIL RIGHTS MOVEMENT: Political and Intellectual Landmarks

Article: How the Civil Rights Movement Influenced the Free Speech Movement

Video: Movies: Selma or Malcolm X

Multimedia Documentation: Music from the Civil Rights Movement

Video: Hope & Fury: MLK, The Movement and The Media

Video: The Civil Rights Movement: A Cultural Revolution

Multimedia Documentation: Major Civil Rights Speeches and Writings

SESSION 20 (ASYNCHRONOUS)

Asynchronous activity based on the movie The Wave, by D. Gansel.

SESSIONS 21 - 22 (LIVE IN-PERSON)

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.

Book Chapters: Twitter and Tear Gas: The Power and Fragility of Networked Protest

Video: How the Internet has made social change easy to organize, hard to win

Video: Tweets from Tahrir

Podcast: A Symphony of Resistance

SESSION 23 (LIVE IN-PERSON)

The Arab Spring

During this class we will look at the social protests and uprisings that took place in several largely Muslim countries in the 2010s. We will discuss how they unfolded, the role played by digital technologies, and the impact they had, and still have, on their respective societies.

Gues speaker TBC

SESSION 24 (LIVE IN-PERSON)

The Arab Spring

During this class we will look at the social protests and uprisings that took place in several largely Muslim countries in the 2010s. We will discuss how they unfolded, the role played by digital technologies, and the impact they had, and still have, on their respective societies.

Gues speaker TBC

Multimedia Documentation: A Declaration of Independence of Cyberspace

Book Chapters: The Age of Surveillance Capitalism- Introduction

SESSION 25 (ASYNCHRONOUS)

Asynchronous activity based on the documentary "The Great Hack".

SESSION 26 (LIVE IN-PERSON)

Free Speech and the Internet, I: Moving Fast and Breaking Things (!/?)

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.

SESSION 27 (LIVE IN-PERSON)

Free Speech and the Internet, I: Moving Fast and Breaking Things (!/?)

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?

Multimedia Documentation: Section 230 of the Communications Decency Act

SESSION 28 (LIVE IN-PERSON)

SESSION 29 (LIVE IN-PERSON)

Free Speech and the Internet, II: 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.

SESSION 30 (LIVE IN-PERSON)

Imagining a better social media

Course wrap-up and conclusions

BIBLIOGRAPHY

Recommended

- Eric Barendt. *Freedom of Speech.* Oxford University Press. ISBN 9780199244 (Printed)

- Eric Barendt. *Freedom of Speech.* Oxford University Press. ISBN 9780199244 (Printed)

- Stanley Fish. *There Is No Such Thing as Free Speech, and It's a Good Thing Too!.* Oxford University Press. ISBN 9780195093834 (Printed)

- Stanley Fish. *There Is No Such Thing as Free Speech, and It's a Good Thing Too!.* Oxford University Press. ISBN 9780195093834 (Printed)

- Robert Atkins and Svetlana Mintcheva. *Censoring Culture. Contemporary Threats to Free Expression.* The New Press. ISBN 0781595580504 (Printed)

- Robert Atkins and Svetlana Mintcheva. *Censoring Culture. Contemporary Threats to Free Expression.* The New Press. ISBN 0781595580504 (Printed)
 - Shoshana Zuboff. *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power.* Publoc Affairs. ISBN 1610395697 (Printed)
 - Shoshana Zuboff. *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power.* Publoc Affairs. ISBN 1610395697 (Printed)
 - Lisa Hunt. *Inventing Human Rights.* Norton. ISBN 978039333199 (Printed)
 - Lisa Hunt. *Inventing Human Rights.* Norton. ISBN 978039333199 (Printed)

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 (20%): 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 through an open-book exam. Further instructions will be provided in class.

III. CONTINUOUS ASSESSMENT (30%): 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%): Students will be able to choose from two options for the final project: A four-page research paper about a topic of their choice related to Free Speech, or a Public Humanities Project. Further instructions will be provided in class.

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 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.

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 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.

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)

Criteria	Percentage	Comments
Class Participation	20 %	
Midterm Exam	20 %	
Continuous Assessment	30 %	
Final Project	30 %	

PROFESSOR BIO

Professor: **ANTUMI PALLÁS VALENCIA**

E-mail: apallas@faculty.ie.edu

Professor: **Mª JOSÉ FERRARI SÁNCHEZ**

E-mail: mjferrari@faculty.ie.edu

María José Ferrari received her PhD in Hispanic Cultures from Columbia University, where she specialized in late 19th and early 20th-century Literature and Intellectual History. She holds undergraduate degrees in Law from Universidad Complutense de Madrid and Hispanic Philology from UNED. She has been the recipient of many scholarships and grants to conduct research at institutions in France, Russia, Chile and Spain. She has been teaching at IE for more than a decade and currently serves as Vice Dean of Academic Affairs in the Arts and Humanities Division.

OTHER INFORMATION

IE HUMANITIES

IE University
Professor: **PATRICK DE OLIVEIRA**

E-mail: pdeoliveira@faculty.ie.edu

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

PREREQUISITES

SUBJECT DESCRIPTION

Take out your smartphone and study it. Its shape and functions—do you wonder how they were influenced by social, economic, political, and cultural forces? Do you think it changed the way people interact with one another? In this course, we will explore how technology has shaped the modern world from early industrialization to the present. The underlying premise that will guide us throughout the semester is that "technology"—a concept that carries a multifaceted ideological baggage—only makes sense when understood as being embedded in specific social, economic, and cultural configurations. That is to say, there are histories of technologies. Instead of a comprehensive survey, the course will unfold through a diverse set of chronologically arranged topics that will help us understand the limits of technological determinism—the misguided idea that technological change happens in a vacuum and then effects social change. Instead, we will learn to see technology as a site of contestation and negotiation for different visions of society, which means that we will also pay special attention to the symbolic dimensions of technology. To accomplish these goals, throughout the semester we will be reading and interpreting a vast array of primary sources (the material that historians interpret to develop their arguments) and scholarly articles.

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.

OBJECTIVES AND SKILLS

The course will focus on the development of the following skills:

- Development of analytical, critical, and creative thinking.

- Comprehensive reading of complex texts.

- Writing and argumentation.

- Research and information competence.

- Sensitivity to other cultures and human experiences.

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

- 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.

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 30-60 pages per week—usually a mix of scholarly (the texts historians write) and primary sources (the materials historians work with to construct their arguments). The readings *promote learning through **critical analysis***.

COMMONPLACE BOOK: There's no point in reading something if you don't try to digest it. As such, throughout the semester you will keep a commonplace book in which you will make weekly entries commenting on the readings and course content. The commonplace book *promotes learning through **self-reflection***.

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***.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35 hours
Discussions	23.33 %	35 hours
Exercises	20.0 %	30 hours
Group work	0.0 %	0 hours
Other individual studying	33.33 %	50 hours
TOTAL	100.0 %	150 hours

PROGRAM

DISCLAIMER

Readings are subject to changes. Guidance will be given on how to approach reading scholarly articles and primary sources.

SESSION 1 (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?

Scholarly Readings:

- Langdon Winner, "Do Artefacts Have Politics?," *Daedalus* 109 (1980): 121-136.
- David Nye, "Does Technology Control Us?, in Technology Matters: Questions to Live With (Cambridge, MA: The MIT Press, 2006), 17-32.

Article: Do Artifacts Have Politics?

Book Chapters: Technology Matters: Questions to Live With

SESSION 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?

Scholarly Readings:

- Langdon Winner, "Do Artefacts Have Politics?," *Daedalus* 109 (1980): 121-136.
- David Nye, "Does Technology Control Us?, in Technology Matters: Questions to Live With (Cambridge, MA: The MIT Press, 2006), 17-32.

SESSION 3 (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.
  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'"
Book Chapters: The Lowell Offering: Writings by New England Mill Women (1840-1845)

SESSION 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.

Primary Sources:

- Benita Eisler, ed., *The Lowell Offering: Writings by New England Mill Women (1840-1845)* (New York: W.W. Norton, 1998), selections TBD.

SESSION 5 (ASYNCHRONOUS)

TBD

SESSION 6 (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.

Primary Sources:

- 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: White Man's Burden
Book Chapters: The Disease of Civilization

SESSION 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.

Primary Sources:

- 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.

SESSION 8 (LIVE IN-PERSON)

Empire and Mobility

Steamships, War, and Trade. // Using mobility as a category of analysis (railroads).

Scholarly Readings:

- Manu Karuka, *Empire's Tracks: Indigenous Nations, Chinese Workers, and the Transcontinental Railroad* (Berkeley: University of California Press, 2019), 38-57.

Primary Sources

- 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).
- Ziktala-Sa, *American Indian Stories* (Washington, D.C.: Hayworth Publishing House, 1921), 39-56.

Book Chapters: Empire's Tracks: Indigenous Nations, Chinese Workers, and the Transcontinental Railroad

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: The Extermination of the American Bison, with a Sketch of its Discovery and Life History

Multimedia Documentation: Map illustrating the extermination of the American bison

Book Chapters: American Indian Stories

SESSION 9 (LIVE IN-PERSON)

Empire and Mobility

Steamships, War, and Trade. // Using mobility as a category of analysis (railroads).

Scholarly Readings:

- Manu Karuka, *Empire's Tracks: Indigenous Nations, Chinese Workers, and the*

Transcontinental Railroad (Berkeley: University of California Press, 2019), 38-57.

Primary Sources

- 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).
- Ziktala-Sa, *American Indian Stories* (Washington, D.C.: Hayworth Publishing House, 1921), 39-56.

SESSION 10 (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.

Primary Sources

- None. Your job is to think about some kind of large (or not so large) technological system and diagram the relationship between its various components.

Book Chapters: The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology

SESSION 11 (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.

Primary Sources

- None. Your job is to think about some kind of large (or not so large) technological system and diagram the relationship between its various components.

SESSION 12 (ASYNCHRONOUS)

TBD

SESSION 13 (LIVE IN-PERSON)

Sensoria

Urban modernity. // Sensuous capitalism. // Speed, light, stimuli.

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.

Primary Sources:

- 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: Disenchanted Night: The Industrialization of Light in the Nineteenth Century
Book Chapters: The Railway Journey: The Industrialization of Time and Space in the Nineteenth Century

SESSION 14 (LIVE IN-PERSON)

Sensoria

Urban modernity. // Sensuous capitalism. // Speed, light, stimuli.

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.

Primary Sources:

- 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.

SESSION 15 (LIVE IN-PERSON)

Midterm

SESSION 16 (LIVE IN-PERSON)

Ideologies of Production

Energy and fatigue. // The Science of Work. // Taylorism. // Fordism.

Scholarly Readings:

- Stephen Meyer, "Adapting the Immigrant to the Line: Americanization and the Ford Factory, 1914-1921," *Journal of Social History* 14, no. 1 (1980): 67-82.

Primary Sources:

- 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.
- "Price List of Parts—Ford Model T," 1911.

Article: "Adapting the Immigrant to the Line: Americanization and the Ford Factory, 1914-1921"
Book Chapters: Major Problems in the History of American Technology: Documents and Essays
Multimedia Documentation: "Price List of Parts--Ford Model T"

SESSION 17 (LIVE IN-PERSON)

Ideologies of Production

Energy and fatigue. // The Science of Work. // Taylorism. // Fordism.

Scholarly Readings:

- Stephen Meyer, "Adapting the Immigrant to the Line: Americanization and the Ford Factory, 1914-1921," *Journal of Social History* 14, no. 1 (1980): 67-82.

Primary Sources:

- 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.
- "Price List of Parts—Ford Model T," 1911.

SESSION 18 (LIVE IN-PERSON)

Modernist Visions

Futurism. // Stalinism. // Nazism.

Scholarly Readings:

- James C. Scott, "The High-Modernist City: An Experiment and a Critique," in *Seeing Like a*

State: How Certain Schemes to Improve the Human Condition Have Failed_ (New Haven: Yale University Press, 1998), 103-146.

Primary Sources:

- F. T. Marinetti, "The New Religion-Morality of Speed," May 1916, in _Futurism: An Anthology_, eds. Lawrence Rainey, Christine Poggi, Laura Wittman (New Haven: Yale University Press, 2009), 224-229.
- Le Corbusier, _Towards a New Architecture_ (New York: Dover Publications, 1986), selections TBD.

Book Chapters: Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed
Book Chapters: Futurism: An Anthology
Book Chapters: Towards a New Architecture

SESSION 19 (LIVE IN-PERSON)

Modernist Visions

Futurism. // Stalinism. // Nazism.

Scholarly Readings:

- James C. Scott, "The High-Modernist City: An Experiment and a Critique," in _Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed_ (New Haven: Yale University Press, 1998), 103-146.

Primary Sources:

- F. T. Marinetti, "The New Religion-Morality of Speed," May 1916, in _Futurism: An Anthology_, eds. Lawrence Rainey, Christine Poggi, Laura Wittman (New Haven: Yale University Press, 2009), 224-229.
- Le Corbusier, _Towards a New Architecture_ (New York: Dover Publications, 1986), selections TBD.

SESSION 20 (ASYNCHRONOUS)

TBD.

SESSION 21 (LIVE IN-PERSON)

Stuff Gets Big

The rise of the "Military-Industrial-University Complex." // How to "motivate" your writing.

Scholarly Sources:

- TBD.

Primary Sources:

- Vannear Bush, "Science—The Endless Frontier," in _Major Problems in the History of American Technology_, 429-433.
- J. William Fulbright, "… the adherence of the professors," in _Major Problems in the History of American Technology_, 435-438.
- Barry Goldwater, "The so-called military-industrial complex," in _Major Problems in the History of American Technology_, 439-441.

- 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

SESSION 22 (LIVE IN-PERSON)

Stuff Gets Big

The rise of the "Military-Industrial-University Complex." // How to "motivate" your writing.

Scholarly Sources:

- TBD.

Primary Sources:

- 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.
- Barry Goldwater, "The so-called military-industrial complex," in *Major Problems in the History of American Technology*, 439-441.
- William D. Marbach, "The Race to Build a Supercomputer," in *Major Problems in the History of American Technology*, 444-445.

SESSION 23 (LIVE IN-PERSON)

Gender and Consumption

Erasing women from the history of technology. // Technological changes within 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: "The 'Industrial Revolution' in the Home: Household Technology and Social Change in the 20th Century"

Article: "Selling Sex Toys: Marketing and the Meaning of Vibrators in Early Twentieth-Century America"

SESSION 24 (LIVE IN-PERSON)

Gender and Consumption

Erasing women from the history of technology. // Technological changes within the domestic economy. // The consumption junction.

- 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.

SESSION 25 (ASYNCHRONOUS)

TBD

SESSION 26 (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.
- Caitlin Dewey, "The only guide to Gamergate you will need to read," The Washington Post, 14 October 2014.

Article: "'Beards, Sandals, and Other Signs of Rugged Individualism': Masculine Culture Within the Computing Professions"
Article: "A Cyberfeminist Utopia?: Perceptions of Gender and Computer Science among Malaysian Women Computer Science Students and Faculty"
Book Chapters: Life in Code: A Personal History of Technology
Article: "The only guide to Gamergate you will need to read"

SESSION 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.
- Caitlin Dewey, "The only guide to Gamergate you will need to read," The Washington Post, 14 October 2014.

SESSION 28 (LIVE IN-PERSON)

TBD: Afrofuturism or Anthropocene?

SESSION 29 (LIVE IN-PERSON)

TBD: Afrofuturism or Anthropocene?

SESSION 30 (LIVE IN-PERSON)

Wrapping up.

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)

EVALUATION CRITERIA

Preparation and participation: You are encouraged to prepare for and actively participate in class discussions and activities. 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 device in class for non-class related activities is a distraction for you and everyone else; this will negatively affect your class participation.

Midterm evaluation: Students will write an argumentative essay in response to an assigned prompt. Additional details will be provided in due time.

Final evaluation: For the final you will write a research essay on a topic related to the history of technology. It should include careful analysis of primary sources and engage with arguments developed by secondary scholarly sources in the field. It should be between 2,500 and 3,000 words. Additional details will be provided in due time.

Criteria	Percentage	Comments
Preparation and participation	20 %	
Midterm evaluation	20 %	
Final evaluation	30 %	
Continuous assessment	30 %	

PROFESSOR BIO

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*, and the *Journal of Urban History*. 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.*

OTHER INFORMATION

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.

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

Excellent/Sobresaliente: 9.0-10.0 (A- to A+): Consistently produces work of the highest quality and craft; exhibits notable progress and development over the course of the semester; meets all course objectives at highest level; attendance is near-perfect, and contributions to course discussions are extremely valuable.

Very Good/Notable: 7.0-8.9 (B- to B+): Completes all assignments with work of above-average quality and craft; exhibits significant progress and development; meets most course objectives; attendance and participation are very good.

Good/Aprobado: 6.0-7.0 (C- to C+): Completes all assignments with work of acceptable quality and craft; exhibits some progress and development; meets a majority of course objectives. Attendance and participation are acceptable.

Pass/Aprobado: 5.0-6.0 (D): Assignments are delivered but are incomplete and/or of low quality and craft; exhibits little progress and development; meets few course objectives. Attendance and participation are poor, but absences do not total more than 30%.

Fail/Suspenso: 0-4.9 (F): Work is incomplete, missing, or does not meet course objectives. Attendance and participation are poor.

Automatic Failure/Suspenso: 0 (F): Please note that a student who misses 30% or more of the scheduled sessions receives an automatic 0.0, and loses his or her right to the second chance or call (convocatoria.)

RETAKE POLICY

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

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

CODE OF ETHICS

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

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

Cheating includes:

- An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.

- Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.
- co-operation or collaboration.
- with official documents, including electronic records.
- The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

Plagiarism includes:

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

Academic Misconduct Procedure for Humanities Courses

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

(Approved by the Vice-Rector of Academic Affairs in June 2020)

IE HUMANITIES

IE University
Professor: **ANNA MAGDALENA WIECK TIJAN**

E-mail: awieck@faculty.ie.edu

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

PREREQUISITES

None.

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- 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.

OBJECTIVES AND SKILLS

-Development of analytical, critical, and creative thinking.

-Comprehensive reading of complex texts.

-Writing and argumentation.

-Research and information competence.

-Sensitivity to other cultures and human experiences.

Students will become familiar with different forms of patronage and collecting, and will consider how these strategies have changed over time. The course will introduce students to the vocabulary of the art world and its market and will provide the critical tools necessary to approach a field that is changing rapidly due to large-scale speculation.

Students will develop 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.

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.

Student success in this course is predicated upon arriving to the sessions having carefully read the assigned texts. Class sessions will include a lecture and a discussion portion, as well pop quizzes, and your close engagement with the texts is necessary for success. The readings are challenging, therefore you should prepare questions and analyze your own reactions to the issues and arguments presented. I will post study questions to Black Board to guide your reading. You will not need to turn in your responses, rather these questions are a tool for your engagement with the assigned materials.

You are expected to participate in class discussions during live sessions as well as the online forum outside of class. You are also expected to complete the written assignments in a thoughtful and timely manner. In class I will carefully review the requirements and expectations for the written assignments and provide a detailed document further explaining assignments when necessary. Through these exercises you will sharpen your writing and critical thinking skills and demonstrate your familiarity with the course's key concepts.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	40 hours
Discussions	26.67 %	40 hours
Exercises	13.33 %	20 hours
Group work	6.67 %	10 hours
Other individual studying	26.67 %	40 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Objects in Collections. Early Modern Europe

Topics: Introduction to the course; syllabus review; princely collections; patronage in early modern Europe

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, Colonialsm, 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. This short assignment will help you get started on your final essay.

In preparation for your final essay, first, read the assignment directions below. Second, select a topic and do some initial research. For short assignment #4 you should submit 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.

IMPORTANT - Students must post their selected artist to google docs (I will provide the link). This will help us avoid too many students writing about the same artist. (Otherwise you will have to sit through 10 presentations about Banksy! Let's make sure that doesn't happen.)

Final essay assignment (3000-3500 words, due Sessions #28/29) – Artist profile

Due Sessions #28-29, 11:59 PM

Select an artist (post WWII - present day) whose work interests you within the context of our class discussions and write an essay about this artist's work.

Your essay should describe key art works and analyze their place within the various social systems that we have studied this semester. You should end the essay by discussing the market value of the artist's work, and, taking on the role of art advisor, you should explain whether or not you would recommend that buyers purchase works by your chosen artist.

Following are questions that your essay should address.

Who is the artist?

What are their key works?

Does their work reference the art market?

Does this artist have gallery representation?

Is their work available for sale at major art fairs?

Is their work for sale on the secondary art market?

Who collects their work?

Has their work been the subject of a major monographic exhibition?

Has their work been included in group exhibitions?

Further information will be provided in class.

SESSIONS 21 - 22 (LIVE IN-PERSON)

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)

SESSION 26. Objects in a Global Economy. The Contemporary Art Market

Topics: TBA

Reading

TBA

SESSION 27. Student presentations

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.

FINAL ESSAY DUE SESSIONS #28/29

Book Chapters: Tell Them I Said No (CED)

SESSION 30 (LIVE IN-PERSON)

Objects in a Global Economy. The Contemporary Art Market.

Topics: Forgeries, fakes, and reproductions; the fall of the Knoedler Gallery: semester wrap-up.

Reading to complete before class

Jonathan Hay, "Editorial: The Value of Forgery." (*RES: Anthropology and Aesthetics*, no. 53/54 (2008): 5–19)

Viewing to complete beflore class

Made You Look: A True Story about Fake Art (dir. Barry Avrich, 2020), streaming on Netflix

Article: The Value of Forgery (RES: Anthropology and Aesthetics , Spring - Autumn, 2008, No. 53/54 (Spring - Autumn, 2008), pp. 5-19) (ced)

BIBLIOGRAPHY

Recommended

- Titia Hulst, ed.. (2017). *A History of the Western Art Market: A Sourcebook of Writings on Artists, Dealers, and Markets.* First. University of California Press. ISBN 0520290631 (Printed)

EVALUATION CRITERIA

Preparation & participation	20%
Midterm evaluation	20%
Final evalution	30%
Continuous assesment	30%

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.

20% Midterm evaluation. Midterm essay. 1500-2000 words. Due Session #15.

30% Final evaluation. Final essay. 3000-3500 words. Due Session #28/29.

30% 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.
- Students will also prepare presentations on the topic of their final essay. Presentations will take place Sessions #22, 24, 27, 29. I will make sign-up sheets available via google docs.

Criteria	Percentage	Comments
Preparation & participation	20 %	Always!
Midterm evaluation	20 %	Due Session #15
Final evaluation	30 %	Due Session
Continuous assesment/evaluation	30 %	Due Asynchronous sessions

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 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.

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 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.

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 1.5 time 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 2250 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 900 words.

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)

PROFESSOR BIO

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 by appointment (awieck@faculty.ie.edu). If we meet on zoom, use class zoom link.

OTHER INFORMATION

THEMATIC BIBLIOGRAPHY. Additional, optional reading (and some viewing). Just for fun.

Italian Renaissance

Alison Cole, *Italian Renaissance Courts: Art, Pleasure and Power* (London: Laurence King Publishing, 2016).

Creighton Gilbert, "What did the Renaissance Patron Buy?," *Renaissance Quarterly* 51.2 (1998): 392-450.

17th Century Spain and the Netherlands

Ross Karlan, "Margaret of Austria, Queen of Spain: Power, Femininity, and Portraiture in the Court of Felipe III" from *The Edgar P. Richardson Lecture Series: Women, Power, and Portraiture*, Smithsonian National Portrait Gallery, Washington DC, 30 September 2020. Lecture link: https://www.youtube.com/watch?v=DAR63UqMfv4.

Simon Schama, *The Embarrassment of Riches: an Interpretation of Dutch Culture in the Golden Age* (New York: Knopf Random House, 1987)

Eric Jan Sluijter, "On Brabant Rubbish, Economic Competition, Artistic Rivalry, and the Growth of the Market for Paintings in the First Decades of the Seventeenth Century," *Journal of Historians of Netherlandish Art* 1:2 (Summer 2009) DOI: 10.5092/jhna.2009.1.2.4.

Colonialism and Postcolonialism

Dan Hicks, *The Brutish Museums: The Benin Bronzes, Colonial Violence and Cultural Restitution* (London: Pluto Press, 2020).

Joris Kila and Marc Balcells, eds., *Cultural Property Crime: an Overview and Analysis on Contemporary Perspectives and Trends* (Leiden and Boston: Brill, 2015).

Edward Said, *Orientalism* (New York: Vintage Books, 1979).

Collecting

S.N. Behrman, *Duveen, The Story of the Most Spectacular Art Dealer of All Time* (New York: Little Bookroom, 2003).

Alla Myzelev and John Potvin, eds., *Material Cultures, 1740-1920: the Meanings and Pleasures of Collecting* (Farnham, UK and Burlington, VT: Ashgate, 2009).

Contemporary Art Market

BMW Art Guide by Independent Collectors: The Global Guide to Private and Publicly Accessible Collections of Contemporary Art (Ostfildern: Hatje Cantz, 2013).

Bruce Altshuler, *Biennials and Beyond: Exhibitions that Made Art History, 1962-2002* (London and New York: Phaidon, 2013).

Christina Bechtler and Dora Imhof, *The Private Museum of the Future* (Zurich: JRP/Ringier, 2018).

Hans Belting, Andrea Buddensieg, Peter Weibel, eds., *The Global Contemporary and the Rise of New Art Worlds* (Karlsruhe: ZKM/Center for Art and Media; Cambridge and London: The MIT Press, 2013).

Juliet Hacking, *Photography and the Art Market* (London: Lund Humphries, 2018).

Titia Hulst, ed., *A History of the Western Art Market: A Sourcebook of Writings on Artists, Dealers, and Markets* (Oakland: University of California Press, 2017).

Sarah Thornton, *Seven Days in the Art World* (New York: W.W. Norton, 2009).

IE HUMANITIES

IE University
Professor: **DANIEL LEWIS WUEBBEN**

E-mail: dwuebben@faculty.ie.edu

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

PREREQUISITES

SUBJECT DESCRIPTION

Many of us have wild experiences; less often are we immersed in nature, engulfed by wilderness, existing beyond the clear imprint of human activity. Nevertheless, real and imagined wilderness has powerfully shaped modern art, philosophy, literature, and environmentalism. Indeed, in this age of anthropogenic climate change, the remaining biological diversity of wild spaces offers glimmers of hope that humankind might again be part of a balanced, sustainable ecosystem. Yet how is wilderness recognized and defined? What is "wild" about modern wilderness areas? What social, cultural, and ecological values does wilderness preserve and project? For whom is wilderness demarcated and who reaps its benefits? And finally, how is wilderness written and how might our care and creation of wilderness balance with the ongoing capture and commodification of the natural world?

In this course, we will search for answers and explore Wilderness writ large. We will investigate how wilderness has been constructed through a range of creative and academic texts: eye-witness reports, travel narratives, landscape paintings, nature novels, philosophical essays, ecological manifestos, peer-reviewed journal articles, etc. Through reading, listening to, engaging with, and discussing diverse perspectives of wilderness, we will further develop our collective knowledge and be better prepared to engage the corresponding science, actors, politics, and futures that impact wilderness in this age of startling environmental change. We will also take excursions to sites near the Segovia campus to explore, observe, and, ideally, commune with the wild.

Course work will include short weekly readings, short reading responses, a mid-term exam, reading a novel as part of a "wilderness book club," and a final essay of approximately 1,250 words.

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.

OBJECTIVES AND SKILLS

The course will focus on the development of the following skills:

-Development of analytical, critical, and creative thinking.

-Comprehensive reading of complex texts.

-Writing and argumentation.

-Research and information competence.

-Sensitivity to other cultures and human experiences.

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

-Understand wilderness as ecosystem and a social construct

-Recognize some of the main approaches to the wilderness, including some of the values it offers particular groups and cultures

-Differentiate, analyze and evaluate the key terms in wilderness debates.

-Evaluate different socio-historical approaches to wilderness.

-Read a novel that touches on wilderness themes and actively participate in discussion

-Compose meaningful, ethical, and conscious arguments about specific aspects of wilderness

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.

When we meet face to face, I expect you to be present, both in body and attention. We'll be working with complex issues and sometimes difficult texts. This means you can expect me to be encouraging and supportive as you explore new ideas. You can also expect me to challenge you take fresh perspectives and to back up your arguments with textual evidence. During lectures and class discussions, we'll each work on active listening and, when appropriate, we will return to the text at hand.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35 hours
Discussions	20.0 %	30 hours
Exercises	16.67 %	25 hours

Group work	13.33 %	20 hours
Other individual studying	26.67 %	40 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Ascending: Dawn Sky Introduction and course overview

During the first session we will preview the course structure, objectives, content, and key deliverables. We will then review some of the overarching concepts and themes in the development of wilderness and share our own experiences with wilderness. These personal experiences will help us in developing keywords to which we will return throughout the course.

Supplemental Reading: The Idea of Wilderness: From Prehistory to the Age of Ecology

Article: The Idea of Wilderness: From Prehistory to the Age of Ecology

SESSIONS 3 - 4 (LIVE IN-PERSON)

Californication: Wilderness on the West Coast

During this session we will discuss the opening chapter of Synder's *Practice of the Wild* and Wallace Stegner's "Wilderness Letter." These will help us to discuss two of the common, modern, and sometimes overlapping approaches to wilderness: Creation/Care and Control/Commodification. They will also help us to critique the canonical and often North American and even California-centric views of the environmental movement (which might be epitomized by the Roderick Nash's excellent book, *Wilderness and the American Mind*). Therefore, we'll compare this California view and evaluation of wilderness with European definitions and practices. We will also determine groups and select titles for your "Wilderness Book Club" as well as select two entries from Keywords for Environmental Studies

Read before class:
1) "The Practice of the Wild," Gary Synder
2) Wallace Stegner's "Wilderness Letter"

Suggested Reading:
https://wilderness-society.org/european-Wilderness-definition/european-Wilderness-quality-standard-audit-system/

Technical note: Wilderness Letter

Article: Practice of the Wild

SESSION 5 (ASYNCHRONOUS)

SESSION 5 (ASYNCHRONOUS)
Small group activity: Meet with your book club group, selected three of the Keywords for Environmental Studies, and write 500 words about how you interpret them and how they intersect

SESSIONS 6 - 7 (LIVE IN-PERSON)

Society: Wilderness and the Colonial Gaze

The romantic concept of a pristine and opulent wilderness constructed by explorers, conquerors, and many early naturalists tended to erase the indigenous communities who lived within and cultivated these landscapes for centuries before they are captured by what is called the "colonial gaze." In this class, we will explore the ways in which Anglo Europeans perceived "unknown" and "blank" spaces and how wilderness became a site of erase.

Read before class: Robert Nelson, "Environmental Colonialism: Saving Africa from Africans" in Independent Review and

"Myth of a Wilderness Without Humans"

Article: Environmental Colonialism

Technical note: Myth of Wilderness Without Humans

SESSIONS 8 - 9 (LIVE IN-PERSON)

Eyes Wide Open: Seeing Wilderness

What are some of the common features and actions that we adopt when we gaze upon the wilderness? How do painters, poets, documentary filmmakers and writers select, highlight, name, and capture wilderness? In this class we will review how wilderness has been envisioned and what may be erased by the act of looking upon wilderness.

Read before class: Burroughs "The Art of Seeing" and "Wild Spain" by Jan Morris

Book Chapters: Seeing Things

Book Chapters: Wild Spain

SESSION 10 (ASYNCHRONOUS)

Small group activity: Purchase your book, set a reading goal, and meet with your book club group to share initial impressions of the book. Together, write a 300 memo of your meeting including the questions each member presented to the group and what you discussed.

SESSIONS 11 - 12 (LIVE IN-PERSON)

The Hunter: Ecofeminism and Women in Wilderness

Extending from an ethics of living in the landscape rather than upon it, this class will examine female incursions into the wilderness and what kinds of gender norms and power struggles are central to our understanding of wilderness as a cultural construct.

Read before class: Selection from *Pilgrim at Tinker Creek* by Annie Dillard and "There are Colors" by Molly Gloss

Technical note: Pilgrim at Tinker Creek

Article: "There are Colors"

SESSIONS 13 - 14 (LIVE IN-PERSON)

[Mother Nature's Son:](#) Growth in Wilderness

      From The Jungle Book to Into the Wild to "Semester in the Wild," Western cultures have seemed to fixate on the idea of the innocent child who either is raised in the wilderness or ventures into it as a right of passage. We'll explore this trope in Western culture and critically examine what, if any, personal growth and development is germane to wilderness.
Read before class: "Wilderness" by Dean Koontz and selection from *The New Wilderness* by Diane Cook

Article: Wilderness

Book Chapters: The New Wilderness

SESSION 15 (LIVE IN-PERSON)

 Midterm Exam

SESSIONS 16 - 17 (LIVE IN-PERSON)

[S.O.S. (Mother Nature)](#): Wilderness and Cli-Fi

Read before class:
[Bathsheba Demuth, "The Empty Space Where Normal Once Lived](#)"

and [Ursula Le Guin "The New Atlantis"](#)

SESSIONS 18 - 19 (LIVE IN-PERSON)

[Animal Needs](#): Beyond Anthropocentrism

Read before class: "Everything is about Animals" Francine Prose, and "Willi" by E.L. "Doctorow"

Book Chapters: Everything is About Animals
Book Chapters: "Willi"

SESSION 20 (ASYNCHRONOUS)

 Small group activity: Conclude or almost conclude reading and prepare your final discussion of the book

SESSIONS 21 - 22 (LIVE IN-PERSON)

[(Nothing But) Flowers](#): Ecotourism's promise and peril

We may have noble intentions for wilderness exploration and conservation, and yet what is "ethical" wilderness and animal tourism? In this week, we'll review some common ecotourist destinations (Botswana safari, Galapagos islands, Great Barrier Reef, Ecuador, Costa Rica, etc.) and understand what experts say about the personal benefits and potential ecological impacts of our journeys to see wild animals and places.

Read before class: Poul, Adamson, et al "[Humanities for the Environment—A Manifesto for Research and Action](#)"

    Podcast: ["Ethical Wildlife Tourism" at *Into the Wilderness*](#)

SESSIONS 23 - 24 (LIVE IN-PERSON)

 SESSIONS 23 - 24

Class excursion TBD

SESSION 25 (ASYNCHRONOUS)

Small group activity Finalize your book club discussion and prepare presentation

SESSIONS 26 - 27 (LIVE IN-PERSON)

Sprawl II: Book Club Presentations (8 minutes for each group)

SESSIONS 28 - 29 (LIVE IN-PERSON)

Peer Review Day
Before this session you will submit full drafts of your final, 1,200-word essay for Peer Review

SESSION 30 (LIVE IN-PERSON)

Peak: Submit Final Essay and Course Recap

EVALUATION CRITERIA

I.   PREPARATION, PARTICIPATION AND CONTRIBUTION TO THE LEARNING

ATMOSPHERE (15%): Students are expected to participate in class and to actively contribute to enrich its intellectual climate. The participation grade will be based on the quality and quantity of class contributions, on the engagement with the readings and assignments, on class attendance and the overall attitude in class.

II.   CONTINUOUS ASSESSMENT (30%): This includes all graded assignments done as homework or asynchronous sessions. Students who do not submit at least 50% of the assignments will not be able to pass the course.

III.   MIDTERM EXAM (20%): Students will be tested on their familiarity with the readings and their ability to use the theories to analyze current cases through an open-book exam. Further instructions will be provided in class.

IV.   BOOK CLUB PRESENTATION (15%): At the beginning of the course, students will be placed into groups of 4-5 and select a novel to read together. They will then meet synchronously in lieu of our own asynchronous meetings. Students will be required to submit discussion questions before the meetings and, when they finish the book, make a presentation to the class.

V.   FINAL ESSAY (20%): Students will need to write a 4-page research paper about a topic of their choice related to Wilderness. Further instructions will be provided in class.

Wilderness Book Club; Possible Selections (Each group will select ONE book to purchase and read)

Theme: Care/Creation of Wilderness

"Our nature is all nature – wild, mysterious, and full of grace"- Donna Seaman

1.   My Antonia, Willa Cather
2.   Ceremony, Leslie Marmon Silko
3.   Surfacing, Barbara Kinglover
4.   The Living Mountain, Nan Shepard
5.   Independent People by Halldór Laxness
6.   The Wild Places, Robert McFarlane

7. Stonefish, Keri Hulme

8. Lost in the Taiga, Vasily Peskov

9. All We Can Save: Truth, Courage, and Solutions for the Climate Crisis, edited by Ayana Johnson and Katharine K. Wilkinson

Theme:Controlling/Commodifying Wilderness

"Plants are created for the sake of animals, and animals for the sake of men; the tame for our use and provision; the wild, at least for the greater part, for our provision also, or for some other advantageous purpose, as furnishing us with clothes, and the like."—Aristotle

1. The Word for World is Forest, Ursula Le Guin

2. The Beach, Alex MacDonald

3. Wild: From Lost to Found on the Pacific Crest Trail, Cheryl Strayed

4. Blood Meridian, Cormac McCarthy

5. Ministry for the Future, Kim Stanley Robison

6. The Vorrh, Brian Catling

7. The River, Peter Heller

Criteria	Percentage	Comments
Final Exam	20 %	
Group Presentation	15 %	
Midterm Exam	20 %	
Preperatio and Participation	15 %	
Continous Evaluation	30 %	

PROFESSOR BIO

Professor: **DANIEL LEWIS WUEBBEN**

E-mail: dwuebben@faculty.ie.edu

Daniel Wuebben holds a Phd from the City University of New York Graduate Center and has held full-time teaching positions at the City College Center for Worker Education, the University of California Santa Barbara, and the University of Nebraska Omaha, where he co-founded the Nebraska Post-Secondary Prison Education Project. His creative non-fiction and academic research have appeared in publications such as MAKE: A Literary Magazine, Victorian Literature and Culture, Energy Research and Social Science, Symplok?, and Sustainability, among others. His research and writing in the history of technology and energy humanities extend from two publications on Nikola Tesla and his first book, Power-Lined: Electric, Landscape, and the American Mind (University of Nebraska Press, 2019). In Spain, he has held a Marie Sk?odowska-Curie fellowship with a project focused on multimodal communication and energy communities. He is the manager of the Communication Working Group of the International Smart Grid Action Network and he teaches writing at IE University and NYU-Madrid.

OTHER INFORMATION

IE HUMANITIES

IE University
Professor: **GORETTI TERESA GONZALEZ**

E-mail: gorettiteresag@faculty.ie.edu

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

PREREQUISITES
WOMEN LEADERS IN ART AND HISTORY: FROM CLEOPATRA TO TODAY

There are no prerequisites for this course

SUBJECT DESCRIPTION

How have women leaders, past and present leaned in, broken the glass ceiling, and navigated the leadership labyrinth? How can they inspire and empower both men and women today? From Cleopatra to the women leaders of the pandemic and the black lives matter movement, to the heroines of Cervantes and Calderon, and the lessons of Simone de Beauvoir and Virginia Wolf, the goal of this course is to study and learn from the words and actions of women leaders in history, literature, and today.

This course will be organized into three main topics:
Topic one: Women leaders of state
Topic two: Women leaders whose words and ideas cause societal shifts
Topic three: Women and leadership in literature and the arts

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.

OBJECTIVES AND SKILLS

Upon completing this course, you will have

1) developed analytical, critical, and creative thinking
2) practiced comprehensive reading of complex texts, writing and argumentation
3) gained research and information gathering competence
4) practiced sensitivity to other cultures and human experiences
5) engaged with various styles of leadership
6) gained insight into the barriers that exist for women in positions of power
7) become familiar with women leaders, past and present

METHODOLOGY

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

This course prioritizes an attention to women leaders and leadership. Students learn about women leaders through a variety of media and disciplines. The class is generally devoted to learning from women leaders in many circumstances. These case studies in leadership will also offer opportunities to think about gender and leadership. In the second half of the course, students will work on a longer projects in the form of a group social media intervention, individual essay, and group podcast- researched, analyzed, written, and recorded by the students.

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

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction to the course: objectives, contents, schedule, and evaluation systems
Themes: What is leadership? Why study women leaders?
Do we use the same language to describe male and female leaders?
Are the metaphors that have been used to speak of women who have risen to
leadership roles still applicable?
Pre-Work: (reading) HBR article, "Women are better during a crisis" by Jack Zenger and Joseph
Folkman

****

Article: Research:Women are better leaders during a crisis. (Jack Zenger & Joseph Folkman.

Harvard Business Review.(CED)

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 (viewing): Watch '6-'29 and 1:04- 1:15 of the talk: When Women Ruled by UCLA
Egyptologist Kara Cooney – a look at women leaders through the stories of six female pharaohs
(we will focus on the introduction and Cleopatra)
(reading): Queen Elizabeth I, "I have the heart and stomach of a king," (1588).
(reading): Queen Isabel, Excerpt from Baldassare Castiglione's The Book of the Courtier (1528).
(PDF in additional documentation)

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?

Pre-Work: (listening) Podcast, "Brené Brown in her Dare to Lead Podcast, with Jodi-Ann Burey and
Ruchika Tulshyan on Imposter Syndrome"

****

Technical note: Speech to the troops at Tilbury. (Queen Elizabeth I August 19, 1588— Tulbury,

England.)
Video: When women ruled-National Geographic. (Kara Cooney.https://www.nationalgeographic.org)
Podcast: On Imposter Syndrome. (Burey&Tulshyan.https://brenebrown.com)

SESSION 5 (ASYNCHRONOUS)

Women leaders of state: Women, power, and dismantling grand cultural narratives

How has western society depicted and controlled the voices of women leaders? How have powerful
women then managed to dismantle these cultural narratives and find their own voices?
Pre-Work: (reading): Mary Beard, "Women and Power," (2018)
Cambridge University classicist, cultural critic, and feminist, Mary Beard explores the cultural
underpinnings of misogyny, considering the public voice of women and our cultural assumptions
about women's relationship

****

Working Paper: Women and Power. (Mary Beard)

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"

****

Technical note: Performative Acts and Gender Constitution: An Essay in Phenomenology and

Feminist Theory. (Judith Butler.Theatre Journal, Vol. 40, No. 4 (Dec., 1988), pp. 519-531)

SESSIONS 8 - 9 (LIVE IN-PERSON)

Women leaders who cause societal shifts: Early defenders of women's rights and the Me Too movement
How can a debate about the worth of women that spans three centuries (La Querelle des Femmes) inform our understanding of women's leadership today? What can a fifteenth century text whose author is building a city out of women leaders, a seventeenth century Mexican nun considered a proto feminist, and the Me Too movement have in common?
Pre-Work:
(reading) Sor Juana Inés de la Cruz's poem "You foolish men, that incite..." (1690)
(reading): Excerpt from Christine de Pisan's "City of women" (1405) (PDF in additional documentation)
(reading)"Me Too founder discusses where we go from here"
•M.D. : "You foolish men, that incite..."
•R.A. : "Me Too founder discusses where we go from here"

****

Other / Complementary Documentation: You foolish men that incite. (Sor Juan Inés de la Cruz
"Hombres necios que acusáis".)
Technical note: Me too founder discusses where we go from here. (Colleen Walsh.February 21,
2020.The Harvard Gazette.)

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.

Article: Ain't I woman. Black Woman and feminism. (Bell Hooks.(CED)

SESSIONS 11 - 12 (LIVE IN-PERSON)

Women and leadership in literature: Appropriating the trappings of the patriarchy and closing the gender gap today

How have women leaders used patriarchal codes to their own advantage? How do these seventeenth century characters dialogue with modern day female politicians?

Guest speaker:

Carolin Ferrer will speak about Gender Equality in Leadership. We will look at the global strategy of gender mainstreaming in the design and the implementation of policies, which is already a corporate requirement in many public and private bodies.

Carolina Ferrer is an Adjunct professor at the IE School of Global and Public Affairs (IE University) teaching courses in the areas of Gender Equality and Sustainable Development and Project Management in Undergraduate and Masters´ degree programs. Carolina also works as an international consultant at the World Bank Group (since 2011), and at USAID, as a Gender Equality specialist, in mainstreaming gender aspects into development projects and analytical work in developing countries. Previously, she worked at UN Women, the Inter-American Development Bank, the Spanish Permanent Representations of Spain to the EU and to the United Nations.

Pre-work:
(reading) Act 3 of Lope de Vega's Fuenteovejuna (1619)

****

Other / Complementary Documentation: Fuenteivejuna-3. (Lope de Vega)

SESSIONS 13 - 14 (LIVE IN-PERSON)

Women leaders who cause societal shifts: Black Lives Matters
Who are the women who have fueled important social movements?
Pre-Work:
(reading) "She co-founded Black Lives Matter. Here's why she's so hopeful for the future"

****

Technical note: She cofounded black lives matter.Here's why she's so hopeful for the future. (Rachel Hartigan.July 8, 2020.National geographic)

SESSION 15 (LIVE IN-PERSON)

Midterm

SESSIONS 16 - 17 (LIVE IN-PERSON)

Women and leadership: Finding our voices and the Beijing Declaration

The UN Generation Equality Forum is asking for social media contributions from members of your generation in order to continue and implement the work that was started 25 years ago with the Beijing Conference, where Hillary Clinton famously said, "Women's Rights are Human Rights." The Beijing Declaration aimed/aims to eradicate the gender gap at all levels. At the rate we are going, we would have economic gender parity in 200 years. It is imperative that your generation -men and women-understand that there is much work to do in all societies. México and France hosted a continuation of the Beijing conference last summer.

So, the time is now! Global Women Leaders (GWL) https://www.globalwomenleaders.org is asking you to raise awareness, revitalize, and make real the decisions taken in Beijing.

In groups, we are asking you to make 1-minute videos (average) that can be showcased on various of your own social media platforms (Facebook, Tiktok. Instagram…), where you call for a need to finally achieve gender equality in this generation using the hashtags #Generationequality #GWLVoices and one more of your creation.

****

Working Paper: Beijing Declaration and platform for Action. (The Fourth World Conference on Women. United Nations)

SESSIONS 18 - 19 (LIVE IN-PERSON)

Women and leadership in literature: Leading from the margins: Unlearning Toxic Language and Toxic Leadership

What are the common points of reference for a seventeenth century gypsy girl and a Chicana lesbian woman? How can women become leaders, even from the margins?

Guest Speaker: Dr. Regina Llamas will discuss the position of women in China through various fictional works.

Regina Llamas holds a BA from Beijing University, an MA in Regional Studies East Asia (Harvard University), and a PhD in East Asian Languages and Cultures (Harvard University). She is currently working on a monograph on the historiography of Chinese drama and how the discipline was formed. She is also co-editing a book together with Patricia Sieber (Ohio State University) entitled How to Read Chinese Drama, and has submitted for publication a monograph on Top Graduate Zhang Xie with a complete translation. Her earlier work, both in English and Spanish, focused on southern Chinese drama, dramatic historiography, modern ethnography and dramatic performance, and the later Qing commentarial dramatic tradition. Dr. Llamas is also the author of El licenciado número uno Zhang Xie, in Spanish, as well as a number of papers on subjects related to the above interests. She is interested in Chinese History, Chinese Literature and the Chinese History of Entertainment, and teaches courses on these subjects.

(reading) Gloria Anzaldúa's "To live in the Borderlands" (1987)

****

Book Chapters: To live in the Borderlands means you. (Gloria Anzaldúa.Borderlands-La Frontera. The New Mestiza)

SESSION 20 (ASYNCHRONOUS)

Women and Leadership: Women and the arts

Meeting at the Museo Reina Sofia: Tour and background on women artists and museums

Cristina Nualart, PhD in Art History, researches contemporary art from feminist perspectives.She has authored publications on the gender gap in museums, and presented her research findings at several museums.She will share some of that research and expertis with us.

SESSIONS 21 - 22 (LIVE IN-PERSON)

Women leaders: Celebrating the men and women who are closing the gender gap

There are online timelines that chart feminism, but most begin sometime around 1700 and mainly support the idea of three important "waves." The first, from the 19th century to the early 20th, stressed the vote, while the second, from the 1960s to the '80s, emphasized equality in the workplace and in other areas of society. The third is ongoing, with a focus on cultural diversity.

In groups, let's make our own timeline of notable men and women who have contributed to feminism.

.

SESSIONS 23 - 24 (LIVE IN-PERSON)

Women and leadership in literature: Finding our voices

From seventeenth century Marcela to a perfect Japanese girl: How are women's identities crafted? Who crafts them? How do we find our voices and begin to lead?
Pre- work: (reading) Cervantes and his women readers
(reading) Murakami's short story "100% perfect girl" (1983).

****

Book Chapters: On seeing the 100% perfect girl one beautiful April morning. (Haruki Murakami)
Book Chapters: Cervantes and his women readers. (Lisa Vollendorf.)

SESSION 25 (ASYNCHRONOUS)

Working on digital projects within your groups

Using the three topics that guided the class: Women leaders in politics, social leaders, and leaders as authors or subjects in the arts, craft the prompt for your essay about a woman from your country/cultural background who exhibits leadership in one of these ways. Your line of inquiry should be robust enough to develop a complex argument and execute 1000-1250 words of argument/analysis that will serve as your final essay and also as part of the group digital project.

Due: Literature Review for your final essay to be uploaded via Turnitin by midnight

SESSIONS 26 - 27 (LIVE IN-PERSON)

Women leaders: Women at the helm as directors

We will watch and discuss a film by a female director TBD

****

SESSIONS 28 - 29 (LIVE IN-PERSON)

Final Group Project Presentations

****

SESSION 30 (LIVE IN-PERSON)

What is the future of women and leadership. In groups, we will be writing manifestos for the future of leadserhip.

BIBLIOGRAPHY

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)

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. SOCIAL MEDIA PROJECT AND FINAL GROUP PRESENTATION

Social Media Project: In groups of four, you wlll create 1-minute videos (average) that can be showcased on various of your own social media platforms (Facebook, Tiktok. Instagram…), where you call for a need to finally achieve gender equality in this generation using the hashtags #Generationequality #GWLVoices and one more of your creation.

Group Digital Project: In groups of four, you will create digital projects to showcase the essays you have written. Together, you must decide on how these essays will dialogue with each other: We know they are all about women. What else are they about? What can they teach us about women leaders today? How will you introduce them? What are the major themes of each essay? How do they work together? How can you link these themes to today? What will you name your project? Who is your target audience? How does your essay need to be adapted for the project?

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 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.

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 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

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

Retake includes completing a series of essays centered around the great themes of the class.

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.

Criteria	Percentage	Comments
Class Participation	20 %	
Midterm	20 %	
Continous Evaluation	30 %	
Final evaluation	30 %	

The Midterm is 20% of your grade

Class Participation is made up of in-class discussions (10%) and forum discussions (10%)

Continuous Evaluation is made up of Short essay (10%), Literature Review (10%), and Group Social Media Project (10%)

Final Exam is made up of the Final Essay (20%) and Final Group Project (10%)

PROFESSOR BIO

Professor: **GORETTI TERESA GONZALEZ**

E-mail: gorettiteresag@faculty.ie.edu

Goretti González, Phd

Originally from, California, Dr. González holds a Ph.D. and M.A. from Harvard University's Department of Romance Languages and Literatures, an M.A. from UCLA, and a B.A. from Scripps College. She has taught at Harvard University, Ca' Foscari, UCLA, and the Complutense as a graduate fellow, and has been a research fellow at Harvard's Villa 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.

OTHER INFORMATION

Office hours: By appointment.
email: gorettiteresag@faculty.ie.edu