

PROFESSIONAL ETHICS

IE University

Professor: **MIGUEL ALEXANDRE BARREIRO LAREDO**

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Academic year: 19-20

Degree course: THIRD

Semester: 1º

Category: COMPULSORY

Number of credits: 3.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

This course is conceived as a reflection about the politics of ethics and will combine practical and the philosophical elements to help students to develop a critical understanding of the difficult ethical issues of our contemporary world.

Along the course students will discuss different ethic and deontological codes in order to develop competencies for ethical decision-making. Students will also develop knowledge on the main ethical challenges in International contexts and will develop awareness on the moral values and rhetorical devices that are implicitly and explicitly involved in professional practice.

The course will provide valuable empirical evidence about the role of ethics and moral values and what it means to think ethically on a global scale both as an individual and as the member of a community.

We will analyze the personal, professional and social responsibility that the proper exercise of International Relations, Law and Economics implies. We will work with a wide range of case studies to approach the various moral and ethical dilemmas such as global poverty, humanitarian interventions or human rights among others contemporary topics.

Throughout the course, students will work on presentations, case studies, role playing games and simulations in which they will be expected to apply the theoretical concepts touched upon in class*.

**Case Study and/or media articles might be replaced based on the latest news and breaking stories on academic journals and international media.*

OBJECTIVES AND SKILLS

This course has been designed with the intention of helping students to develop sensitivity towards the moral dilemmas and ethical conflicts that are inherent to our contemporary world.

The course will help students to make own judgements and reflect critically on world politics. By the end of the course students should know that ethical dilemmas in the professional practice, are interesting and unavoidable challenges to cope with, and that a careful look to the context in which they develop can give us basic clues to find the best possible solutions.

More specifically, this course will help students to :

1. Strengthen the convictions about the importance of the existence of a deontological codes and ethical principles.
2. Enrich critical thinking and analytical attitude in order to enhance citizen responsibility and respect for diversity.
3. Understand and apply a full range of rhetorical devices and develop a clear understanding of when their use are ethically acceptable and unacceptable.
4. Participate in dialogues from a win-win perspective/shared value and develop an analysis competency on group dynamics while paying attention to the roles performance and to the conversational flow.
5. Develop strong analytical reading skills, improve written and oral presentation ability and learn to think critically about issues that bring together theoretical reflection and practical knowledge.

METHODOLOGY

This course will be developed through guided discussions, lectures, screenings and working in team projects, role-play simulations and daily classroom exercises. The focus is thus placed on the learning process of the student and on the common construction of theoretical and practical knowledge by encouraging critical and human-centred thinking.

The methodology aims to enable the learning process in its two main aspects: building knowledge of concepts and developing critical thinking skills to question given theories and to think about their applications and consequences for human life.

The course methodology is:

- Participative and dynamic (it requires active participation of students)
- Experiential: the learning process becomes meaningful when questioning the students previous knowledge and providing with learning experiences that will allow to comprehend and internalize new concepts.
- Dialogical: the Dialogue is one of our basic tools, as it enables to build knowledge through interactive processes.

All the information and materials necessary for the course (summaries, reading recommendations, images, links, etc.) will be shared using campus online. The course rubrics and introduction to the assignments will also be provided in the campus online (additional documentation).

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	15 hours
Discussions	33.33 %	25 hours
Exercises	13.33 %	10 hours
Group work	20.0 %	15 hours
Other individual studying	13.33 %	10 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1

INTRODUCTION- CLASS OVERVIEW

Readings:

B.C.: HUTCHINGS, Kimberly. "What is Global Ethics?" Global Ethics: An Introduction. Cambridge: Polity Press, 2010, pp. 1-27. (Book)

In-class Exercise: TBD based on the latest news and breaking stories on academic journals and international media

*Clarifications for work assignment, presentations, grading criteria and rubrics. (10 min before class termination)

SESSION 2

VALUES AND PROFESSIONAL DEONTOLOGY

Readings:

HUTCHINGS, Kimberly. "Rationalist Ethics Theories" *Global Ethics: An Introduction*. Cambridge: Polity Press, 2010, pp. 28-53.

PECK, Lee Anne and REEL, Guy S., eds. *Media Ethics at Work: True Stories from Young Professionals*. Sage, 2013, pp. 5-20.

In-class Exercise: Case study: the sale of body parts (how would Rawls, Kant, Hobbes and Mill have theorized this practice?)

B.C.: Media Ethics At Work: True Stories From Young Professionals - Chapter 1. Tools for Ethical Decision Making (pp. 5-20)

SESSION 3

VALUES AND PROFESSIONAL DEONTOLOGY

Readings:

HUTCHINGS, Kimberly. "Rationalist Ethics Theories" *Global Ethics: An Introduction*. Cambridge: Polity Press, 2010, pp. 28-53.

PECK, Lee Anne and REEL, Guy S., eds. *Media Ethics at Work: True Stories from Young Professionals*. Sage, 2013, pp. 5-20.

In-class Exercise: Case study: the sale of body parts (how would Rawls, Kant, Hobbes and Mill have theorized this practice?)

SESSION 4

ETHNOCENTRISM vs. CULTURAL RELATIVISM: HOW TO UNDERSTAND OTHER CULTURES AND NARRATIVES WITHOUT IMPERIALISTIC BIAS.

Readings:

SAID, Edward. *Culture and Imperialism*. Vintage Books, 1994. pp. xi-xxviii.

SARTRE, Jean-Paul in FANON, Frantz. *The Wretched of the Earth*. Grove Press, 1963. Preface pp. 7-34.

MALCOLM X, "The Ballot or the Bullet," (Cleveland Ohio, 3 April 1964).

Viewings:

PONTECORVO, Gillo. *The Battle of Algiers*. (1966)

In-class exercise: Case study: Female genital cutting (cultural relativism vs universalism).

B.C.: Culture and Imperialism - Introduction

R.A.: The Ballot Or The Bullet

B.C.: The Wretched of the Earth. Preface (pp. 7-34)

Video: The Battle of Algiers

SESSION 5

ETHNOCENTRISM vs. CULTURAL RELATIVISM: HOW TO UNDERSTAND OTHER CULTURES AND NARRATIVES WITHOUT IMPERIALISTIC BIAS.

Readings:?

SAID, Edward. *Culture and Imperialism*. Vintage Books, 1994. pp. xi-xxviii.

SARTRE, Jean-Paul in FANON, Frantz. *The Wretched of the Earth*. Grove Press, 1963. Preface pp. 7-34.

MALCOLM X, "The Ballot or the Bullet," (Cleveland Ohio, 3 April 1964).

Viewings:

PONTECORVO, Gillo. *The Battle of Algiers*. (1966)

In-class exercise: Case study: Female genital cutting (cultural relativism vs universalism).

SESSION 6

IDENTITY, ATTITUDES AND KEY STRATEGIES FOR GUIDING ETHICAL PERSUASION

Readings:

GASS, R.H. and SEITNER, S.S. *Persuasion, Social Influence and Compliance Gaining*. Routledge, 2017. Pp 1-35 and 193-216

CIALDINI, Robert B. *Influence: Science and Practice* (excerpts from several pages)

Viewings:

LUMET, Sidney "Twelve Angry Men" (1957)

In-class exercise: Presentation of rhetoric devices applied to a real case scenario, based on key principles of persuasion and the TARES test or Fitzpatrick's & Gauthier's Questions

Video: 12 Angry Men

B.C.: Persuasion, Social Influence and Compliance Gaining - Chapters 1 & 2

SESSION 7

IDENTITY, ATTITUDES AND KEY STRATEGIES FOR GUIDING ETHICAL PERSUASION

Readings:

GASS, R.H. and SEITNER, S.S. *Persuasion, Social Influence and Compliance Gaining*. Routledge, 2017. Pp 1-35 and 193-216

CIALDINI, Robert B. *Influence: Science and Practice* (excerpts from several pages)

Viewings:

LUMET, Sidney "Twelve Angry Men" (1957)

In-class exercise: Presentation of rhetoric devices applied to a real case scenario, based on key principles of persuasion and the TARES test or Fitzpatrick's & Gauthier's Questions

R.A.: Influence: Science & Practice

SESSION 8

HUMANITARIAN INTERVENTIONS

Readings:

SMITH, Michael J. "Humanitarian Intervention: An Overview of the Ethical Issues." *Ethics & International Affairs*. 12.1 (1998): 63-79.

AMIR, Pasic and WEISS, Thomas G.. "The Politics of Rescue: Yugoslavia's Wars and the Humanitarian Impulse." *Ethics & International Affairs*. 11.1 (1997): 105-131.

Viewings:

OPPENHEIMER, Joshua. *The act of killing* (2012)

Al Jazeera. *Intervention or imperialism?* (2014)

In-class exercise:

Role play- simulation/ Case Study TBD based on the latest news and breaking stories on academic journals and international media.

R.A.: The Politics of Rescue: Yugoslavia's Wars and the Humanitarian Impulse (Ethics & International Affairs 11.1 / 1997)

Video: Humanitarian intervention or imperialism?

SESSION 9

HUMANITARIAN INTERVENTIONS

Readings:

SMITH, Michael J. "Humanitarian Intervention: An Overview of the Ethical Issues." *Ethics & International Affairs*. 12.1 (1998): 63-79.

AMIR, Pasic and WEISS, Thomas G.. "The Politics of Rescue: Yugoslavia's Wars and the Humanitarian Impulse." *Ethics & International Affairs*. 11.1 (1997): 105-131.

Viewings:

OPPENHEIMER, Joshua. *The act of killing* (2012)

Al Jazeera. *Intervention or imperialism?* (2014)

In-class exercise:

Role play- simulation/ Case Study TBD based on the latest news and breaking stories on academic journals and international media.

R.A.: Humanitarian Intervention: An Overview of the Ethical Issues (Ethics & International Affairs 12.1 / 1998)

SESSION 10

ETHICS OF WAR

Readings:

HUTCHINGS, Kimberly. "Ethics of War" Global Ethics: An Introduction. Cambridge: Polity Press, 2010, pp. 137-164.

SELASSIE, Haile "Appeal to the League of Nations" (June 1936).

SONTAG, Susan. Regarding the pain of others, Penguin, 2004, Chapters 1 and 2.Pp. 3-39.

Photography(images to be shown in class):

Ernst Friedrich, Sebastião Salgado, Susan Sontag, Kevin Carter, Yosuke Yamahata and Robert Capa among others.

Viewings:

RADFORD, Michael. Nineteen Eighty-Four (1984)

Outdoors Exercise:

Visit to Prado Museum (optional): GOYA, Francisco. VELAZQUEZ, Diego, ZURBARAN, Francisco

T.N.: Appeal to the League of Nations

B.C.: Regarding the pain of others - Chapters 1 and 2

SESSION 11

ETHICS OF WAR

Readings:

HUTCHINGS, Kimberly. "Ethics of War" Global Ethics: An Introduction. Cambridge: Polity Press, 2010, pp. 137-164.

SELASSIE, Haile "Appeal to the League of Nations" (June 1936).

SONTAG, Susan. Regarding the pain of others, Penguin, 2004, Chapters 1 and 2.Pp. 3-39.

Photography(images to be shown in class):

Ernst Friedrich, Sebastião Salgado, Susan Sontag, Kevin Carter, Yosuke Yamahata and Robert Capa among others.

Viewings:

RADFORD, Michael. Nineteen Eighty-Four (1984)

Outdoors Exercise:

Visit to Prado Museum (optional): GOYA, Francisco. VELAZQUEZ, Diego, ZURBARAN, Francisco

SESSION 12

ETHICS OF WAR

Readings:

HUTCHINGS, Kimberly. "Ethics of War" Global Ethics: An Introduction. Cambridge: Polity Press, 2010, pp. 137-164.

SELASSIE, Haile "Appeal to the League of Nations" (June 1936).

SONTAG, Susan. Regarding the pain of others, Penguin, 2004, Chapters 1 and 2.Pp. 3-39.

Photography(images to be shown in class):

Ernst Friedrich, Sebastião Salgado, Susan Sontag, Kevin Carter, Yosuke Yamahata and Robert Capa among others.

Viewings:

RADFORD, Michael. Nineteen Eighty-Four (1984)

Outdoors Exercise:

Visit to Prado Museum (optional): GOYA, Francisco. VELAZQUEZ, Diego, ZURBARAN, Francisco

SESSION 13

TERRORISM & EXCEPTIONALISM

Readings:

HUTCHINGS, Kimberly. "Ethics of Making and Sustaining Peace" *Global Ethics: An Introduction*. Cambridge: Polity Press, 2010, pp. 165-196.

HERSCH, Seymour M. "Torture at Abu Ghraib," *The New Yorker*. May 10, 2004.

Viewings:

POITRAS, Laura. *Citizen Four* (2014)

In-class exercise:

Role play- simulation/ Case Study TBD based on the latest news and breaking stories on academic journals and international media.

R.A.: Torture at Abu Ghraib American soldiers brutalized Iraqis. How far up does the responsibility go? (The New Yorker)

SESSION 14

THE ETHICS OF INTERNATIONAL ECONOMICS AND DEVELOPMENT

Readings:

MOORE, Mick and ROBINSON, Mark. 1994. Can Foreign Aid Be Used to Promote Good Government in Developing Countries? *Ethics & International Affairs* 8 (1):141-158.

MANDELA, Nelson. "Poverty Speech" *BBC News* (3 February 2005)

MOYO, Dambisa "Why Foreign Aid is Hurting Africa," *Wall Street Journal* (21 March 2009).

CHE" GUEVARA, Ernesto. "At the Afro-Asian Conference in Algeria". *Second Economic Seminar of Afro-Asian Solidarity* (24 February 1965).

Viewings:

SAUPER, Hubert. *Darwin's Nightmare* (2004)

In-class exercise: Role play- simulation adopting John Rawls's Veil of Ignorance and based on the latest news and breaking stories on academic journals and international media.

SESSION 15

THE ETHICS OF INTERNATIONAL ECONOMICS AND DEVELOPMENT (Cont.)

Readings:

MOORE, Mick and ROBINSON, Mark. 1994. Can Foreign Aid Be Used to Promote Good Government in Developing Countries? *Ethics & International Affairs* 8 (1):141-158.

MANDELA, Nelson. "Poverty Speech" *BBC News* (3 February 2005)

MOYO, Dambisa "Why Foreign Aid is Hurting Africa," *Wall Street Journal* (21 March 2009).

CHE" GUEVARA, Ernesto. "At the Afro-Asian Conference in Algeria". *Second Economic Seminar of Afro-Asian Solidarity* (24 February 1965).

Viewings:

SAUPER, Hubert. *Darwin's Nightmare* (2004)

WRITTEN TEST (Multiple Choice)- 35 min

R.A.: Can Foreign Aid Be Used to Promote Good Government in Developing Countries? (Ethics & International Affairs 8.1 / 1994)

T.N.: Poverty Speech

R.A.: Why Foreign Aid is Hurting Africa (Wall Street Journal)
T.N.: At the Afro-Asian Conference in Algeria

BIBLIOGRAPHY

GENERAL OBSERVATIONS

Students are required to purchase the following textbook: Hutchings, K. (2010) *Global Ethics. An Introduction*, Polity: Cambridge (any edition)

The rest of book chapters and journal articles listed in the required reading will be provided by the course instructor in the Campus Online.

The list with further reading is listed at the end of each syllabus session. They are designed to help students to guide them in writing their papers and preparing for the presentations.

Students are not expected to read all the sources listed in 'further reading' section, but are encouraged to consult them to further understand the topic covered in class, structure the initial research for research papers and prepare for the discussions.

Compulsory Book

HUTCHINGS, Kimberly. "Ethics of Making and Sustaining Peace" *Global Ethics: An Introduction*. Cambridge: Polity Press (any edition)

[Buy your books here](#)

[IE Library Permalink](#)

Compulsory Readings

AMIR, Pasic and WEISS, Thomas G.. "The Politics of Rescue: Yugoslavia's Wars and the Humanitarian Impulse." *Ethics & International Affairs*.

CHE" GUEVARA, Ernesto. "At the Afro-Asian Conference in Algeria," *Second Economic Seminar of Afro-Asian Solidarity* (24 February 1965).

GEHRING, Verna V.. Lanham: Rowman & Littlefield, 2003.

HERSCH, Seymour M. "Torture at Abu Ghraib," *The New Yorker*. May 10, 2004.

SELASSIE, Haile "Appeal to the League of Nations" (June 1936).

SONTAG, Susan. *Regarding the pain of others*, Penguin, 2004.

MALCOLM X, "The Ballot or the Bullet," (Cleveland Ohio, 3 April 1964).

MANDELA, Nelson. "Poverty Speech" *BBC News* (3 February 2005).

MOORE, Mick and ROBINSON, Mark. 1994. *Can Foreign Aid Be Used to Promote Good Government in Developing Countries?* *Ethics & International Affairs*.

MOYO, Dambisa "Why Foreign Aid is Hurting Africa," *Wall Street Journal* (21 March 2009).

PECK, Lee Anne and REEL, Guy S., eds. *Media Ethics at Work: True Stories from Young Professionals*. Sage, 2013.

SAID, Edward. *Orientalism*. Vintage Books, 1979.

CIALDINI, Robert B. *Influence: Science and Practice*.

SAID, Edward. *Culture and Imperialism*. Vintage Books, 1994.

SARTRE, Jean-Paul in FANON, Frantz. *The Wretched of the Earth*. Grove Press, 1963.

SMITH, Michael J. "Humanitarian Intervention: An Overview of the Ethical Issues." *Ethics & International Affairs*. 12.1 (1998).

Viewings

OPPENHEIMER, Joshua. *The act of killing* (2012)

POITRAS, Laura. *Citizen Four* (2014)

RADFORD, Michael. *Nineteen Eighty-Four* (1984)?

SAUPER, Hubert. *Darwin's Nightmare* (2004)

Optional

FLAHERTY, Robert J. *Nanook of the North: A Story Of Life and Love In the Actual Arctic*. (1922)

GOETSCHEL, Samira. *First Contact: Lost Tribe of the Amazon* (2016)?

HERZOG, Werner. *Where the Green Ants Dream* (1984)?

MARKER, Chris. *Sans Soleil* (1983)?

Further Readings:

APPIAH, Kwame Anthony. *Cosmopolitanism: Ethics in a World of Strangers* (London: Penguin Books, 2006); introduction and chapter 1.

ARISTOTLE, *Nicomachean Ethics*.?

BAKER, Sherry and MARTINSON, David L. *The TARES Test: Five Principles for Ethical Persuasion*.

BAUMAN, Zygmunt "Migration and identities in the globalized world," *Philosophy and Social Criticism*, Volume 37, Number 4 (2011): 425-435.

BELL, Duncan *Ethics and World Politics* (Oxford: Oxford University Press, 2010), chapters 1-4.

BLAIR, Tony "Doctrine of the International Community" (23 April 2009).<http://yalejournal.org/wp-content/uploads/2011/01/094201blair.pdf>

BUNUEL, Luis, *The Young and the Damned*(1950) Video

CONNOLLY, William. "The Problem of Evil," *Identity/Difference: Democratic Negotiations of Political Paradox*. Ithaca: Cornell University Press, 1991: 1-15.

EASTERLY, William. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good* (Oxford: Oxford University Press, 2006).

FANON, Frantz "The Pitfalls of National Consciousness," in *Wretched of the Earth* (London: Penguin, 2001): 119-165.

FANON, Frantz. *The Wretched of the Earth* (London: Penguin, 2001), Chapter 1.

FOLMAN, Ari. *Waltz with Bashir* (Vals im Bashir, 2008).?Video

FOUCAULT, Michel *The Order of Things*.

FRIEDMAN, Milton, "The Social Responsibility of Business is to Increase its Profits," *New York Times Magazine*, September 13 1970.

FRIEDMAN, Thomas, *Why Mandela Was Unique*

FULLINWIDER, Robert K. "Terrorism, Innocence, and War." *War after September 11*. Ed.

GALTUNG, Johan "A Structural Theory of Imperialism," *Journal of Peace Research*, Volume 8, Number 2 (1971): 81-117.

GASS R.H. and SEITNER, S.S. *Persuasion, Social Influence and Compliance Gaining*. Routledge, 2017. Pp 44-54 and Pp 193-216

HARDT, Michael and NEGRI, Antonio *Multitude: War and Democracy in the Age of Empire*, New York, Penguin Press, 2004, pp. 3-35.

HOOVER, Joe "Egypt and the Failure of Realism," *Journal of Critical Globalisation Studies*, Issue 4 (2011): 127-137. http://financeandsociety.ed.ac.uk/ojs-images/financeandsociety/JCGS_4_8.pdf

KANT, Immanuel. *Groundwork of the Metaphysic of morals*.

KENNEDY, Rory. *The Ghosts of Abu Ghraib* (2007) Video

KYMLICKA, Will *Multicultural Citizenship: A Liberal Theory of Minority Rights* (Oxford: Oxford University Press, 1996).

LÉVINAS, Emmanuel. *Humanism of the Other*

LUMUMBA, Patrice. "Speech at the Ceremony of the Proclamation of the Congo's Independence," (30 June 1960) (<http://www.marxists.org/subject/africa/lumumba/1960/06/independence.htm>)

LUTHER KING Jr. ,Martin "Beyond Vietnam: A Time to Break Silence" (4 April 1967) (<http://www.informationclearinghouse.info/article2564.htm>)

MANN, Michael "The Dark Side of Democracy: The Modern Tradition of Ethnic and Political Cleansing," *New Left Review*, Issue 235 (May-June 1999): 18-45.

MILL, John Stuart. *Utilitarianism*.

MUTUA, Makau. "Human Rights in Africa: The Limited Promise of Liberalism," *African Studies Review*, Volume 51, Number 1 (2008): 17-39.

ORFORD, Anne. "Muscular Humanitarianism: Reading the Narratives of the New Interventionism," *European Journal of International Law*, Volume 10, Number 4 (1999): 679-711.

PONTECORVO, GILLO. *La Bataille d'Alger* (1966) Video

RAWLS, John. *A Theory of Justice*

SERANTON Deborah, *The war tapes?*(2016) Video

STIGLITZ, Joseph "So-called free trade talks should be in the public, not corporate interest," *The Guardian* (5 July 2013). (<http://www.guardian.co.uk/business/economics-blog/2013/jul/05/free-trade-talkspublic-corporate-interest>)

The United Nations Declaration on the Rights of Indigenous Peoples

The Universal Declaration of Human Rights.

EVALUATION CRITERIA

GENERAL OBSERVATIONS

This is a 15 session course and considering the topics discussed will be academically challenging. While you do not need to have a background in ethics or moral philosophy, you will need to have a basic understanding of international relations theory and practice.

The readings are often theoretically demanding. You will be expected to come to class prepared to discuss and debate the readings. In your written work, you will need to demonstrate a capacity not only to understand but also critically analyze the issues at hand.

Continuous assessment will be used to evaluate students' work. Different areas will be examined: class participation, presentations and assignments which will be presented in class and submitted.

In-Class Presentation. Twenty (20%) per cent of grade: Students will be asked to give brief 10 minute mini-lecture on that day's topic and assigned readings. The presentation will be given in class and students will present in a team and will be evaluated as a team. In the class presentation students will be asked to respond to a set question by applying a theoretical perspective to a real-world event. Schedules for presentation will be worked out in the first two sessions and the topics will be developed in consultation with the professor.

Ethical dilemma. Twenty (20%) per cent of grade: Students will be responsible for making a 10 minute presentation exploring a particular ethical dilemma. For each of the sessions marked with an asterisk "*", students will be able to select an ethical dilemma. For example, during the week on the ethics of war, the question will be "Can war be ethical despite the destruction it causes?" As a group, students will have to identify different points of view on the ethical dilemma—different people involved, countries, moral philosophies, etc. Each member of the group must then research and present one perspective. This assignment will be evaluated based upon the specificity, thoughtfulness and overall strength of students' critical insights, not on a lengthy description of the message's content.

In class exercise-Workgroups. Fifteen (15%) per cent of grade: Students will be asked to use rhetoric devices applied to a real case scenario, based on key principles of persuasion. More information about the case study will be provided at the beginning of the course.

Final exam. Thirty (30%) per cent of the grade: Students will complete an objective assessment in which they are asked to select only correct answers from the choices offered as a list. The questions will be crafted based on the readings/viewings and discussions covered during the course.

Additional information about expectations regarding the assignments, grading criteria and academic integrity will be provided in the class introduction and rubrics two weeks before the beginning of the course.?

Attendance, Punctuality, Class Participation and Attitude. Thirty (15%) per cent of grade:

Class Participation and Attitude: Attendance in this class goes beyond merely showing up. The student is expected to:

- o Demonstrate excellent preparation: have analysed readings exceptionally well, relating it to other material (e.g., other readings, course material, exercises, case studies, simulations, discussions, etc.).
- o Offer analysis, synthesis, and evaluation of class material, e.g., put together pieces of the discussion to develop new approaches that take the class further.
- o Contribute in a very significant way to ongoing discussion: keep analysis focused, respond very thoughtfully to other students' comments, contribute to cooperative argument-building, suggest alternative ways of approaching material and help class analyse which approaches are appropriate, etc.

Students will be judged on the quality rather than the quantity of your contributions. A quality contribution is one that makes reference to the course readings and responds to the ongoing discussion.

Roundtables will regularly be used in order to give all students a chance to contribute their perspective on the readings being discussed. Listening is a crucial part of class participation.

Attendance and Punctuality: Mandatory. There is a minimum 80% class attendance requirement in order to pass the course. Non justified absences will result in a reduction in grade. ?

Criteria	Percentage	Comments
Group Presentation	20 %	
Individual Presentation	20 %	
Workgroups	15 %	
Final Exam	30 %	
Class Participation	15 %	

RETAKE POLICY

Each student has 4 chances to pass any given course distributed in two consecutive academic years (regular period and June/July period).

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

Grading for retakes will be subject to the following rules:

- Students failing the course in the first regular period will have to do a retake in July (except those not complying with the attendance rules, which are banned from this possibility).
- Dates and location of the June/July retakes will be posted in advance and will not be changed. Please take this into consideration when planning your summer.
- The maximum grade that a student may obtain in any type of retake will be 8 out of 10.

PROFESSOR BIO

Professor: **MIGUEL ALEXANDRE BARREIRO LAREDO**

E-mail: mbarreiro@faculty.ie.edu

Associate Professor/ Director of the IE Policy Lab
School of Global and Public Affairs and School of Human Sciences and Technology

Built on a legal background and executive education on strategic communications, Miguel has spent more than a decade working with the United Nations on partnership building and mass communications. This includes the identification of potential partnerships and the promotion of knowledge exchange and advocacy using Social, Mobile, Analytics and Cloud (SMAC) technologies.

His experience ranges from crisis to middle income countries working effectively with a range of local partners, including non-state actors, local councils, MPs, high ranking government officials, civil society organizations and private sector in a variety of country settings. Miguel has supported UN agencies and the OECD to design partnership building and community awareness strategies in Algeria, Cambodia, Ethiopia, Lebanon, Guinea Bissau, Mozambique, Nicaragua and Somalia among other countries. He still collaborates with the United Nations on the development of advocacy and partnership building initiatives around the world.

Miguel is a PhD candidate on social anthropology at Pantheon I – Sorbonne University in Paris. His academic and policy-oriented research are focused on the use of visual research methods in social sciences and the study of the politics and aesthetics of representation. Miguel's research fieldwork analyses the grievances and causes which have fueled the rise of radical elements and the main groups operating social media networks, including an analysis of their main ideological drivers and their social or political outlook.

OTHER INFORMATION

PLAGIARISM / ACADEMIC HONESTY

Plagiarism is the dishonest act of presenting another person's ideas, texts or words as your own. This includes in order of seriousness of the offense:

- providing faulty sources,
- copy-pasting material from your own past assignments (self-plagiarism) without the instructor's permission,
- copy-pasting material from external sources even while citing them,
- using verbatim translations from sources in other languages without citing them,
- copy-pasting material from external sources without citing them,
- and buying or commissioning essays from other parties.

IEU students must contact the professor if they don't know whether the use of a document constitutes plagiarism. The professor will advise the student on how to present said material. All written assignments have to be submitted through Turnitin, which produces a similarity report and detects cases of plagiarism. Professors are required to check each student's academic work in order to guarantee its originality. If the originality of the academic work is not clear, the professor will contact the student in order to clarify any doubts. In the event that the meeting with the student fails to clarify the originality of the academic work, the professor will inform the Director of the Bachelor Program about the case, who will then decide whether to bring the case forward to the Academic Ethics Committee. Very high similarity scores will be automatically flagged and forwarded to the Academic Ethics Committee. Plagiarism constitutes a very serious offense and may carry penalties ranging from getting a zero for the assignment to expulsion from the university depending on the severity of the case and the number of times the student has committed plagiarism in the past.

CODE OF CONDUCT IN CLASS

1. **Be on time:** : Students arriving more than 5 minutes late will be marked as “Absent”.

Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

2. **If applicable, bring your name card and strictly follow the seating chart.** It helps faculty members and fellow students learn your names.

3. **Do not leave the room during the lecture:** Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as “Absent”.

Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. **Do not engage in side conversation.** As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class.

If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as “Absent”.

5. **Use your laptop for course-related purposes only.** The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as “Absent”.

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

7. **Escalation policy: 1/3/5.** Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as “Absent.” IE University implements an “escalation policy”: The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.