

## UNPLUGGED II

**IE University**

Professor: **LUCÍA FERREIRO PRADO**

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Academic year: 23-24

Degree course: FIRST

Semester: 2º

Category: **COMPULSORY**

Number of credits: 3.0

Language: English

### PREREQUISITES

This course has no prerequisites

### SUBJECT DESCRIPTION

Unplugged II Systems Thinking is a hybrid course combining face to face classes at IE (13 sessions) with an online United Nations led program of the topic (2 sessions). At the fulfillment of the UN-part of the course, students will get a completion certificate from the UN.

Students will be asked to deal with a wicked problem, in our case the constitutional convention in Chile, and deploy their negotiation skills to achieve an agreement in a simulation of the Chilean Parliament. The simulation experience serves as a departing point to introduce the systems thinking mindset and methodology. Throughout the course students will have to apply what they are learning to the Chilean case study.

### OBJECTIVES AND SKILLS

System Thinking provides students with tools that enable them to assess problems and situations with a holistic perspective.

### METHODOLOGY

This course will incorporate the UN course as part of online instruction with face-to-face sessions in university. Face to face classes combine a traditional mode of instruction based on lectures with active methodologies such as simulations taking an important time and grading in this course.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	30.67 %	23 hours
Discussions	6.67 %	5 hours
Exercises	13.33 %	10 hours
Group work	36.0 %	27 hours
Other individual studying	13.33 %	10 hours

TOTAL	100.0 %	75 hours
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## PROGRAM

### SESSION 1 (LIVE IN-PERSON)

Introduction to the Course

### SESSION 2 (ASYNCHRONOUS)

United Nations Course

### SESSION 3 (ASYNCHRONOUS)

United Nations Course

### SESSION 4 (LIVE IN-PERSON)

How does an issue become a problem? Understanding wicked problems from a policy perspective.

#### COMPULSORY READING:

#### Chapter 1. Debates in Public Policy-Problem Framing, Knowledge and Interests.

- Abstract (p.7)
- Simple and Complex Problems (from page 12 to 16)
- Concluding Remarks (pages 18 +19)

#### Chapter 2. The rise of wicked problems. Uncertainty, complexity and divergence

- Abstract (p.21)
- Introduction (pp.22-25)
- Linking Problem types +policy responses (p. 30-33)

*Article: Wicked Problems in Public Policy (Debates in Public Policy-Problem Framing, Knowledge and Interests, 2022) (CED)*

*Article: Wicked Problems in Public Policy (Chapter 2. The rise of wicked problems. Uncertainty, complexity and divergence, 2022) (CED)*

### SESSION 5 (LIVE IN-PERSON)

#### Our wicked problem case study: Chile's constitutional conundrum

*Article: The Fall of Chile (Cato Journal, Vol. 40, No. 3 (Fall 2020) (CED)*

*Article: Chile in Revolt: 'It's Not about 30 Pesos, It's about 30 Years' (Labor Notes ; Detroit Iss. 489, (Dec 2019): 8-9) (CED)*

*Video: How socialists vote: In Context (AJ+) (Youtube)*

*Video: Protests in Chile were sparked by a subway fare hike, but come after 30 years of social crisis (Democracy Now!) (Youtube)*

### SESSION 6 (LIVE IN-PERSON)

### **Understanding and mapping systems (i)**

1. To understand how the structure of systems influences behaviour.
2. Get acquainted with basic system concepts: feedback loops, equilibrium, threshold, delay and apply them to the Chilean case.

**No reading required for this session.**

### **SESSION 7 (LIVE IN-PERSON)**

#### **Understanding and mapping systems (ii); Stakeholder maps, iceberg model**

Goal of this session:

1. To Make sense of the relationships and interactions between stakeholders.
2. To make sense of potential points of intervention using the iceberg model.

**No reading required for this session**

### **SESSIONS 8 - 9 (LIVE IN-PERSON)**

**Simulation Day**

### **SESSION 10 (LIVE IN-PERSON)**

#### **System Archetypes**

**Goal of this session:**

Departing from the patterns of behaviour experienced on Simulation Day, we explore the different kinds of behaviour a system can display through a gamut of archetypes.

*Article: The Elements of Thinking in Systems (4. System Archetypes) (CED)*

*Article: Springing the System Traps (Appendix) (CED)*

### **SESSION 11 (LIVE IN-PERSON)**

#### **Intervening in the system: Leverage points**

*Article: Thinking in Systems (6. Leverage Points. Places to intervene in systems) (CED)*

### **SESSION 12 (LIVE ONLINE)**

#### **Other Systems Thinking Tools: Tree Diagram, 5 Whys**

**No required readings for this session**

### **SESSION 13 (LIVE ONLINE)**

#### **Cognitive diversity: tackling wicked problems through deliberative democracy**

*Article: The crisis of democracy and the science of deliberation (15 March 2019, Vol 363 Issue 6432 Science) (CED)*

### **SESSION 14 (LIVE IN-PERSON)**

#### **Concluding thoughts: the Systems Thinking Perspective**

*Article: Thinking in Systems (7. Living in a world of systems) (CED)*

## SESSION 15 (LIVE ONLINE)

Final Exam

### BIBLIOGRAPHY

#### Compulsory

- Albert Rutherford. (2019). *The Elements of Thinking in Systems*. Kindle Direct Publishing. ISBN Selfpublished (Printed)

#### Recommended

- Donella Meadows. (2008). *Thinking in Systems*. Chelsea Green Publishing. ISBN 9781603580557 (Printed)

### EVALUATION CRITERIA

Criteria	Percentage	Comments
Final Exam	30 %	Open Book Exam
Class Participation	5 %	Class participation will be encouraged at all times
Reflection Exercise	15 %	Exercise involving reflection of the simulation run in class using a systems perspective
Reading Quizzes	15 %	Students are expected to come to certain pre-established sessions with readings done at home
Simulation	35 %	S-Day and hand ins for the simulations are the core of student assignment in this course

### CODE OF CONDUCT IN CLASS

1. Be on time. Students arriving more than 5 minutes late will be marked as "Absent". Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor). Students attending online must always have their cameras on during the session or risk being marked absent.
2. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students learn your names.
3. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as "Absent". Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).
4. Do not engage in side conversation. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class. If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as "Absent".

5. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as "Absent".
6. No cellular phones: IE University implements a "Phone-free Classroom" policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.
7. Escalation policy: 1/3/5. Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as "Absent." IE University implements an "escalation policy": The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.

### **GENERAL OBSERVATIONS**

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

For every BIR Program mandatory class aside from the IR Unplugged and BIR Electives, students are required to obtain the minimum grade of 5 required to pass the course. Students whose grade in the Final Exam (or the largest assignment) is below 5 will fail the course. The rule applies to whichever assignment carries the greatest weight to the final grade. Dates and location of the final exam will be posted in advance and will not be changed.

Students must attend at least 70% of the sessions. Students who do not comply with the 70% attendance rule will receive a 0.0 on their first and second attempts and go directly to the third one (they will need to enroll in this course again the following academic year).

Students who are in the third or fourth attempt must contact the professor during the first two weeks of the course.

The Bachelor's in International Relations pursues to develop the knowledge, skills and attitudes for bringing transformative and sustainable change in today's world. Therefore, all the courses follow the principles of sustainability and diversity. Firstly, this course considers the agenda 2030 and builds upon the Sustainable Development Goal 9 Industry, Innovation and Infrastructure, 10 Reduced Inequalities and 11 sustainable Cities and Communities. Secondly, this course is committed to an inclusive learning environment and looks to be enriched and enhanced by diversity along numerous dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion.

### **ATTENDANCE**

In-person attendance is mandatory at IE University, as it is an essential factor of IE's learning methodology. While we do closely monitor attendance in each course, we also consider our students responsible for their own agenda and commitments, as adult university students. With that in mind, each student may miss up to 30% of the sessions within a given course and still maintain the possibility of passing that given course. This 30% "buffer" is to be used for any absences, such as: illnesses, personal emergencies, commitments, official/governmental matters, business and/or medical appointments, family situations, etc. Students should manage their various needs, and situations that may arise, within that 30% buffer. If a student is absent to more than the allowed 30% of the sessions (regardless of the reason), s/he will obtain a 0.0 grade for that course in both the ordinary and extraordinary calls of the current academic year, and s/he will have to retake the course during the following academic year.

Please pay close attention to your attendance. The program strongly encourages attending 100% of the sessions as it will improve your learning outcomes, it will increase the class performance and it will benefit your participation grade. Noncompliance with deadlines for Non-Classroom Learning activities or assignments will result in an absence for the session.

Extreme cases involving emergencies such as: extended hospitalizations, accidents, serious illnesses and other cases of force majeure, are to be consulted with the Program Management (bir.biemadrid@ie.edu) for assessment of the situation and corresponding documentation, in order to support and guide each student optimally.

For more information about the university attendance policy, please check; <https://www.ie.edu/student-guide/bir/policies-and-guidelines/attendance/>

### **THIRD CALL RETAKE POLICY**

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

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

### **EXTRAORDINARY EXAMINATION POLICY:**

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- Dates and location of the retakes will be posted in advance and will not be changed.
- The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

### **PLAGIARISM / ACADEMIC HONESTY**

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

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

IEU students must contact the professor if they don't know whether the use of a document constitutes plagiarism. For help with your academic writing, contact the Writing Center ([writingcenter@faculty.ie.edu](mailto:writingcenter@faculty.ie.edu)). The professor will also advise the student on how to present said material. All written assignments must be submitted through Turn-it-in, which produces a similarity report and detects cases of plagiarism. Professors are required to check each student's academic work in order to guarantee its originality. If the originality of the academic work is not clear, the professor will contact the student in order to clarify any doubts. Students using external tutorial support should report it to the professor and the BIR Program from the moment they began receiving this support. In the event that the meeting with the student fails to clarify the originality of the academic work, the professor will inform the Director of the Bachelor Program about the case, who will then decide whether to bring the case forward to the BIR Academic Review Panel. Very high similarity scores will be automatically flagged and forwarded to the Academic Review Panel. Plagiarism constitutes a very serious offense and may carry penalties ranging from getting a zero for the assignment to expulsion from the university depending on the severity of the case and the number of times the student has committed plagiarism in the past.

## **PROFESSOR BIO**

Professor: **LUCÍA FERREIRO PRADO**

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Lucía Ferreiro holds a PhD in International Relations (2011) from Rey Juan Carlos University, where she also received an Advanced Studies Diploma in Prevention and Analysis of Terrorism (2008). Her research emphasizes culture in International Relations, political participation of Muslims in Spain and EU democracy promotion in Tunisia. In 2014, Dykinson published Spanish and Moroccans living together. The impact of migrations in intercultural relations (in Spanish) based on her dissertation. During 2014, Professor Ferreiro, conducted a research on EU democracy promotion in Tunisia being a visiting scholar in several universities and research centers: SOAS (London), CEMAT (Tunisia) and a Carnegie visiting scholar at Northeastern University (Boston). The were published in Mediterranean Politics. Currently, her research is focused on active learning in Political Science and International Relations.

In addition to her academic experience in the IR field, she works as an international electoral observer for OSCE and OAS. She has been a short term observer for OSCE in Bulgaria (2022), Albania (2017), Kazakhstan (2015), Montenegro (2009), Kyrgyzstan (2007) and for OAS in the Dominican Republic (2010), Colombia (2011) and El Salvador (2019).

On September 2015, Professor Ferreiro started Cum Laude School, a company that provides university-level courses to high achieving high-school students.

## **OTHER INFORMATION**

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