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# UNPLUGGED VI

**IE University**

Professor: **MIGUEL ALEXANDRE BARREIRO LAREDO**

E-mail: mbarreiro@faculty.ie.edu

Academic year: 23-24

Degree course: THIRD

Semester: 2º

Category: COMPULSORY

Number of credits: 3.0

Language: English

## PREREQUISITES

## SUBJECT DESCRIPTION

## OBJECTIVES AND SKILLS

## METHODOLOGY

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 %	75 hours

## PROGRAM

### SESSION 1 (LIVE IN-PERSON)

COURSE OVERVIEW: WHAT PARTNERSHIP MANAGEMENT AND CO-CREATION IS ABOUT

- Block 1 (25 min): Course Overview - Method: Lecture with Q&A

Channel: F2F classroom + video-con

- Block 2 (30 min): Conceptual delimitation of strategic sponsoring and partnership management (images and texts)?- Method: Lecture with Q&A?- Channel: F2F classroom + video-con
- Block 3 (50 min): Apply ideas to specific cases (videos, images and texts)?- Method: Discussion/Seminar, in two blocks of 25 min - Channel: F2F classroom + video-con
- Block 4 (20 min): Discuss main ideas from pre-work

Method: Group Work?- Channel: F2F classroom + video-con breakout rooms

- Block 5 (20 min): Share conclusions with the whole class

Method: Student Presentation?- Channel: F2F in-classroom + video-con

- Block 6 (10 min): Explanation of post-work. Skills Development (interactive)?- Method: Quick comments by professor?- Channel: F2F classroom + video-con

- Block 7 (5 min): Wrap-up - Method: Quick comments by professor - Channel: F2F classroom + video-con

Pre-Work:

- Viewing (51 min): selection of videos
- Reading (45 min)
- Mini-Project (30 min): Identify the key challenges and opportunities in the selected videos

Post-Work:

- Group Task - Analysing challenges and opportunities. (30 minutes): Apply conclusions of team discussion to the analysed video/images. Share proposal with professor.

## **SESSION 2 (LIVE IN-PERSON)**

COURSE OVERVIEW: An introduction to ODA and to the foreign aid debate

- Block 1 (25 min): Course Overview - Method: Lecture with Q&A

Channel: F2F classroom + video-con

- Block 2 (30 min): Conceptual delimitation of strategic sponsoring and partnership management (images and texts)?- Method: Lecture with Q&A?- Channel: F2F classroom + video-con

- Block 3 (50 min): Apply ideas to specific cases (videos, images and texts)?- Method: Discussion/Seminar, in two blocks of 25 min - Channel: F2F classroom + video-con

- Block 4 (20 min): Discuss main ideas from pre-work

Method: Group Work?- Channel: F2F classroom + video-con breakout rooms

- Block 5 (20 min): Share conclusions with the whole class

Method: Student Presentation?- Channel: F2F in-classroom + video-con

- Block 6 (10 min): Explanation of post-work. Skills Development (interactive)?- Method: Quick comments by professor?- Channel: F2F classroom + video-con

- Block 7 (5 min): Wrap-up - Method: Quick comments by professor - Channel: F2F classroom + video-con

Pre-Work:

- Viewing (51 min): selection of videos
- Reading (45 min):
- Mini-Project (30 min): Identify the key challenges and opportunities in the selected videos

Post-Work:

- Group Task - Analysing challenges and opportunities. (30 minutes): Apply conclusions of team discussion to the analysed video/images. Share proposal with professor.

*Book Chapters: The end of poverty: Economic possibilities of our time ("Myths and Magic Bullets" Chapter-16) (See Bibliography)*

*Article: Why Foreign Aid is Hurting Africa. Moyo, D. (The Wall Street Journal, WSJ April 16, 2009) (ced)*

*Video: Nelson Mandela: Poverty Speech (Will be Provided)*

### **SESSION 3 (LIVE IN-PERSON)**

#### VALUES AND PROFESSIONAL ETHICS

- Block 1 (30 min): Case Study - Method: Presentation case study with Q&A?- Channel: F2F classroom + video-con
- Block 2 (30 min): Conceptual delimitation of Ethics and Moral reasoning theories (images and texts)?- Method: Lecture with Q&A?- Channel: F2F classroom + video-con
- Block 4 (20 min): Discuss main ideas from pre-work

Method: Group Work?- Channel: F2F classroom + video-con breakout rooms

#### Pre-Work:

- Viewing (50 min)
- Reading (30 min)

#### Post-Work:

- Group Task - Analysing and applying different moral theories (30 minutes): Apply conclusions of team discussion to the analysed video/images. Share proposal with professor.

#### Readings:

*Book Chapters: Media Ethics at Work: True Stories from Young Professionals (pp. 3-20; Sage, 2013) (CED)*

*Article: Where Does the Money Go? Best and Worst Practices in Foreign Aid (Journal of Economic Perspectives 22(2): 29- 52, 2008) (CED)*

Videos: TBD

### **SESSION 4 (LIVE IN-PERSON)**

#### VALUES AND PROFESSIONAL ETHICS

- Block 1 (30 min): Case Study - Method: Presentation case study with Q&A?- Channel: F2F classroom + video-con
- Block 2 (30 min): Conceptual delimitation of Ethics and Moral reasoning theories (images and texts)?- Method: Lecture with Q&A?- Channel: F2F classroom + video-con
- Block 4 (20 min): Discuss main ideas from pre-work

Method: Group Work?- Channel: F2F classroom + video-con breakout rooms

#### Pre-Work:

- Viewing (50 min)
- Reading (30 min)

#### Post-Work:

- Group Task - Analysing and applying different moral theories (30 minutes): Apply conclusions of team discussion to the analysed video/images. Share proposal with professor.

Videos: TBD

### **SESSION 5 (LIVE IN-PERSON)**

Exploring the many dimensions of power in partnership building and co-creation.

Readings:

*Book Chapters: Discipline and Punish: the birth of a prison (Excerpts from several pages) (See Bibliography)*

*Book Chapters: On the Pragmatics of Social Interaction: Preliminary Studies in the Theory of Communicative Action (Excerpts from several pages) (See Bibliography)*

*Book Chapters: Selections from the Prison Notebooks (Excerpts from several pages. 6th ed. London: Wishart Publications, 1980) (See Bibliography)*

*Video: Poverty, Inc. (Will be Provided)*

## **SESSION 6 (LIVE IN-PERSON)**

Empowerment in the SDGs

Small group case studies analyzing power in different SDG sectors. How do different dimensions of power interact in these case studies? What are the sector-specific empowerment opportunities and challenges Which aspects of power seem most intransigent or most difficult to address via development projects?

Read one of the following: Cornwall 2015, Cornwall and Brock 2005, Cornwall 2016, O'Meally 2014.

*Other / Complementary Documentation: World Bank 2007 (pp. 13-34) (Will be Provided)*

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

Moving from analysis to action:

**KEY STRATEGIES OF PERSUASION AND COMPLIANCE GAINING**

- Block 1 (30 min): Team presentation/mini-lecture- Method: Presentation readings/viewings with Q&A?- Channel: F2F classroom + video-con

- Block 2 (30 min): Delimitation of applied theories and concepts (images and texts)?- Method: Lecture with Q&A?- Channel: F2F classroom + video-con

- Block 3 (20 min): Discuss main ideas from pre-work

Method: Group Work?- Channel: F2F classroom + video-con breakout rooms

- Block 4 (40 min): Team presentation. Apply ideas to specific cases (videos, images and texts)?

Method: Discussion/Seminar, in two blocks of 25 min - Channel: F2F classroom + video-con

- Block 5 (20 min): Share conclusions with the whole class

Method: Student Presentation?- Channel: F2F in-classroom + video-con

- Block 6 (15 min): Explanation of post-work. Skills Development (interactive)?- Method: Quick comments by professor?- Channel: F2F classroom + video-con

- Block 7 (5 min): Wrap-up - Method: Quick comments by professor - Channel: F2F classroom + video-con

Pre-Work:

- Viewing (121 min)

- Reading (45 min)

- Debate (30 min): Identify the lessons learnt/good practices from viewings/articles and be ready to contribute with a clear outline.

*Book Chapters: Persuasion, Social Influence and Compliance Gaining (pp. 1-35 and pp. 357-375: Routledge, 2017) (See Bibliography)*

*Article: Influence: Science and Practice (Influence at Work, 2016)*

## **SESSION 8 (LIVE IN-PERSON)**

Moving from analysis to action:

THE CLASSICAL PARTNERSHIP AND OWNERSHIP APPROACHES/ SETTING PARTNERSHIP FUNDRAISING GOALS

*Book Chapters: Relationships, raise money (pp 11-30 and pp 33-45) (See Bibliography)*

*Book Chapters: Sponsorships in marketing (pp 15-38: Routledge, 2014) (CED)*

*Book Chapters: The sponsorship seekers toolkit (pp 23-60 and pp 81-92; McGraw Hill Education, 2014) (See Bibliography)*

## **SESSION 9 (LIVE IN-PERSON)**

Moving from analysis to action:

PHILANTHROPY, CSR & CSV/ ESTABLISH THE SPONSOR'S MARKETING OBJECTIVES

- Block 1 (30 min): Team presentation/mini-lecture- Method: Presentation readings/viewings with Q&A?- Channel: F2F classroom + video-con
- Block 2 (30 min): Delimitation of applied theories and concepts (images and texts)?- Method: Lecture with Q&A?- Channel: F2F classroom + video-con
- Block 3 (20 min): Discuss main ideas from pre-work

Method: Group Work?- Channel: F2F classroom + video-con breakout rooms

- Block 4 (40 min): Team presentation. Apply ideas to specific cases (videos, images and texts)?- Method: Discussion/Seminar, in two blocks of 25 min - Channel: F2F classroom + video-con
- Block 5 (20 min): Share conclusions with the whole class

Method: Student Presentation?- Channel: F2F in-classroom + video-con

- Block 6 (15 min): Explanation of post-work. Skills Development (interactive)?- Method: Quick comments by professor?- Channel: F2F classroom + video-con
- Block 7 (5 min): Wrap-up - Method: Quick comments by professor - Channel: F2F classroom + video-con

Pre-Work:

- Viewing (121 min)
- Reading (45 min)
- Debate (30 min): Identify the lessons learnt/good practices from viewings/articles and be ready to contribute with a clear outline.

*Article: Corporate Social Responsibility and Creating Shared Value (Will be Provided)*

*Book Chapters: The sponsorship seekers toolkit (pp 111-126; McGraw Hill Education, 2014) (See Bibliography)*

## **SESSION 10 (ASYNCHRONOUS)**

Moving from analysis to action:

Building Multi-stakeholders Partnerships (BIR Ma) develop on-line course by UNSSC.

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

Moving from analysis to action:

MAPPING EXERCISE/ LIST OF KEY PARTNERS & MATCHING EXERCISE/ UNDERSTANDING WHAT YOU HAVE TO OFFER A SPONSOR

- Block 1 (30 min): Team presentation/mini-lecture- Method: Presentation readings/viewings with Q&A?- Channel: F2F classroom + video-con
- Block 2 (30 min): Delimitation of applied theories and concepts (images and texts)?- Method: Lecture with Q&A?- Channel: F2F classroom + video-con
- Block 3 (20 min): Discuss main ideas from pre-work

Method: Group Work?- Channel: F2F classroom + video-con breakout rooms

- Block 4 (40 min): Team presentation. Apply ideas to specific cases (videos, images and texts)?- Method: Discussion/Seminar, in two blocks of 25 min - Channel: F2F classroom + video-con
- Block 5 (20 min): Share conclusions with the whole class

Method: Student Presentation?- Channel: F2F in-classroom + video-con

- Block 6 (15 min): Explanation of post-work. Skills Development (interactive)?- Method: Quick comments by professor?- Channel: F2F classroom + video-con
- Block 7 (5 min): Wrap-up - Method: Quick comments by professor - Channel: F2F classroom + video-con

Pre-Work:

- Viewing (121 min)
- Reading (45 min)
- Debate (30 min): Identify the lessons learnt/good practices from viewings/articles and be ready to contribute with a clear outline.

*Book Chapters: Relationships raise money: a guide to corporate sponsorship (pp 46-60) (See Bibliography)*

*Book Chapters: Conscious capitalism : liberating the heroic spirit of business (pp. 99-109; Harvard Business Review Press, 2013) (See Bibliography)*

*Book Chapters: Strategies for project sponsorship (pp. 17-45; Management Concept Press, 2013) (CED)*

*Book Chapters: The sponsorship seekers toolkit (pp 81-110; McGraw Hill Education, 2014) (See Bibliography)*

## **SESSION 12 (LIVE IN-PERSON)**

Moving from analysis to action:

MAPPING EXERCISE/ LIST OF KEY PARTNERS & MATCHING EXERCISE/ UNDERSTANDING WHAT YOU HAVE TO OFFER A SPONSOR

- Block 1 (30 min): Team presentation/mini-lecture- Method: Presentation readings/viewings with Q&A?- Channel: F2F classroom + video-con
- Block 2 (30 min): Delimitation of applied theories and concepts (images and texts)?- Method: Lecture with Q&A?- Channel: F2F classroom + video-con
- Block 3 (20 min): Discuss main ideas from pre-work

Method: Group Work?- Channel: F2F classroom + video-con breakout rooms

- Block 4 (40 min): Team presentation. Apply ideas to specific cases (videos, images and

texts)?- Method: Discussion/Seminar, in two blocks of 25 min - Channel: F2F classroom + video-con

- Block 5 (20 min): Share conclusions with the whole class

Method: Student Presentation?- Channel: F2F in-classroom + video-con

- Block 6 (15 min): Explanation of post-work. Skills Development (interactive)?- Method: Quick comments by professor?- Channel: F2F classroom + video-con

- Block 7 (5 min): Wrap-up - Method: Quick comments by professor - Channel: F2F classroom + video-con

Pre-Work:

- Viewing (121 min)
- Reading (45 min)
- Debate (30 min): Identify the lessons learnt/good practices from viewings/articles and be ready to contribute with a clear outline.

### **SESSION 13 (LIVE IN-PERSON)**

Moving from analysis to action:

ASCERTAIN THE VALUE / HOW YOU WILL MEASURE PARTNERSHIP SUCCESS

*Book Chapters: The sponsorship seekers toolkit (pp 215-228) (See Bibliography)*

*Book Chapters: Sponsorship in Marketing Effective Partnerships in Sports, Arts and Events (pp 73-93) (CED)*

*Book Chapters: Relationships raise money: a guide to corporate sponsorship (pp 53-55 and 69-73; pp 97-112, Human Returns) (See Bibliography)*

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

Moving from analysis to action:

ASCERTAIN THE VALUE / HOW YOU WILL MEASURE PARTNERSHIP SUCCESS

### **SESSION 15 (LIVE IN-PERSON)**

PRESENTATION OF THE FINAL PROJECT/STRATEGY AND WRAP-UP OF THE COURSE

- Block 1 (120 min): Team presentations: Student presentation with Q&A?- Channel: F2F classroom + video-con
- Block 2 (15 min): Jury evaluation - Method: Quick comments by jury/guest speakers?- Channel: F2F classroom + video-con
- Block 3 (15 min): Feedback on the presentations and share conclusions with the whole class - Method: Presentation with Q&A?- Channel: F2F in-classroom + video-con
- Block 4 (20 min): Wrap-up - Method: Quick comments by professor - Channel: F2F classroom + video-con

### **BIBLIOGRAPHY**

#### **Recommended**

- Anne-Marie Grey, Kim Skildum-Reid. (2014). *The sponsorship seeker's toolkit*. 4TH edition. McGraw-Hill Education. ISBN 9780071823135 (Printed)

- Roberto C Candelaria. (2011). *Relationships raise money : a guide to corporate sponsorship*. Calidad Marketing. ISBN 9780984755509 (Printed)
- John Mackey, Rajendra Sisodia. (2014). *Conscious capitalism : liberating the heroic spirit of business*. Harvard Business Review Pres. ISBN 9781625271754 (Printed)
- Jeffrey Sachs. (2006). *The end of poverty : economic possibilities for our time*. Penguin. ISBN 1280776267 (Digital)
- Michel Foucault. (1991). *Discipline and punish : the birth of the prison*. Penguin. ISBN 9780140137224 (Digital)
- Antonio Gramsci. (2014). *Selections from the prison notebooks of Antonio Gramsci*. International Publishers. ISBN 9780717803972 (Digital)
- Jurgen Habermas. (2002). *On the Pragmatics of Social Interaction: Preliminary Studies in the Theory of Communicative Action*. The MIT Press. ISBN 0262582139 (Digital)
- Robert H Gass and John S Seiter. (2013). *Persuasion : Social Influence and Compliance Gaining..* Taylor and Francis. ISBN 9781315664194 (Digital)

## **EVALUATION CRITERIA**

During the whole course we will working in groups for assignments per class. These will be shared and evaluated on an ongoing basis, where we would judge the quality of the work but also the approach, the type of questions posed, disruptive ideas and general interest.

Building on all the learnings from the course we will expect the different teams to submit a final project that will cover all topics learnt and will prove the actual understanding of the course fundamentals. This piece will be an essential part of the course.

To finalise, and to be able to judge you as individuals and not always in groups, we'll conduct an exercise as an individual assignment to be delivered at the end of the course.

Students must:

- Read and view assigned materials in preparation for every class.
- Demonstrate a critical approach to the concepts and the ability to relate theoretical and practical knowledge and creativity.
- Participate actively in the face to face sessions, forums and conferences.

Analytic assignments must:

- Use the acquired theoretical knowledge in the analysis of specific works, master the concepts and be able to apply them to particular cases.
- Apply correctly an analytic methodology.
- Work with academic correctness, especially in the use of the bibliography.
- Be structured, coherent and develop quality content.
- Be clear.
- Show personal involvement.

Team assignments must:

- Follow the conditions established by the professor and show outstanding achievement toward



stated goals and objectives.

- Apply the knowledge gained throughout the course.?
- Be based on an idea that is relevant to the course and show innovativeness in its application.
- Be creative and original and have aesthetic quality.
- Be the fruit of continuous and concentrated effort.?
- Be technically correct.

Regarding participation, to obtain the best evaluation, students should:

- Demonstrate excellent preparation: have analysed readings exceptionally well, relating it to other material (e.g., other readings, course material, discussions, experiences, etc.).
- 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.
- 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 analyze which approaches are appropriate, etc.
- Demonstrate ongoing very active involvement.

Attendance and Punctuality is 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. Please do not email me if you cannot or did not attend class. I keep no record of emails about absences and on their own, they do not excuse your absence.

\*RUBRICS AND MORE INFORMATION ABOUT THE ASSIGNMENTS WILL BE UPLOADED IN THE ONLINE CAMPUS/ADDITIONAL DOCUMENTATION IN DUE TIME.

Criteria	Percentage	Comments
Individual Work	40 %	
Class Participation	10 %	
Workgroups	50 %	

## 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 Goals 8, 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 / bir.biesegovia@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 extraordinary 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 extraordinary call 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: **MIGUEL ALEXANDRE BARREIRO LAREDO**

E-mail: [mbarreiro@faculty.ie.edu](mailto:mbarreiro@faculty.ie.edu)

Built on a J.D in Law 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

## 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.