

IE-HUMANITIES

IE University

Professor: **SUSANA TORRES PRIETO**

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Academic year: 21-22

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

No prerequisites are needed, but substantial reading and discussion will be requested.

SUBJECT DESCRIPTION

INTRODUCTION TO CRITICAL MANAGEMENT THINKING

In order to face the world around us with a minimum degree of hope for success in achieving what we want or in creating what is most needed, a certain reevaluation of ideas we hold as truisms is needed. An idea, as a message, has a transmitter, a receiver and a means through which it is communicated. An idea is developed, evaluated, communicated, sold. In order for the last step to be fruitful, all previous ones should have contributed to make this final product unique, inimitable. And it should arrive at the right audience.

Stemming from different humanistic approaches, from theory of knowledge to the history of the printing press, touching on clinical psychology and the market of modern art, the present course aims at presenting practical examples of how reflective thinking on our generally accepted values and concepts might contribute to a better education in order to face the challenges of a changing society.

OBJECTIVES AND SKILLS

Effective management, robust decision-making and inspired leadership derive from more than rules and knowledge; imagination, creativity and lateral thinking are also integral, as innovation often derives not from looking at things, but from looking at them differently, with a critical eye. Looking around critically and judging things differently is what Humanities have always done, and in this course we will explore ideas beyond the traditional management curriculum to consider different ways to ask questions, ponder problems, discover opportunities and engage key concepts. Built around a set of core themes (Truth, Innovation, communication, Value and Judgment), the course will encourage students to develop an individual and creative approach to how they think about the challenges they will encounter over their career.

In this course you will learn:

- 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 course is divided into big topics or themes (Knowledge, Truth, Innovation, Communication, Value and Judgment). After the professor's presentation of the material, a practical discussion/case related of the reading material will follow. The aim of the present course is to engage in discussing and discovering the weak points of certain truisms, as well as the application of certain timeless reflections to current management questions. Participation, therefore, in class debates is of the essence, both in taking the floor and in rearguing others.

As this is a course deeply rooted in the Humanities, two main things are necessary: to like reading and to enjoy writing, since both the understanding of the ideas of others' and the clarity and precision in expressing our own are fundamental skills to be practiced in this course.

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)

The Thinking Animal:

It is true, humans, unlike other species, can think. There are many decisions, however, that we take without thinking, and we might be thinking when, in fact, we are obeying, or conforming. The first step is to realise what do we know, and think we know, and be aware of what do we do when we think we think.

Multimedia Documentation: The Invention of the Alphabet

SESSION 2 (LIVE IN-PERSON)

The Tricks of the Mind:

Very often we think we know why we do things, why we take certain decisions, in life, but also in business. More often than not, we are unaware of the great number of biases we are subject to. The more aware we are, the less we will fall into delusion, which is the worst companion in taking business decisions.

Book Chapters: Thinking Fast and Slow

SESSION 3 (LIVE ONLINE)

Decision making and decision taking (VIA ZOOM)

Most of the times, the problems we face in our professional lives, as in our personal ones, derive from decisions whose reasons we have long forgotten. Taking the right decision for the right reason not only can save our company, it can also help us in our professional lives.

Book Chapters: Intentions (excerpt)

SESSION 4 (ASYNCHRONOUS)

Reading Response via Turnitin about decision-making.

SESSION 5 (LIVE IN-PERSON)

Certainties and Truths

Once we have established that we are not deluding ourselves, a much more relevant part arrives. What is truth? How can we know where truth is? Can we actually know it? We will explore the relevance of such concept, because whether we acknowledge it or not, we put trust in ventures and people precisely because we consider them, to a certain extent, truthful.

Book Chapters: The Problem of Knowledge

SESSION 6 (LIVE IN-PERSON)

The Value of the Unmeasurable

Very often we hold tightly to data, to numbers, to statistics, but...what about the things that we cannot measure? What about trust, loyalty, reliability, honesty? All those are essential to make a company work, indeed, to make any human enterprise work, but how can we know where to find it and how to evaluate them?

Video: Margin Call (film)

SESSIONS 7 - 8 (LIVE IN-PERSON)

The relevance of the measurable

We are in a world ruled by economy, the new 'homo economicus', despite all its human attributes, thinks and processes information in numbers. Sometimes, though, expectations can be crashed in times of crises, in situations where nobody expected things to happen. Thinking about past crisis may help us see the unexpected future with other eyes.

Book Chapters: The Rise and Fall of Nations

SESSION 9 (ASYNCHRONOUS)

Value and Price

A Spanish poet used to say: "Every fool mistakes value for price". Indeed, value and price is not the same thing. The problem is not that there are certain things that are priceless, the problem is how to measure value. Bernoulli elaborated his paradox thinking about how to win playing cards, but in fact betting is just one of the ways of measuring value. A reading response will be set in this block.

SESSIONS 10 - 11 (LIVE IN-PERSON)

Luxury and the value of trademark

Using the case study of the market of modern art, we will see how can value can be priced.

All the things money can't buy

After having analysed the differences between price and value, and having researched the luxury market, we turn to analyse those things that money can't buy. Sometimes they coincide with those things previously seen as immeasurable, sometimes they don't. Understanding the difference between them is also key for critically understanding reality.

Book Chapters: The 12 million Stuffed Shark

SESSIONS 12 - 13 (LIVE IN-PERSON)

Invention and Innovation

Though often interchanged, these two terms are not really the same. A brief historical survey of the history of innovation will also show that, in the vast majority of cases, innovation is birth out of crises, that without the challenges posed by a crisis innovation might never even happen.

Article: What is disruptive Innovation?

SESSION 14 (ASYNCHRONOUS)

The metaphoric mind and the metonymic mind

What is the key to inventions? How can one learn to think out of the box? Originality is always sought after, and innovation is greatly cherished in our society, but how to know when to innovate and when not? A reading response on the contents of the practical case will be posted on this day.

Practical Case: The Faber-Castell case

SESSION 15 (LIVE ONLINE)

Midterm Exam

SESSIONS 16 - 17 (LIVE IN-PERSON)

The means and the message

A quick introduction to Marshall MacLuhan's classic theory of communication will provide the framework for discussing the main aspects of communication.

Book Chapters: The Gutenberg Galaxy

SESSION 18 (LIVE IN-PERSON)

The challenges of the Digital World

Changing the platform of distribution of messages might or might not change the message. We will have to analyse whether we are also becoming 'homo digitalis'. No reading will be needed for this session.

SESSION 19 (LIVE IN-PERSON)

Communication in the Horizontal World

The democratic access to new technologies is proving to be challenging when authority is contested. Whom to believe, which papers to read, which news to pass on? At the end of the day, whom to vote? Are we becoming members of digital hamlets? We will use excerpts of Carl Sunstein's #e-democracy to discuss certain points. Materials will be available in class.

Book Chapters: #democracy - cybercascades

SESSION 20 (ASYNCHRONOUS)

Forum online about the challenges of the digital world

SESSION 21 (LIVE IN-PERSON)

Artificial Intelligence – The man and the machine

The emergence, some would say the explosion, of the digital world is creating constant issues about how do we or should we interact with machines, and the big painful question of whether they are going to take over. This issue is particularly pressing in designing the future of the job market, and it will affect us all, whether we like it or not. Science fiction is certainly here, and it is creating as many moral issues as problems of workflkow is solving. Clips of classical Science-Fiction films debating this problem will be screened and discussed in class.

Article: Beyond Modernization Theory

SESSION 22 (LIVE IN-PERSON)

Big Data, Small People

Our data are constantly used, we are data carriers, but who is protecting us from the Big Borthor? George Orwell's futuristic novel is increasingly becoming a reality. Is that what the future will bring? And what are the dangers to the privacy of the individual upon which our fundamental rights have been based? We will watch a clip of the film adaptation of George Orwell's 1984 novel.

Video: The Great Hack

SESSIONS 23 - 24 (LIVE IN-PERSON)

Future Challenges (debate)

SESSION 25 (ASYNCHRONOUS)

Globalization - a future proposal

When George Soros wrote a whole book on Globalization in 2002, few could envisage the future reality that it would entail. Many are the questions posed by this new reality, so we will try to analyse the pros and cons of such new reality. A reading response will be set for this day.

Article: Globalization

SESSION 26 (LIVE IN-PERSON)

A new economy

Beyond the economic schools that polarised the economical the world during the twentieth century, new developments in micro-economy in Asia and Africa have favoured. Some of the most innovative ideas have come from the Indian South Continent, represented by Muhammad Yunus and Amartya Sen, and they will be analysed in this class.

Article: Freedom as Progress

SESSION 27 (LIVE IN-PERSON)

The Open Society and its Enemies

Karl Popper coined the term the Open Society many decades ago, but, after Danni Rodrik's trilemma, the analysis of the challenges to democracy and economic growth is more necessary than ever. The texts will be provided in advance.

Article: Open Society

SESSION 28 (LIVE IN-PERSON)

Group Project Presentation

SESSION 29 (LIVE IN-PERSON)

Group Project Presentation

SESSION 30 (LIVE ONLINE)

FINAL EXAM

EVALUATION CRITERIA

During the semester you will have the opportunity of accumulating grades towards a higher goal, the maximum of 100 points, corresponding to the 100% of your evaluation criteria. Even if you did both exams (mid-term and final) absolutely perfect that would only grant you 50%, this is 50 points, at the end of the course, barely a pass. So, get ready for start accumulating points from day one.

Preparation and Participation. This means you do all your readings BEFORE coming to class, that you prepare questions, if any, that you can answer the questions I ask in class, that you actively participate in discussions, etc. Within this criteria is the forum prepared for the asynchronous session 20 which can grant you a maximum of 5 points. The rest of your day-to-day participation can grant you up to 15 points.

Continuous assesment and evaluation. This is almost a third of your final grade, so please take it seriously. There are four reading responses (between 500-700) words on thematic blocks coinciding with asynchronous sessions (Sessions 4, 9, 14 and 25). These are not simply opinion papers, but rather commentaries on the readings of the blocks and reasoned argumentations based on the prompts given. Take time in advance to read and fully understand the readings so you can excell in the reading responses. You will submit these via Turnitin, and they can ONLY BE SUBMITTED BEFORE THE FOLLOWING CLASS. Each reading response carries a maximum of 5 points (a total of 20 max.).

Additionally, you will be distributed in groups with whom you will do group presentations either proposing a business ideal, or model, or analysing the reasons why a given company had a great success or failed miserably. In the presentation, the members of your team and you had to provide a multi-layered analysis based on ALL THE CONTENTS of the course. The members of your team and yourself will be granted THE SAME GRADE, regardless of individual performance in the final presentation, so it is your responsibility, and in your interest, to work cohesively together to obtain the best possible final result. The maximum points for group presentation is 10.

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.

Criteria	Percentage	Comments
Preparation and Participation	20 %	
Midterm evaluation	20 %	
Final Exam	30 %	
Continuous assesment/Evaluation	30 %	

A. Class attendance and participation

It is expected from students to participate in class discussions. There are two ways for individual participation: In the discussions that each seminar will hold and in the group project presentation that students will have to give based on their readings and project results.

Key criteria to consider class participation will be the constructive engagement with class discussions and activities. It is expected that participation should be oriented to enrich the intellectual climate of the class, participating in debates, carefully listening to peers and engaging in dialogues with them.

B. Group Presentation (Part of Continuous Evaluation)

Students will form groups and together explore key aspects in the analysis of the success or failure of the company/venture according to the topics studied in the course. The joint presentations via videoconference will take place at the end of the course.

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/Suspense: 0-4.9 (F)

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

- Automatic Failure/Suspense: 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.)

A) 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.

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.

B) 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. 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)

PROFESSOR BIO

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Susana Torres Prieto is PhD. 'Doctor Europeus' in Slavic Philology by Cambridge University and Universidad Complutense. She did her postdoctoral studies on history in Paris (EPHE) and in the US (Ohio State University). Professor Torres has developed her academic and research career in the areas of Slavic and Medieval Studies. She has specialized on the literature and culture of Russia from the Middle Ages until now, as well as on the means and context of transmission of knowledge and critical thinking. She has taught in several universities in Spain and abroad has been member of several international research groups, some under her own supervision. She is also member of several scientific societies worldwide. She has been a professor of Critical Management Thinking at IE Business School for the last five years and invited as guest speaker on this topic at several international fora.

OTHER INFORMATION

- Office hours: by appointment only. Please arrange the appointment by email in advance.
- Contact details: storres@faculty.ie.edu.