

IE-HUMANITIES

IE University

Professor: **ROBERT DAVID POLDING**

E-mail: rpolding@faculty.ie.edu

Academic year: 21-22

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

None

SUBJECT DESCRIPTION

THE DIGITAL HUMAN

Subject Description

This course provides an exciting and unique perspective on human evolution. It is an exploration of how science and technology has changed the lives of all human beings and how they have augmented our abilities. The digital human results from years of innovation, scientific endeavor and the creation of incredible new breakthroughs that have allowed us to develop abilities beyond our natural capabilities. The future for us will mean we evolve at a more rapid rate than ever before and breakthroughs in artificial intelligence, machine learning and the digital economy will give us capacities and opportunities that we could never have imagined in the past.

The course begins with a look at the early years of the scientific revolution and how it allowed many nations to conquer and divide the world. The rise of technologies from gunpowder to groundbreaking types of transport amazed early civilizations. Technology allowed us achieve things that were otherwise the realm of fiction. From manned flight, to man's first steps on the moon.

Since the advent of the integrated circuit, and then silicon chips, our rate of evolution has accelerated in unprecedented ways. Before, specializations meant that we could only do work that was naturally easy for us or that we had spent extensive time studying. Technologies have allowed us to expand beyond our areas of specialization, and through digital tools we can perform tasks with no rigorous and detailed training. The current impact of digital technologies on our abilities as humans will be explored, and how the Internet, apps, mapping services and search engines have made us more capable and advanced. We will examine the impacts of current technologies such as big data, social media and machine learning, with a reflection on how things have changed for us as a society since these technologies became commonplace.

As people, we have improved our ability to cope with physical problems and advances in medical technologies have brought us longer lives, better treatment of disease and a level of physical comfort never before known. Scientists are on the verge of developing treatments for almost every disability, from brain-controlled artificial limbs to human-computers interfaces that will allow us to communicate using thoughts. The future could see us surpass our current state of consciousness, allowing us to communicate in ways beyond our imaginations. The future could also see the emergence of a-mortal humans who, without accidents, might continue to exist forever.

Artificial intelligence is set to dominate the coming decade, and this course will have implications on every aspect of our lives. The idea of a super intelligence that is more sophisticated than us both scared and amazes philosophers and futurologists and could mean that we create the ultimate invention. Ways that this future could manifest will be explored and examined, and questions about the ethical and human impact examined.

Finally, the course will look forward to a future of human cyborgs and super-human races. The possibilities for great good and great misdeeds will be debated and the next phase of evolution will be revealed

Are you ready to see where all the innovation and disruption is leading? This course aims to prepare you for the coming storm of changes. The next decade will be unlike any other in the history of our species. The rate of change will increase and without knowing what is coming, the opportunities that will come may pass us by.

OBJECTIVES AND SKILLS

Overall:

- 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.

Part 1: Background

- Understand how technology has played a role in the evolution of humans
- Discover the major achievements through history that have been driven by technological change, which have allowed to achieve things that would have been impossible with new advancements
- See how early technologies gave way to more advanced computational systems
- Develop knowledge on how hardware has evolved from vacuum tubes to the silicon chips in modern computing devices

Part 2: The modern era

- Understand the key technologies of the second half of the 20th century, and their role in augmenting our abilities
- See how businesses have been revolutionized by databases and digital transformation
- Develop an understanding of how communication technologies have made our lives easier, and given us new abilities to reach anybody, at anytime
- Understand the use of data to help us develop ground-breaking new scientific discoveries
- See the impact the Internet and the Cloud have had, essentially creating a “second brain” for us in the case of Google and allowing powerful distributed computing in vast data centers
- Develop a deep understanding of big data and how we use data to go beyond the limited processing abilities of our brains
- Find insights into how social media has transformed the way we communicate and socialize and the impact that this has had on us

Part 3: The Digital Future

- Look forward to the possibilities that the artificial intelligence revolution will bring. You will learn of the ways AI will transform our lives and how it could be the final invention that we need to create
- Discover how health will also be improved with technologies, leading to cures for many common diseases and ailments and even the possibility of a-mortal humans
- Learn about cybernetics and how we could be enhancing and using biotechnology to accelerate the rate of evolution
- Discuss the ethical and moral possibilities in this coming age of seemingly exponential improvements in technologies

METHODOLOGY

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 class will consist of a mix of teaching, debate and assignments of readings and examination of artifacts relating to the classes. We will use multimedia to explore various topics, looking at historical archive footage and modern interviews and discussions. Students will be asked to read and produce summaries for homework as well as contribute to debate in the classes.

Liquid Learning at IE University is a transformational and interactive educational experience that transcends single methodologies and platforms to blend physical, digital, and natural environments so that students obtain a world-class education no matter their location, profession, or situation.

Students will learn alongside one other and work together in teams. Hybrid brings together the human, digital, and natural worlds into a seamless whole and enables IE University to be – and offer to students and faculty – a truly global campus.

Hybrid programs are flexible, and students can choose to study from the geographical location most convenient for them.

A program section, for example, might have half of the students physically present in Madrid/Segovia and the other half located in a dozen or more locations around the world.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	43.33 %	65 hours
Discussions	16.67 %	25 hours
Exercises	30.0 %	45 hours
Group work	0.0 %	0 hours
Other individual studying	10.0 %	15 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Empires and Early Technologies

An introduction to the course and to the concept of life from a technological point of view. This session examines the early years of civilization and how we went from hunter gatherers to be highly organized and ambitious explorers and conquerors of the world. We look at the easiest forms of technology and how they influences the generations to come.

SESSION 2 (LIVE IN-PERSON)

The Scientific Revolution

A look back into the origins of technology and how our history created a culture of investment in innovation. In this session you will learn about how empires used technologies to capture and terrify native people all over the world. Our expansion and development of colonialism led to investment in technologies and the evolution of science. It changes us fundamentally as a species and transformed us from simple, peaceful agriculturalists into ambitious and driven empires.

Week 1 Reading:

Book Chapters: Sapiens p 409-425

SESSION 3 (LIVE ONLINE)

The Industrial Revolutions

How we used technologies to begin the transformation of society into the industrial era. A look at early techniques that augmented our abilities as humans and how society reacted at the time.

SESSION 4 (ASYNCHRONOUS)

Technologies and economic growth

The advent of consumerism and capitalism created the idea of investment. Investment was the reason that technology and science developed at such a rapid pace. In this session, the implications of government-backed funding will be discussed and the influence of this on the types of technologies chosen for investment. The influence in government on technology will be explored and we will analyze the reasons that certain developments were pushed by investors of the industrial era.

SESSION 5 (LIVE IN-PERSON)

The Origins of Computers

The earliest designs for computer systems will also be introduced, with Charles Babbage's Analytical and Difference Engine design. Then, we will look at the world's first programmer - Augustine Byron, and how she was a pioneer of the field.

Week 2 Reading:

Book Chapters: The Innovators - Chapter 1 - p 41-61

SESSION 6 (LIVE IN-PERSON)

The early days of data processing

A look at the early days of the Tabulating Machine Company, which later became International Business Machines. How one man, Herman Hollerith, came up with the principle of enumeration and build the first system in the 1880s that could process text and data, and how this spawned the dawn of a new age - the age of data processing.

The first real enhancements of us as humans began with the idea that we could use computing technology to make our lives easier - especially when dealing with data.

SESSION 7 (LIVE IN-PERSON)

Early Prototypes and the Advent of Electronics

An exploration of the work of Charles Babbage's son and the race to create the first computing technologies. At the same time, great developments were occurring as the first electric devices were invented.

Week 3 Reading:

Book Chapters : The Innovators - Chapter 2 - p 93-113

SESSION 8 (LIVE IN-PERSON)

The Transistor Age

A look at one of the most important technologies of early computing - the discreet transistor. This powered everything from early computers to TVs and Radios and was a huge leap in innovation.

A look at how early computers were used to solve mathematical and real-world algorithms and the impact of the first full-scale computer system on the scientific community.

This session will examine how computing from 1940 to the early 1965 went from basic prototypes to advanced computational machines. We will look at the dawn of the first technological era, which led up to us achieving the first moon landing and advanced aerospace technologies.

The impact of the war will also be examined and great advances were made in encoding and communication because of the Second World War.

Project management was also born from the need to construct and build military equipment and they transferred this tradition to industry. This evolved and became the "waterfall" methodology, which was popular until the end of the 20th century.

Book Chapters: The Innovators - Chapter 2 - p 93-113

SESSION 9 (ASYNCHRONOUS)

Pushing Boundaries - Flight and Space

How we went from a species that seldom left our home countries to a global community. Flight opened the doors to globalization, discovery and a new freedom. Space brought some of the greatest leaps in technology as we finally stood on the moon. Both brought us new advances that also affected us and brought many enhancements to our world.

We will explore how technology allowed us to land on the moon. This session will focus on first the achievement of the space race and how computers with only a fraction of the power of modern machines were used to guide the early space pioneers.

SESSION 10 (LIVE IN-PERSON)

The First Databases and the start of Digital Transformation

This session explores the earliest business technologies and explains how these benefitted us and opened up opportunities. These enhancements to our abilities are the origins of much of the technology we use today.

Week 4 Reading:

Book Chapters : The Innovators - Chapter 4 - p 258-278

SESSION 11 (LIVE IN-PERSON)

The Advent of Networking

The late 1960s and 1970s was the beginning of the connected era. The US military and science industries began creating the first networks. This was a time of great innovation and vision in which some of the greatest minds worked to send the first email. The future of communication and information interchange was born, paving the way for the Internet.

It was also the time when the modern computer was born. The 1980s was the most important time for computing because it is when most people first came into contact with the technology. It transformed the way we think about entertainment and created a generation of augmented worked who could code their way to solve complex and important problems.

Book Chapters: The Innovators - Chapter 4 - p 258-278

SESSION 12 (LIVE IN-PERSON)

The Age of the Microprocessor

In the mid-1970s the microprocessor was invented. Using silicon, the incredible innovation brought the computer into our offices and living rooms. We will look at how processors are manufactured, the impact they had on society and the origins of the modern computer system.

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SESSION 13 (LIVE IN-PERSON)

The Internet

The unification of the networks of the world occurred in the 1980s and development of early ideas such as the Gopher standard created the fundamental basis for sending and receiving hypertext websites.

The early 1990s saw the release of the white papers that would allow anyone to join the Internet revolution. The early Internet allowed anyone to access information worldwide and opened up possibilities for any person who had access to a phone line.

The advent of hypertext meant everyone could see a reason for connecting to the network and computer networking was catapulted from being a secure hobby to a mainstream “must have”.

Week 5 Reading:

Book Chapters : The Innovators - Chapter 11 - p 702-727

SESSION 14 (ASYNCHRONOUS)

Communication and Commerce - the Growth of the Web

The late 1990s was the beginning of the online e-commerce revolution. We could shop, sell, communicate and have access to services that were cheaper, quicker and more convenient than ever before.

By having the Internet, people could access services with no regards for location, physical abilities, creed and race.

Email and collaboration also went mainstream and became the standard way to communicate in business, government and academia. These technologies meant the end of the era of letters and less need for face-to-face meetings.

Book Chapters: The Innovators - Chapter 11 - p 702-727

SESSION 15 (LIVE ONLINE)

Midterm Exam

SESSION 16 (LIVE IN-PERSON)

The Tech Bubble Bursts and the Emergence of the Cloud

The boom of the late 1990s ended with a bubble bursting in the early 2000s, which put an abrupt end to many early “dot com” ideas. Nevertheless, some survived and the next phase of the Internet began.

The Internet is clearly established and people are interacting with the first real artificial intelligence: Google.

Now, people have a “brain in the cloud” that can answer any question and the Internet is no longer a list of catalogued websites, but a true information resource. The impact of Google on academia, science, business and in personal lives is huge.

In 2006, Amazon created the first large-scale cloud computing platform, and this opened up the world of commerce for millions of people and organizations. It made computing affordable and meant anyone could have a website.

Week 6 Readings: Science and Technology in World History Chapter 19 - p850-859 and The Innovators - Chapter 11 - p782-793

Book Chapters : Science and Technology in World History Chapter 19 - p 850-859

Book Chapters : The Innovators - Chapter 11 - p 782-793

SESSION 17 (LIVE IN-PERSON)

The Emergence of the Data Economy

Data science and big data analysis has transformed the way we look at the world and what we expect to predict. Our brain and traditions of mathematics have not been replaced by complex computational systems that can do far more than a person alone.

We have been able to tame nature and predict more accurately everything from population growth to weather. Big data has enabled us to predict when and where protests and civil unrest will occur, how and when diseases will spread, trends in financial markets and behavior of customers. It gives us abilities to use information from the past to accurately predict our future.

Book Chapters: Science and Technology in World History Chapter 19 - p 850-859

Book Chapters: The Innovators - Chapter 11 - p 782-793

SESSION 18 (LIVE IN-PERSON)

Social Media

The early 2000s were dramatically impacted by two major technological changes. First, mobile came and put computing into everyone's pockets. Then, Silicon Valley focussed its attention on social media and the second version of the Internet, Web 2.0, was born.

Instead of putting information online, the users of the Internet became the content creators. This meant people could have a voice, communicate in novel ways, share a variety of media and network with people who otherwise would have never come into their lives.

How this helped us as humans is under intense debate today. Is social media causing widespread addiction? Is it the greatest communication tool ever created? Is it causing people to become socially paranoid and reclusive? Have we lost all concept of privacy?

In this session we will debate all these issues and more.

Week 7 Readings:

Book Chapters : Homo Deus - Chapter 11 - p 533-541 and 558-565

SESSION 19 (LIVE IN-PERSON)

Life 3.0: Artificial Intelligence

Artificial intelligence is the focus of Silicon Valley today. All large technology companies are racing to find the best solutions to help us perform all manner of tasks. Artificial intelligence will be the ultimate enhancement of humans, giving us a digital helper that can traverse the Internet and help us achieve real-world tasks. Artificial intelligence has the potential to evolve into super intelligence, which is something more intelligent than humans. That could mean it is the last and most important discovery in our history, and it could do anything we need.

SESSION 20 (ASYNCHRONOUS)

New Industries

How technology has enabled the transformation and convergence of many traditional industries and how it has resulted in the emergence of completely new and novel forms of business.

Includes an excerpt from Science and Technology in World History

Book Chapters: Homo Deus - Chapter 11 - p 533-541 and 558-565

SESSION 21 (LIVE IN-PERSON)

The Fourth Industrial Revolution

The future of industry is a combination of many technologies that will mean a new way of doing business. Customized and on-demand products that can be created either in futuristic smart factories or even at home using 3D printing will be explained. The use of Big Data and e-commerce to make the process of doing business much more automated and efficient will also be introduced and we will see the ethical dilemmas brought up by the possibility of mass automation.

Week 8 Reading:

Book Chapters : Life 3.0 - Chapter 2 - p 131-155

SESSION 22 (LIVE IN-PERSON)

Transhumanism

Transhumanism is a philosophy that considers that we are still at an early stage of development as a species. According to Max More "Transhumanism is a class of philosophies of life that seek the continuation and acceleration of the evolution of intelligent life beyond its currently human form and human limitations by means of science and technology, guided by life-promoting principles and values." (1990). In this session, we will explore this concept and look at the ethical implications.

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Online reading:

Other / Complementary Documentation: What is Transhumanism?

SESSION 25 (ASYNCHRONOUS)

Bionics and Human Enhancement

The field of bionics was started in the 1950s but the rapid development of technologies such as bioprinting (3D printing with cells) has meant it is going to develop more in the coming years. This session will look back at the history of the field and forward to the possibilities.

Book Chapters : Life 3.0 - Chapter 3 - p 177-185

Book Chapters : Homo Deus - Chapter 1 - p 42-48

A Quantum Future

Quantum computing is the next step for computer technology. With systems requiring the same temperature as outer space, these systems are nothing like their silicon counterparts. We will look at the technology and examine how it works and how it is going to allow us to move to the next level of computation.

SESSION 26 (LIVE IN-PERSON)

The Robotics Revolution

A look at the history of robotics and what it could hold for us in the future. Robots are going to form the physical manifestations of AI in our world and in recent years, we have seen huge advances. From robotic factory workers to robot chefs and even as extreme as robot soldiers. The implications of this technology are huge for our future.

Book Chapters: Life 3.0 - Chapter 3 - p 177-185

Book Chapters: Homo Deus - Chapter 1 - p 42-48

SESSION 27 (LIVE IN-PERSON)

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SESSION 28 (LIVE IN-PERSON)

Is technology really good for us?

In this session we will review all the history of our use of technology and we will discuss whether it is really good for mental health and if it is causing more harm than good. We will consider future scenarios, both good and bad, and we will explore and debate our feelings on this.

SESSION 29 (LIVE IN-PERSON)

The Future Evolution of Digital Humans (Review Session)

The Internet of Things and connected vehicles, combined with automated factories and smart cities will create a world full of data. This data will enhance our lives and make the world a living, breathing organism that responds to change.

3D printing could allow us to have factories in our homes, where we can download specifications and create anything from gourmet food to products manufactured from a variety of different materials. This could allow us to make anything we want, when we want it. 3D printing could also allow “bio-printing” where we can print new organs and parts of our bodies making us immortal.

The result could mean that we are going to evolve into a new state, leaving the limitations of the homo sapiens existence behind. Our bodies could become modular, cybernetic systems that can be easily repaired and our brains interconnected with other people who and technologies. Our whole existence could become something alien to normal people today.

There are many ethical, social and legal issues that will come about due to these changes and this class will be spent exploring and philosophizing about the impacts this change could have on all our futures.

SESSION 30 (LIVE ONLINE)

Final Exam

BIBLIOGRAPHY

Compulsory

- McClellan, J. E., & Dorn, H.. *Science and Technology in World History: An introduction*. Baltimore: Johns Hopkins University Press.. ISBN 0801883601 (Digital)

- Isaacson, W.. *The innovators: How a group of hackers, geniuses, and geeks created the digital revolution*. Simon & Schuster.. ISBN 9781471138805 (Digital)

Recommended

- Harari, Yuval N.. *Sapiens : a brief history of humankind*. ISBN 9780062316110 (Digital)

- Harari, Y. N.. *Homo deus: A brief history of tomorrow*.. ISBN 1910701882 (Digital)

- Tegmark, M.. *Life 3.0: Being human in the age of artificial intelligence*. ISBN 1101946598 (Digital)

EVALUATION CRITERIA

The evaluation will be based on two exams and two written assignments. The work done in the classes will also be submitted and will contribute to the final assessment. The exams will test understanding of the topics and information from the slides. The final exam will include all aspects of the course. The assignment will be a focus on two aspect of the course and will allow the opportunity to explore concepts in more detail.

Criteria	Percentage	Comments
Class Participation	20 %	
Midterm	20 %	
Individual Work	30 %	
Final Exam	30 %	

Grade description and equivalents:

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

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

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

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

·Good/Aprobado: 6.0-7.0 (C- to C+)

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

·Pass/Aprobado: 5.0-6.0 (D)

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

·Fail/Suspensio: 0-4.9 (F)

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

·Automatic Failure/Suspensio: 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.)

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.

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.

PROFESSOR BIO

Professor: **ROBERT DAVID POLDING**

E-mail: rpolding@faculty.ie.edu

Dr Robert Polding

Dr Polding holds a PhD and MSc in Information Systems from The University of Sheffield and a BSc (Hons) in Media Science from Sheffield Hallam University. Research interests include augmented and mixed reality, e-commerce, web applications, RFID and database technologies. Lecturer in database design, information systems modeling, project management, international business administration, programming and big data. Previous jobs include working as a company director, project manager, programmer and journalist.

OTHER INFORMATION

Email

If you have a question(s) that was not answered in class, you are welcome to ask your question(s) via email. I can be reached at: rpolding@faculty.ie.edu. Although I will make every effort to respond to your question(s) as quickly and thoroughly as possible, please recognize that I may not be available when you send an email. Thus, please allow me up to 48 hours to respond before sending a follow-up email.

Office Hours

If your question cannot be properly answered via email and/or you would prefer to meet in person, please make an appointment to meet with me on the university campus during my scheduled office hours. Office hours will be determined during the semester and posted on Campus Online.

Student Privacy Statement

At times, students may disclose personal information through class discussions. It is expected that all members of the class will respect the privacy of their classmates. This means that the information disclosed in the class will not be repeated or discussed with other students outside of the course.

ACADEMIC INTEGRITY

Unless you are specifically instructed to work with other students in a group, all of your assignments, papers, projects, presentations, and any work I assign must reflect your own work and thinking.

What is academic integrity? When you do the right thing even though no one is watching. The core values of integrity, both academic and otherwise include: honesty, fairness, respect, responsibility, and trust. Academic Integrity requires that all students within Instituto de Empresa (IE) act in accordance with these values in the conduct of their academic work, and that they follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing. Academic Integrity violations are defined as Cheating, Plagiarism or other violations of academic ethics.

Cheating 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.

It is important to note that, while the list below is comprehensive, it should not be considered exhaustive.

Cheating includes:

1. An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others. Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE. c. Unauthorized co-operation or collaboration.
2. Tampering with official documents, including electronic records.
3. 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:

1. 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. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.
2. 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).
3. You don't have to commit "word for word" copying to plagiarize – you can also plagiarize if you turn in something that is "thought for thought" the same as someone else.

Other violations of academic ethics include:

1. Not acknowledging that your work or any part thereof has been submitted for credit elsewhere.
2. Misleading or false statements regarding work completed.

Knowingly aiding or abetting anyone in committing any form of an Academic Integrity violation.

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).

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

1. **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".

1. **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”.
2. **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.
3. **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.

