IE-HUMANITIES

IE University
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PREREQUISITES
SUBJECT DESCRIPTION
EMPIRES AND THE RHETORIC OF POWER

Some would argue that the key to a successful empire is simply a successful army. But after armies have conquered their key objectives, either by force or by pre-emptive strike, a whole process of justification of their actions before the conquered populations, as well as their own, usually ensues. In this process, that some have called 'the conquest of peace', empires have attempted, by hook or by crook, to turn their conquests into benefits, sometimes inexorable and unavoidable, for the conquered. More importantly, this rhetoric has played, and still does, a paramount role in the post-colonial scenario where we still find ourselves.

The present course focuses on the different means and strategies used by empires throughout history for justifying their actions and convincing conquered populations that such actions were part of a preordained plan, either due to the support from their own gods or an alleged superiority of their race, or both. During the course, not only relevant texts, but also all possible cultural and artistic representations, including decorative arts, that contributed to an image of imperial power will be reviewed in an attempt to elucidate those models that, from Antiquity until nowadays, nations have used to create empires.

OBJECTIVES AND SKILLS

The present course focuses on the analysis of the different texts and artistic representation, underlining the relevance of the subtext and the semiotic universe of artistic representations. The creation of propaganda as part of the political discourse throughout history, applied systematically by imperial powers, as well as the analysis of the response offered by different populations under their rule, will enable students to acquire a critical approach to different manifestations of power, as well as to draw comparisons between strategies still currently used by different governments and companies to attract opinions to their side.
Among some of the main skills to be achieved during the course are:

- 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.

And more specifically:

- Critical understanding of past (and present) means of propaganda.
- Critical definition of empires and supra-national powers and organisations.
- Familiarity with modern approaches to colonialism and post-colonial cultural theories.
- Basic knowledge of semiotics and semiotic universe.
- Identification of the subtext and the intention of artistic representations.
- Ability to relate present discourses of power with past models.

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.

Each Seminar will focus on one particular typology of Empire by studying specific cases and examples from history. For each Seminar one or several readings will have to be made in order to follow the contents of the sessions and participate in ensuing discussions. All theoretical readings are provided in advance. It is important that readings are made for each session, since a large part of each class is devoted to the joint analysis and debate of what has been previously read.

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

SESSIONS 1 - 2 (LIVE IN-PERSON)

INTRODUCTION: WHAT IS A (LASTING) EMPIRE?
This first session is devoted to establishing a clear definition of what is a lasting empire and what different types of empires are to be distinguished. Likewise, methodological approaches will be discussed to provide students with the theoretical framework needed for the course. By clarifying the object of study first, all further approaches in the course would be better applied to each practical case.

THE SACRED RULER: BIBLICAL AND ORIENTAL MODELS. The first empires known in history flourished in the Mediterranean and the Near East. From early Mesopotamian and Egyptian models to those described in the Bible, the rulers were anointed as sacred, either considered as demigods or as chosen by one God to lead His people. Both conceptions sacralised power by providing kings and emperors with a super-natural status that endowed them with divine authority over their subjects.

Book Chapters: Sacred Rulers

SESSION 3 (LIVE ONLINE)

HEROES AND KINGS (ZOOM ONLINE SESSION)

One of the characteristics present in many empires throuout history is the personal cult to the Emperor. The Emperor is portrayed as a hero, a cultural and social hero that embodies the virtues of a whole society. The charisma of the leader, as described by Max Weber, is key in understanding the propaganda generated in certain types of empires. In this session we will analyse how this charisma plays a leading role in establishing modern empires, as it did in Antiquity.

Article: The Three Types of Legitimate rule

SESSION 4 (ASYNCHRONOUS)

Forum on the typologies and propaganda used by Sacred Rulers in Antiquity and modern heroes.

SESSIONS 5 - 6 (LIVE IN-PERSON)

EMPIRES OF ANTIQUITY, PART I: ALEXANDER THE GREAT AND THE HELLENISTIC COMMONWEALTH

The Hellenistic empire of Alexander the Great was the first empire which had a long-lasting effect thanks to the use of a vehicular language and the propagation of certain artistic and intellectual models. The construction of Hellenism, essential for the late spread of Christianity, for example, was achieved by an innovative policy of conquest and pacts, and appointment of governors, constitutes the best legacy of the Macedonian Alexander the Great to posterity.

EMPIRES OF ANTIQUITY, PART II: 'WHAT HAVE THE ROMANS EVER DOEN FOR US?'

Without any doubt, the Roman empire was the longest and most articulated empire of Antiquity. Not only by public buildings and the transmission of Classical culture, but with the powerful tool of a unified language, the Roman Empire, and its continuation in Byzantium, became a canonical model for other empires to come. The relation of the empire with its neighbours, the conceptions of barbarians and the strong dependence on its military power, as well as the attitudes of non-Romans peoples towards the metropolis, will be analysed in the present seminar.

Book Chapters: Conquest and Empire
Book Chapters: Romanization of Spain

SESSIONS 7 - 8 (LIVE IN-PERSON)

SEMINAR 7: THE WORLD BEYOND: THE PORTUGUESE MARITIME EMPIRE

Technical developments in navigation, shipbuilding and related arts permitted for the first time the exploration of the Indies in search of trade and riches that travelers as Marco Polo had described in their accounts. The Portuguese and the Spanish Empires were one of the first to establish a state policy in the new conquered lands, which differed in many respects from the private companies entrepreneurial approaches that both the Dutch and the British had tried so far.

SEMINAR 8: DISCOVERY AND CONQUEST: RELIGION AS PROPAGANDA.

The discovery of America by a Christian power ensued a new type of empire based on the conversion of the 'savages' in order to incorporate them into the empire. For the first time, new conquered populations were expected not only to acknowledge political rule by foreigners, but to accept the religious tenets of the Empire. Moreover, new actors started to accompany the army: members of religious communities, usually protected from the metropolis, became the best transmitters of the ideas of 'civilisation' that conformed the colonial mentality.

Book Chapters: After Tamerlane: The Rise and Fall of Global Empires

Working Paper: In Defense of the Indians

Podcast: The Valladolid Debate

SESSION 9 (ASYNCHRONOUS)

Forum on how the discovery of new worlds is historically linked to conquest and subjugation.

SESSIONS 10 - 11 (LIVE IN-PERSON)

THE CIVILIZING EMPIRES, PART II: THE BRITISH EMPIRE

Although commerce and the opening, or securing, of trade routes has always been a very important element in the broadening and creation of empires, in the case of the British Commonwealth the link between trading and political domain entered a new dimension with the granting of the title of "Empress of India" to Queen Victoria in 1876. The colonial expansion in Africa and Asia, and the issues it created between European colonizers and native populations are, to a large extent, still unresolved today and affected not most European countries, but large populations worldwide.

Book Chapters: Unfinished Empire

Working Paper: Proclamation of Queen Victoria

SESSIONS 12 - 13 (LIVE IN-PERSON)

THE CONFERENCE OF BERLIN AND THE BIRTH OF MODERN COLONIALISM

The Napoleonic Empire was comparatively short-lived, but it left a deep imprint in nations-to-be across Europe, territories that had been until then subject to old-established empires in the continent, namely, the Ottoman and the Austro-Hungarian Empire. Prussia acquired for the first time an imperial statues, the Reich, in a completely and unexpected way that did not require conquering new lands and new peoples. Though relatively short lived, its consequences would have a long shadow in the history of the Old Continent.

Book Chapters: The Iron Kingdom

SESSION 14 (ASYNCHRONOUS)

The Scramble for Africa: Individual projects (1,000 words) on the colonization of individual countries in Africa.

Book Chapters: The Heart of Darkness

SESSION 15 (LIVE ONLINE)

Mid-Term examination

SESSIONS 16 - 17 (LIVE IN-PERSON)

ART AT THE SERVICE OF PROPAGANDA:Soviet Art at the service of the Revolution.

In the aftermath of the Russian Revolution of 1917, and inspired by the creation of a new society, some of the most talented artists of the Russian avant-garde put their creation and efforts to the service of the new state. Shortly afterwards, the Soviet machine of propaganda silenced many voices and demanded from artists due contributions to the creation of the 'homo sovieticus', bringing social realism to the forefront. All artistic disciplines aimed at convincing, and, if not, imposing the Soviet ideology to the masses.

NEW FORMS OF PROPAGANDA, THE BIRTH OF THE MASS MEDIA: Totalitarianism and Propaganda

In new democratic societies, a discourse aimed only at the elites was clearly insufficient. New political forms demanded greater, more pervasive and effective discourses to sway the will of thousands of people to adhere to a political programme: political propaganda at the price of erasing individuality proved to be as effective as dangerous in Germany in the 1930's. Many of its means and procedures are still used today.

Book Chapters: The Icon and the Axe
Book Chapters: The Social History of the Third Reich

SESSIONS 18 - 19 (LIVE IN-PERSON)

THE INDEPENDENCE OF THE AMERICAS: THE FIRST DEMOCRACIES AND NEW MODELS OF SOCIETY

The independence of the United States, Haiti and the former Spanish colonies brought together new social paradigms inspired, for the first time in history, in the rights of universal citizenship. From the declaration of the rights of man to the birth of the Bolivarian movement, the peripheries of empires were begining to lead the way of social changes that were sooner rather than later adopted in the metropolis. The decolonation movement, imploding from outside, had started, and it also developed its own rhetoric.

Working Paper: The Rights of Men
Book Chapters: Th. Jefferson
Working Paper: The Angostura Address

SESSION 20 (ASYNCHRONOUS)

Analysis of two early films used by totalitarian regimes in propaganda:

Leni Riefenstahl' The Triumph of the Will (1935)

Sergei Eisenstein 'October' (1928)

SESSIONS 21 - 22 (LIVE IN-PERSON)

'IT IS ALL ABOUT THE MONEY': MERCANTILISM AND MARXIST CRITIQUES

Aside from more or less idealistic claims about the dignity of fellow human beings, soon the dialogue about colonialism turned to a crude dialogue about the convenience of preserving the lines of economic growth, as it had been painfully shown at the Conference of Berlin. Marx, claiming the exploitation of workers worldwide in liberal systems that cared nothing for the proletariat, criticised the economic trends and Lenin understood that imperialism was the most perverse form of capitalism. It is no wonder that a large number of wars of independence were fought by communist parties worldwide, and funded by Soviet Russia.

Book Chapters: The Wealth of Nations

Working Paper: Imperialism and Capitalism

SESSIONS 23 - 24 (LIVE IN-PERSON)

DECOLONIZATION AND MULTICULTURALISM

After WWI and WWII, past empires collapsed and a new international order appeared. The decolonization process was marked by a series of terrible wars that isolated the territories of former colonies, creating a new sociopolital order based on supra-national structures and ruled, some might argue, but multinational corporations acting as 'soft' empires. Moreover, the decolonization has given way to constant flows of populations, often from the former colonies to the metropolis, where new social tensions have emerged.

Article: The End of Multiculturalism

Book Chapters: The End of Empires

SESSION 25 (ASYNCHRONOUS)

FORUM online on the topics of multiculturalism and end of empires

SESSIONS 26 - 27 (LIVE IN-PERSON)

COLONIAL ATTITUDES HERE AND ABROAD: THE BIRTH OF POSTCOLONIAL THEORY

Part of the response among intellectual elites to the painful affair of decolonisation was a reconsideration of what has traditionally been the narrative in the West about colonies, race, exoticsm, and to which extent the rhetoric of subjugation had been ingrained in Western responses and depictions of non-European spaces. Concepts such as orientalism, or tropicality, have emerged in recent decades aiming to explain the derogatoy and racist response of the white man towards the others.

Book Chapters: Culture and Imperialism

SESSIONS 28 - 29 (LIVE IN-PERSON)

BLACK LIVES MATTER

The assassination of George Floyd triggered recently a new wave of protests in the United States about the thorny question of how to deal with colonial and racist attitudes nowadays. The movement of Civil Rights in the US has a long tradition, and still seems far from being solved. Moreover, incidents like the explosion of Chernobyl nuclear plant, the disaster of Bhopal in India or the nuclear tests carried out by France in the Southern Pacific reveal an attitude towards extra-European countries that can only be qualified as colonial.

SESSION 30 (LIVE ONLINE)

FINAL EXAMINATION

EVALUATION CRITERIA

A)   About the Spanish grading system, which is the one used at IE:

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/Suspenso: 0-4.9 (F)

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

·   Automatic Failure/Suspenso: 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.)

B)   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.

C) 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. Is 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)

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 %	
Final Exam	30 %	
Midterm Exam	20 %	
Continuous Assesment	30 %	

A. CLASS PARTICIPATION AND PARTICIPATION IN FORA

Three main criteria will be used in reaching judgment about your class participation:

·Depth and Quality of Contribution: The most important dimension of participation concerns what it is that you are saying. A high quality comment reveals depth of insight, rigorous use of case evidence, consistency of argument, and realism.

·Moving Your Peers' Understanding Forward: Great ideas can be lost through poor presentation. A high quality presentation of ideas must consider the relevance and timing of comments, and the flow and content of the ensuing class discussion. It demands comments that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand.

·Frequency: Frequency refers to the attainment of a threshold quantity of contributions that is sufficient for making a reliable assessment of comment quality. The logic is simple: if contributions are too few, one cannot reliably assess the quality of your remarks. However, once threshold quantity has been achieved, simply increasing the number of times you talk does not automatically improve your evaluation. Beyond the threshold, it is the quality of your comments that must improve. In particular, one must be especially careful that in claiming more than a fair share of "airtime", quality is not sacrificed for quantity. Finally, your attempts at participation should not be such that the instructor has to "go looking for you". You should be attempting to get into the debate on a regular basis.

B. ESSAYS AND READING RESPONSES

Aside from the 1,000 paper on the Conferece of Berlin partition of Africa, each student has to submit four reading responses throught the semester. Each reading response should be 600-700 words long. The student can pick up two topics from the first part of the course (until the midterm exam) and two from the second part of the course. Prompts for reading responses will be posted on Turnitin after each double live session. They willl be active FOR A WEEK only. Failure to submit responses timely throuout the course will result in the loss of the corresponding part of the grade. Late submission will not be accepted.

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. She has taught in several universities in Spain and abroad and, after having been member of several international research groups and directing her own, is currently working on her second monograph. She is also member of several scientific societies worldwide. Her research focuses on the ideas of power in the Middle Ages and their artistic representation, particularly in the different cultural models used in Eastern and Western Europe.

OTHER INFORMATION

Office hours by appointment, face to face or via Zoom