

IE-HUMANITIES

IE University

Professor: **FLOR DE LOURDES GRAGERA DE LEON
CANTERO**

E-mail: fgragera@faculty.ie.edu

Academic year: 21-22

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

JUSTICE

Why does justice matter? How can we define it? Where does it reside and how do we implement it? How do we reconcile the need for a state with individual liberty? Why should I be taxed for common services? Most importantly, why would I care in today's global world? According to the UN, inequality is an issue "that will define our time". Equal access to opportunities is a rising concern among global policy makers. The responsibility to include the other, to give his/her own, and the extent to which we should do it -or we should not- will be the subject of our analysis, having in mind the fact that we are tightly interconnected, and the coronavirus health crisis has demonstrated it even more clearly.

In this course, the study of some of the most influential philosophical and political theories will help us first illuminate various formulations on pivotal terms such as liberty, state, democracy and rights. We will witness how the theorization of justice and equality was born and the debates around it by going back to moments of change, rebellion and experiments, such as the American Revolution, the Universal Declaration of Human Rights, the Civil Rights Movements and counterculture during the 1950s and 1960s and the Great Leap Forward. Films, documentaries, literary texts, songs and art will show us how representation has powerfully shaped the way we understand and conceive of justice and equality, bringing to the fore in some instances marginalized aspects and members of society, becoming means for protest, awareness and social criticism. We will examine central current debates on feminism, ecology, race, technology and digitalization, migration and global economics.

OBJECTIVES AND SKILLS

At the end of this course, participants will acquire:

-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.

In our highly changing world, courses on the humanities offer basic and well-established anchors that will help you carry out a more in-depth analysis of the reality you live in. Humanities foster critical thinking and will provide you with the necessary tools to both analyze the ideas of others and defend your own. This course focuses on meaning and understanding, and will provide you with the necessary knowledge not just to understand the world around you but also the skills to construct and defend your own ideas. In a global and interconnected world, it is important to be able to discriminate and think critically about the endless amount of information you are exposed to. In order to achieve this goal, you will need to undertake wide-ranging readings of complex texts where you will learn how to analyze, interpret, discuss them in order to form an informed opinion of the work. Writing assignments, which are a good way to order one's thoughts and reflect on your readings will also form part of your homework.

Content-based

- Acquisition of greater familiarity with the theorization of the concepts of justice and equality through canonical texts.
- A better understanding of how these concepts have been constructed and of their impact today.

Skill-based

- Ability to analyze the political, social and transnational implications of conceptions of justice and equality.
- A deeper insight and awareness on how justice and equality are linked to art, literature and film, in terms of representation and expression of power.
- A broad perspective of the major and most influential political theories on justice and equality.
- Development of a critical view on case studies in which justice and equality are at stake, and ability to discern the complexities of those.

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 professor is expected to:

- Combine classes in the form of discussions, exercises and teamwork, based on selected readings and viewings.
- Moderate debates based on the analysis of some sequences of the audiovisual materials proposed or on the course readings.
- Give tutorial support off-line and on-line to develop the analytical and practical assignments, both individually and in groups.
- Provide the students with extra materials.

The students are expected to:

- Read and reflect about the selected bibliography, videography and multimedia works.
- Participate actively and meaningfully in the debates and team activities.
- Work on the individual and the team assignments.

A variety of instructional techniques and tools will be used during this course, including lectures and presentations, discussions in groups or pair work, debates on the assigned readings, video presentations, forum discussions, ed-tech tools, etc. in order to maximize the development of the skills.

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 to the course: objectives, contents, schedule, and evaluation systems. Digital resources and platforms that we will use during this course, and how the synchronous and asynchronous sessions will work.

Contents to be covered during the session: An introduction to the concepts of justice and equality. A Historical Map of Justice.

Going back to some roots. Hammurabi Code- 755–1750 BC.

The Book of Job, combat for divine justice, 7th and 4th centuries BCE.

Antigone. Justice and/or law?

SESSION 3 (LIVE ONLINE)

Foundations and Definitions of Justice (I)

Contents to be covered during the session: In this class, we will continue to explore general perspectives/definitions on the notion of Justice across times.

Pre-class Reading/ Class discussion: 'There Is No Justice in History' in *Sapiens: A Brief History of Mankind*, by Yuval Noah Harari. Pages 143-156.

Lecture+ Analysis in class: The justice song (1)

Responses to the reading on Blackboard Discussion.

Technical note: *Sapiens*. 'There Is No Justice in History'.

SESSION 4 (ASYNCHRONOUS)

Foundations and Definitions of Justice (II)

Contents to be covered during the session: In this asynchronous class, we will continue to explore general perspectives/definitions on the notion of Justice across times.

Reading+ FeedbackFruits activity with comments/ questions. Justice. 'Doing the Right Thing' in *Justice. What's the Right Thing to Do?*, by Michael J. Sandel.

Video: [The Trolley Dilemma](#). Reactions in Discussion, Blackboard.

Technical note: Justice. 'Doing the Right Thing' in Justice. What's the Right Thing to Do?.

SESSIONS 5 - 6 (LIVE IN-PERSON)

Foundations and Definitions of Justice (III). A Historical Overview.

Contents to be covered during the session: In this class, we will use the lenses of history to analyze and discuss two key historical texts on justice and their implications.

Pre-class Reading: [The United States Declaration of Independence](#)

Pre-class Reading: Universal Declaration of Human Rights.

Lecture+ Analysis in class: The justice song (2)

Responses to the readings on Blackboard Discussion.

Technical note: Universal Declaration of Human Rights

SESSIONS 7 - 8 (LIVE IN-PERSON)

Foundations and Definitions of Justice (IV). Utilitarianism.

Utilitarianism: Does justice lie in the outcome?

Contents to be covered during the session: in this class, we will explore one of the most influential philosophical perspectives on Justice, and will discuss its implications and validity.

Pre-class Reading: *An Introduction to the Principles of Morals and Legislation* (selections), by Jeremy Bentham.

Pre-class Reading: *On Liberty*, by John Stuart Mill (Chapter I).

Video: The Lifeboat Case and other case studies.

Lecture+ Analysis in class: The justice song (3)

Responses to the readings on Blackboard Discussion.

Technical note: On Liberty (Chapter I)

Technical note: 'On the Principle of Utility' in An Introduction to the Principles of Morals and

Legislation

Technical note: 'Value of a Lot of Pleasure or Pain, How to Be Measured' in *An Introduction to the Principles of Morals and Legislation*

SESSION 9 (ASYNCHRONOUS)

Contents to be covered during the session: in this non class learning session, you will select one of the movies or documentaries from the indicated list and will write ASSIGNMENT 1 based on it.

View one:

Film: *Rabbit-Proof Fence* (2002).

or

Film: *The Official Story* (1985).

or

Documentary: *The Corporation* (2004).

or

Documentary: *The New Rulers of the World* (2014).

ASSIGNMENT 1 (10%)- Write a short paper based on the movie or documentary selected (2 pages length, to be submitted via Turnitin on Blackboard). More guidelines TBA. **SUBMISSION DEADLINE: SESSION 10.**

SESSIONS 10 - 11 (LIVE IN-PERSON)

Foundations and Definitions of Justice (V)

Why do we need a social contract? Why should we have a state?

Contents to be covered during the session: in this class, we will analyze and discuss two major texts concerning government and the structure of society, and we will also explore non-fictional texts which reconstruct through testimonies, reports or legal documents cases of state's failure to deliver justice.

Pre-class Reading: 'On the Natural Condition of Mankind as Concerning Their Felicity and Misery' in *Leviathan*, by Thomas Hobbes.

Pre-class Reading: *The Social Contract* (Book I), by Jean-Jacques Rousseau

Lecture+ Class activity: *Massacre in Mexico*, Elena Poniatowska and *The Gulag Archipelago* by Aleksandr Solzhenitsyn.

Responses to the readings on Blackboard Discussion.

ASSIGNMENT 1 DUE.

Technical note: 'On the Natural Condition of Mankind as Concerning Their Felicity and Misery' in *Leviathan*

Technical note: *The Social Contract, Book I*

SESSIONS 12 - 13 (LIVE IN-PERSON)

Foundations and Definitions of Justice (VI)

Libertarianism. The Minimal State.

Contents to be covered during the session: in this session, we will examine influential theories that support a minimal state, in which individual rights are the key standard to consider.

Pre-class Reading: *Anarchy, State and Utopia* (selections), by Robert Nozick.

Lecture+ Class activity: TED Talk: *The Bizarre Economics of Tax Havens and Pirate Banking*: James S. Henry.

Graffiti: The street as a justice canvas.

Responses to the readings on Blackboard Discussion.

Technical note: *Anarchy, State and Utopia* (selections)

SESSION 14 (ASYNCHRONOUS)

Contents to be covered during the session: in this non class learning session, you will select one of the movies from the indicated list and will write ASSIGNMENT 2 based on that.

View one:

Film: *Beasts of the Southern Wild* (2012)

or

Film: *Parasite* (2019)

or

Film: *Capernaum* (2018)

ASSIGNMENT 2 (10%)- Write a short paper based on the movie selected (2 pages length, to be submitted via Turnitin on Blackboard). More guidelines TBA. **SUBMISSION DEADLINE: SESSION 15.**

SESSION 15 (LIVE ONLINE)

MIDTERM EXAMINATION

ASSIGNMENT 2 DUE.

SESSIONS 16 - 17 (LIVE IN-PERSON)

Foundations and Definitions of Justice (VII)

Justice and Dignity

Contents to be covered during the session: We will analyze Kant's theorization of justice and how his emphasis on human dignity informs present-day notions of universal human rights.

Pre-class Reading: 'What Matters is the Motive': Immanuel Kant in Sandel, Michael J. Justice: *What Is the Right Thing to Do?* (pages 58-75).

Lecture+ Analysis in class: Others and Outcasts: Marginal characters in art's history.

The justice song (4)

Responses to the readings on Blackboard Discussion.

Technical note: 'What Matters is the Motive: Immanuel Kant' in Justice: *What Is the Right Thing to Do?*

SESSIONS 18 - 19 (LIVE IN-PERSON)

Why Does Equality Matter? (I)

Justice as Fairness

Contents to be covered during the session: How should the competing claims of freedom and equality be reconciliated? In this session, we will focus on that tension and solution given by seminal authors.

Pre-class Reading: *A Theory of Justice* (selections), by John Rawls.

Lecture+Analysis in class: Meritocracy.

Responses to the readings on Blackboard Discussion.

Technical note: *A Theory of Justice* (selections)

SESSION 20 (ASYNCHRONOUS)

Why Does Equality Matter? (II)

Ecology and Food

Contents to be covered during the session: Climate change is a major cause for inequality for current and future generations. How should we face this challenge? How do we guarantee access to food for the whole population? These are some fundamental questions addressed by the texts of this non class learning session.

Choose one of the following readings:

On Fire. The Burning Case for a Green New Deal (selections), by Naomi Klein.

'Animal Rights' in Environmental Justice (selections), by Peter Wenz.

Food Justice (selections), by Robert Gottlieb.

Write a RESPONSE PAPER (2 pages, to be submitted via TURNITIN, instructions TBA) to the reading selected.

SUBMISSION DEADLINE. DUE ON SESSION 23.

Technical note: On Fire. The Burning Case for a Green New Deal

SESSIONS 21 - 22 (LIVE IN-PERSON)

Why Does Equality Matter? (III)

Global Economics and Equality

Contents to be covered during the session: How is it inequality to be understood in today's global world? We will analyze it in this session.

Pre-class Reading: ['What Makes Life Good?'](#), by Martha Nussbaum.

Pre-class Reading: 'Unequal World' in *The Haves and the Have-nots : A brief and Idiosyncratic History of Global Inequality* (pages 139-150), by Branco Milanovic.

Lecture+ Analysis in class: Experiments in justice.

Responses to the readings on Blackboard Discussion.

Technical note: 'Unequal World' in The haves and the have-nots : a brief and idiosyncratic history of global inequality

SESSIONS 23 - 24 (LIVE IN-PERSON)

Why Does Equality Matter? (IV)

Race

Contents to be covered during the session: Visual material and literature will help us in this session to examine key questions around representations of race and migration.

Please, view. Pre-class Documentary: *I Am Not Your Negro* (2016).

Analysis in class: King, Martin Luther jr. 'I have a dream'.

Migration

Pre Class Reading: *The Refugees* (selections), by Viet Thanh Nguyen.

Lecture.

Responses to the reading and documentary on Blackboard Discussion.

RESPONSE PAPER DUE.

Technical note: 'The Black-Eyed Woman' in The Refugees

SESSION 25 (ASYNCHRONOUS)

Guest Speaker TBA.

SESSIONS 26 - 27 (LIVE IN-PERSON)

Why Does Equality Matter? (V)

Gender

Contents to be covered during the session: In this session, we will discuss and explore the foundations on Feminism, and we will use literature as lenses to analyze representation of gender inequality.

Pre-class Reading: *A Vindication of the Rights of Women* (selections), by Mary Wollstonecraft.

Lecture+ In class analysis: *A Doll's House*, by Henrik Ibsen.

Responses to the reading on Blackboard Discussion.

Technical note: A Vindication of the Rights of Women (selections)

SESSIONS 28 - 29 (LIVE IN-PERSON)

Why Does Equality Matter? (VI)

Technology

Contents to be covered during the session: We will see in this session the new challenges that Technology poses for global citizens in the 21st century in terms of equality.

Pre-class Reading: *The Age of Surveillance Capitalism. The Fight for a Human Future at the New Frontier of Power* (selections), by Shoshana Zuboff.

Lecture+ In class analysis: *Frankenstein* (selections), by Mary Shelley.

Responses to the reading on Blackboard Discussion.

FINAL PODCAST + 2 PAGES SCRIPT DUE.

Technical note: The Age of Surveillance Capitalism

SESSION 30 (LIVE ONLINE)

PRESENTATION OF FINAL PROJECTS+ 2 PAGES DEFENSE.

BIBLIOGRAPHY

Recommended

- Anderson, Elizabeth S. *'What Is the Point of Equality?'*. ISBN 9781315236322 (Digital)

- Bentham, Jeremy. *An Introduction to the Principles of Morals and Legislation*. ISBN 0486454525 (Digital)

- Dickens, Charles. *Bleak House*. Penguin Classics. ISBN 9780141439723 (Digital)

- Goldin, Claudia and Katz, Lawrence. *'The Race Between Education and Technology'*. The Belknap Press. ISBN 0674035305 (Digital)

- Gottlieb, Robert. *Food Justice*. ISBN 9780262518666 (Digital)

- Harari, Yuval Noah. *Sapiens: A Brief History of Mankind*. ISBN 9780062316097 (Digital)

- Harari, Yuval Noah. *21 Lessons for the 21 Century*. ISBN 0525512179 (Digital)

- Hobbes, Thomas. *Leviathan*. ISBN 1463649932 (Digital)

- Ibsen, Henrik. *A Doll's House and Other Plays*. ISBN 9780141194561 (Digital)

- Klein, Naomi. *On Fire. The Burning Case for a Green New Deal*. ISBN 9781982129927 (Digital)

- Locke, John. *Second Treatise on Civil Government*. ISBN 0879753374 (Digital)

- Milanovic, Branco. *Global Inequality*. ISBN 9780674984035 (Digital)

- Mill, John Stuart. *On Liberty*. ISBN 9780486421308 (Digital)

- Nozick, Robert. *Anarchy, State and Utopia*. ISBN 0465051006 (Digital)
- Nichols, Tom. *'Others and Outcasts in Early Modern Europe. Picturing the Social Margins'*. ISBN 9781138254053 (Digital)
- Nguyen, Viet Thanh. *The Refugees*. ISBN 0802126391 (Digital)
- Plato. *The Republic*. ISBN 9780141442433 (Digital)
- Poniatowska, Elena. *Massacre in Mexico*. ISBN 0826208177 (Digital)
- Rawls, John. *A Theory of Justice*. ISBN 0674000781 (Digital)
- Rousseau, Jean-Jacques. *The Social Contract*. ISBN 9781496172686 (Digital)
- Sandel, Michael J. *Justice: What is the Right Thing to Do?*. ISBN 0374532508 (Digital)
- Sen, Amartya. *Poverty and Famines: An Essay on Entitlement and Deprivation*. ISBN 0198284632 (Digital)
- Shakespeare, William. *The Winter's Tale*. ISBN 0141396563 (Digital)
- Shelley, Mary. *Frankenstein*. ISBN 0141439475 (Digital)
- Singer, Peter. *Famine, Affluence, and Morality*. ISBN 0190219203 (Digital)
- Solzhenitsyn, Aleksandr. *The Gulag Archipelago*. ISBN 1843430851 (Digital)
- Sophocles. *Antigone*. ISBN 1580493882 (Digital)
- unknown. *The Book of Job*. ISBN 1909697915 (Digital)
- Wenz, Peter. *Environmental Justice*. ISBN 0887066453 (Digital)
- Wollstonecraft, Mary. *A Vindication of the Rights of Women*. ISBN 9780486290362 (Digital)

- Zuboff, Shoshana. *The Age of Surveillance Capitalism. The Fight for a Human Future at the*. ISBN 1610395697 (Digital)

EVALUATION CRITERIA

PARTICIPATION AND PREPARATION 20%

MIDTERM EVALUATION 20%
SESSION 15.

CONTINUOUS ASSESSMENT/ EVALUATION

ASSIGNMENT 1 (2 PAGES) 10%
SUBMISSION DEADLINE: SESSION 10.

ASSIGNMENT 2 (2 PAGES) 10%.
SUBMISSION DEADLINE: SESSION 15.

RESPONSE PAPER (2 PAGES) 10%
SUBMISSION DEADLINE: SESSION 23

FINAL EVALUATION

FINAL PODCAST (+2 PAGES SCRIPT) 15%
SUBMISSION DEADLINE: SESSION 28.

FINAL PROJECT IN GROUPS (2 PAGES DEFENSE) 15%
SUBMISSION DEADLINE: SESSION 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.)

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.

Students to submit all the work they did not turn in or failed during the course and /or retake the Midterm examination if failed.

Criteria	Percentage	Comments
Class Participation and Preparation	20 %	
Midterm Evaluation	20 %	
Assignment 1	10 %	
Assignment 2	10 %	
Response Paper	10 %	
Final Podcast	15 %	
Final Project	15 %	

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.

PROFESSOR BIO

Professor: **FLOR DE LOURDES GRAGERA DE LEON CANTERO**

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Flor Gragera de León, PhD

Flor Gragera de León holds a Ph.D. in Comparative Literature from Rutgers University (New Brunswick, NJ, USA), a M.A. in Comparative Literature (UCL, University College London, UK), a MA in Journalism (El País/ Universidad Autónoma de Madrid, Spain) and a B.A. in Journalism (University of Navarra, Spain). Flor was awarded a J. William Fulbright scholarship for her doctorate studies in the US. She has coordinated courses and designed curriculum for and taught Spanish, as well as Literature and Cultural Studies, to a diverse group of students at Princeton University and Rutgers University. In addition to teaching, she has been consultant for UNESCO in its Paris headquarters, and works as a journalist, contributing to the Spanish communications group Vocento. Dr. Gragera de León has written for El País, El Mundo, and other media. She has taught at IE since 2013 both at the graduate and at the undergraduate levels.

OTHER INFORMATION

Conduct in Class:

1. Be on time: Students arriving more than 10 minutes late will be marked as “Absent”. Only students that provide written notification to the professor in advance that they will be late for a specific session (and the professor confirms receipt of this information) may be granted an exemption at the discretion of the professor.

2. Respect your classmates. Classroom discussion is an important part of the learning process. Therefore, it is vital to maintain a classroom environment that is respectful and free of discrimination and/or recrimination from peers. Please keep in mind that, 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. However, please remember that class is NOT a protected, confidential environment, and the professor cannot guarantee that other students/peers will maintain your information confidential should you choose to share it.

3. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures (unless specifically permitted by the course professor). If a student leaves the room during lectures without receiving permission from the professor, he/she will not be allowed to re-enter and, therefore, will be marked as “Absent”.

4. Do not engage in side-conversation. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side-conversations are not allowed.

5. 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 not permitted. That is, if a student uses social media during class, the student will be asked to leave the room and thus will be marked as “Absent”.

6. No cellular phones: IE University implements a “Phone-free Classroom” policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

Escalation policy: 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 count as 5 absences.

7. Refrain from eating or drinking (except water) during class.

8. Assignments: I will grant each students a 24 hour grace period on ONE assignment (except the group project) during the course of the semester. Other late assignments will get a 0.

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.