IE-HUMANITIES

IE University
Professor: **ANTONEL JEPURE**

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Academic year: 21-22
Degree course: FIRST
Semester: 2º
Category: COMPULSORY
Number of credits: 6.0
Language: English

PREREQUISITES

There are no prerequisites for this course

PREREQUISITES
SUBJECT DESCRIPTION

The Journey of Knowledge: Acquisition, Transmission and Loss

All human societies depend completely on their collective know-how to be able to survive within their natural environment. Strictly seen, it isn't very different nowadays to what it was millions of years ago, we may just not be aware of this relation any more. Knowledge is also a vital condition to stand the threats, challenges and opportunities that the mere presence of neighbors implies, to interact both peacefully (e.g. trading) or hostile.

But how do groups of humans acquire such knowledge? How is collective memory created and accumulated, – and perhaps even more fascinating – how do humans transmit it to the next generations? What happens when such transmission fails?

In this course students will learn through historical examples from all periods and continents about the different mechanisms people have developed to resolve these basic problems. But we will also discuss together many directly related aspects, like climate changes, the human nature itself, or the tricky definition of "Culture". We will also get a glimpse of the animal world to observe some surprising strategies. The course will steadily advance towards the inevitable final questions: What is our modern world's cultural transmission based on? And does it work …?

SUBJECT DESCRIPTION

OBJECTIVES AND SKILLS

- 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.

- Establishing a relation between the past and the present

OBJECTIVES AND SKILLS

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.

During the first sessions, students will be introduced both into the topic itself and the main goals of anthropological studies. All classes will contain examples from different periods and areas of the world, but during the first weeks the presentation of specially rich and varied visual material will help to guide the students towards a basic comprehension of the main aspects of Humanity Studies and the topic of Culture.

The teaching is based on the instructor's own anthropological research experience about acculturation and assimilation. Nevertheless, most aspects of human interaction is an open study case. Just as the international studies about Cultural Transmission are still in the middle of an interesting multidisciplinary working process, involving experts from many different fields, like Anthropology or Psychology. Therefore, the bibliography is selected under two basic criteria: as an addition to the class content, delivering sources or complementary examples and ideas, or as a completely different point of view to the theories explained in class. This will help the students to develop critical thinking, to understand research as a fluid process, and this will help the instructor to start discussions in class.

METHODOLOGY

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35 hours
Discussions	16.67 %	25 hours
Exercises	33.33 %	50 hours
Group work	0.0 %	0 hours
Other individual studying	26.67 %	40 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction

Course and matters.

Explaining objectives and the different parts of the course.

SESSION 2 (LIVE IN-PERSON)

Introduction II

Short examples from the course content and brainstorming about some keywords.

Steam engine and computer in ancient Greece - possible or impossible?

SESSION 3 (LIVE ONLINE)

"Nothing comes from nothing!" (Parmenides) - there can be no sudden birth of any complex technology or society.

Some main ideas will be explained by the example of Chess.

Article: Our current knowledge of the Antikythera Mechanism

SESSION 4 (ASYNCHRONOUS)

Definition of "Culture" - a first attempt.

Other keywords: Enculturation, Acculturation, Assimilation.

SESSION 5 (LIVE IN-PERSON)

Humanity Studies

Why should you know about Humanities?

Introducing Anthropology - How can it benefit your studies and career?

Book Chapters: Anthropology : the Exploration of Human Diversity (Chapter 1), 3-21. (659389911)

SESSION 6 (LIVE IN-PERSON)

Humanity Studies (Applied Anthropology)

Prehistoric behavior patterns on the financial markets?

From flintstones to rocket science

SESSION 7 (LIVE IN-PERSON)

What do we know about Human Nature?

... With some help from Primatology

Book Chapters: Our Inner Ape, Chapter 1 (1-39)

SESSION 8 (LIVE IN-PERSON)

Climate Changes

during (Pre-)History and the human response on the challenge of changing environments

Book Chapters: Climate History and the Modern World. Chapter 6 (111-124)

SESSION 9 (ASYNCHRONOUS)

Visit the National Archaeological Museum (on your own)

Describe different artifacts from at least four different sections that seem nearly unchanged in form and function.

Detailed instructions will be uploaded on Blackboard

SESSION 10 (LIVE IN-PERSON)

Transmission of Knowledge (I)

A theoretical approach

Haarmann (2007), pages to prepare for class will be uploaded on Blackboard

SESSION 11 (LIVE IN-PERSON)

Transmission of Knowledge (II)

Examples from the animal world:
Can we expect any solutions for our course topic?

SESSION 12 (LIVE IN-PERSON)

Acquaintance of knowledge

Theories explaining the earliest human technologies and strategies

Article: Ancient Technologies: Complete vs. Conceptual Transfer

SESSION 13 (LIVE IN-PERSON)

Foundation of Culture

Rise of Civilizations in Africa, Asia and America

SESSION 14 (ASYNCHRONOUS)

TBD

SESSION 15 (LIVE ONLINE)

Midterm Exam

Multiple Choice and Short Answers

SESSION 16 (LIVE IN-PERSON)

Transmission of know-how

Unintentional and intentional showing of problem-solvin strategies
Imitation.
Oral and written transmission

Article: INDIGENOUS PEOPLES' LIFE STORIES

Homework: Please take notes of any kind of transmission of know-how you are able to observe in your daily life

SESSION 17 (LIVE IN-PERSON)

Transmission of know-how (II)

Discussion

SESSION 18 (LIVE IN-PERSON)

Ancient Rituals in the modern world

Inka engeneering in today's Peru

Calendar

Food Culture

(...)

Article: Acculturation: Adaptation or Development

SESSION 19 (LIVE IN-PERSON)

Discussion in class:

How is it possible that ancient elements (like those mentioned in the previous session) have survived until present days?

SESSION 20 (ASYNCHRONOUS)

Prehistoric examples of "academic" knowledge

Science and mathematics in Lascaux (France), Stonehenge (England), Border Cave (South Africa)

SESSION 21 (LIVE IN-PERSON)

Antiquity: Cultural and Technological Achievements (I)

How ancient knowledge got lost during the Middle Ages ...

Homework: Please detect ancient elements within your own cultural environment and try to explain with your own thoughts a possible transmission chain. Brief essay (1-2 pages).

SESSION 22 (LIVE IN-PERSON)

Antiquity: Cultural and Technological Achievements (II)

... And how it was recovered during the Renaissance,

involving Islam, Judaism and Christianity.

SESSION 23 (LIVE IN-PERSON)

Interruption of Cultural Transmission

Problems of oral transmission

Problems of written transmission: Language, codes and the conservation of ancient, traditional and modern storage items

Homework: Please make your own reflections about how durable you think are the main storage items of our daily use.

SESSION 24 (LIVE IN-PERSON)

Dark Ages in History

Examples and possible reasons

SESSION 25 (ASYNCHRONOUS)

Essay / TBD

SESSION 26 (LIVE IN-PERSON)

Commerce

as transmitter of know-how: Silk Road, maritime navigation

SESSION 27 (LIVE IN-PERSON)

Collapse of Civilizations

Some reasons learned from the past

Total loss of knowledge?

J. Diamond, Collapse (pages TBA)

SESSION 28 (LIVE IN-PERSON)

What is the situation today?

An analysis

Reading: TBA

SESSION 29 (LIVE IN-PERSON)

New Dark Ages?

Discussion in class

Conclusions

SESSION 30 (LIVE ONLINE)

Final Exam

The exam will be a test on Blackboard, and includes a component that students have prepared beforehand, to submit on this day. Details will be explained in class and instructions uploaded on Blackboard.

BIBLIOGRAPHY

Recommended

- Stan Bird. (2014). *Indigenous People's Life Stories.* Vol. 10, Issue 4 (376-·391). Alternative. ISBN 0000000000 (Printed)

- Jared Diamond. (2006). *Collapse.* Penguin. ISBN 9781429527248 (Digital)

- Rafael Finkel. (2012). *Ancient Technologies: Complete vs. Conceptual Transfer.* Vol. 39 (115-125). Journal of the Inst. of Archaeology of Tel Aviv. ISBN

0000000000 (Printed)

 - Harald Haarmann. (2007). *Foundations of Culture.* Peter Lang. ISBN 9783631566855 (Printed)

 - H. H. Lamb. (1995). *Climate History and the Modern World.* Routledge. ISBN 0415127343 (Printed)

 - Ute Schönpflug. (2009). *Cultural transmission : psychological, developmental, social, and methodological aspects.* Cambridge University Press. ISBN 9780521880435 (Printed)

 - Ute Schönpflug. (1997). *Acculturation: Adaptation or Development.* Applied Psychology v46 n1 (199701): 52-55. ISBN 4634100236 (Digital)

 - Frans de Waal. (2006). *Our Inner Ape: a leading primatologist explains why we are who we are.* 1st Riverhead trade pbk. ed.. ISBN 1035886313 (Digital)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Preparation & Participation	20 %	
Midterm Evaluation	20 %	
Final Evaluation	30 %	
Continuous Assessment	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/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.)

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.

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)

PROFESSOR BIO

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A. Jepure earned his PhD from the University of Würzburg (Germany) and the Universidad Autónoma de Madrid, following studies in Paleoanthropology, Prehistory, Archaeology, Paleochristianity, Medieval Studies and Political Science. He has spent over 20 years working on research focused on assimilation and acculturation in Europe's transition from Late Antiquity to the Middle Ages, especially on Spain's Visigothic period. His research interests and teaching experience are centered on Paleoanthropology, Archaeology, Religious and Medieval Studies.

He has worked for the University of the Basque Country, the University of Alcalá and for the Museum of Segovia. Prof. Jepure is also teaching at the Syracuse University in Madrid. He has also participated in a European Research Project about Foreigners in Early Medieval Europe and in several archaeological and subaquatic excavations in Spain, Germany and Croatia.

BIBLIOGRAPHY