

IE-HUMANITIES

IE University

Professor: **ROLF STROM-OLSEN**

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Academic year: 21-22

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

There are no prerequisites for this course.

SUBJECT DESCRIPTION

MARKETS AND SOCIETY

A market is an institution that regulates exchange. We are used to thinking of markets in the context of our modern economic understanding of ourselves and our society, but markets can be construed much more widely than this. This course seeks to do exactly that. It looks to examine the interplay between markets and society, asking what role markets have played in human society, going back to our earliest history. Relatedly, our modern understanding of markets has privileged the idea that they serve as a catalyst for technological innovation, where the key driver is the ability to derive profits. But the innovations of the marketplace, or perhaps better put, innovations of society that include market institutions are much more than the technological. Innovations of order, of politics, of behaviours, thought, and belief are all characteristic of the social dynamism of our species, and throughout our history, markets have played a vital role in shaping, diffusing, altering and embedding these forces. In this class, you will have the opportunity to think about the complex interconnections between markets, society and innovation in ways that range well beyond the constrained understanding we come away with if we limit our approach to a purely economic focus. In order to develop this topic, students will engage with a broad range of scholarly work from multiple disciplines that spans from the Paleolithic to the Internet age.

OBJECTIVES AND SKILLS

Pedagogical Objectives

- To develop a critical approach to social evolution.
- To think about the institutional role of markets within society beyond an economic formalism.
- To develop an appreciation of different disciplinary approaches to critical analysis, including history, ethnography, anthropology, sociology, economics, and philosophy.
- To complicate our understanding of how markets have functioned in the past, how they function today and how we might consider them functioning in the future.
- To reflect on our own experiences and consider how we can see ourselves within a wider continuum of the human experience.

Technical Objectives

- Development of analytical, critical, and creative thinking.
- Comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

METHODOLOGY

This course will be developed using three main components. First, the material will be explored in an interactive lecture format, in which the main points will be explained or clarified. Second, students should be prepared to participate in more specific discussions (or tutorials) over the course of semester on specific topics explored in the course. Third, students will develop their comprehension of the course material through a set of writing assignments that will not only serve as their evaluation for the class, but more importantly will provide a means for continuous learning and feedback.

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.

This course is built around the idea of an autonomous engagement with the material. What this means is that you have the choice about which aspects of the class you wish to focus on, anchored by a set of assignments that will help you frame your choices. As a result, there is no obligatory course material. Instead, you will be able to choose which material you would like to explore. For more details, consult the Course User Manual.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	30 hours
Discussions	20.0 %	30 hours
Exercises	26.67 %	40 hours
Group work	0.0 %	0 hours
Other individual studying	33.33 %	50 hours

TOTAL	100.0 %	150 hours
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PROGRAM

NOTES

(1) You should consult carefully the supplemental material for the course which are:

- Course User Manual
- Course Reading Guide
- Essay Guidelines
- Short Essay Topics

(2) The use of digital devices is permitted in the classroom for the purposes of specific learning tasks. Otherwise they should not be used.

(3) The essay submission platform and due dates are found in the 'Assignment' folder of the course.

MODULE 1 - SOCIETIES BEFORE MARKETS

Introduction to the subject and an exploration of how societies can operate without markets.

SESSIONS 1 - 2 (LIVE IN-PERSON)

The Long Equilibrium I

For roughly the first 95% of our existence, human beings lived in societies that fell outside of any market paradigm. We will explore the contours of this "long equilibrium," particularly with respect to Sahlins's famous thesis that human society, in its "primitive" stage enjoyed an "original affluence."

READINGS

Module 1 Reading Pack: Flannery; Sahlins; Scott - (excerpts)

SESSION 3 (LIVE ONLINE)

THE LONG EQUILIBRIUM II

In this session, we will consider several principal features of human society at the boundary of the Neolithic age, just prior to the emergence of a market logic, and ask what happened to propel us into societies with markets.

READINGS

Module 1 Reading Pack: Flannery; Sahlins; Scott - excerpts

SESSION 4 (ASYNCHRONOUS)

ESSAY PREP & REVIEW

Engagement with the module 1 material in conjunction with the first module essay topics.

SESSIONS 5 - 6 (LIVE IN-PERSON)

MARKET LOGIC

What is the impact on society when it is built around the logic of the marketplace. We will explore the theoretical implications of this question. A key question about our early history is the ways in which opportunities for exchange served as a driver of change for human society. A chief differentiating feature of sedentary from hunter gatherer communities is the rise of an economy built around so-called "deferred returns," which replaced the system of immediate returns that we explored in our first lecture. What impact did this have on the lives that people could lead and where?

READINGS

Module 1 Reading Pack: Flannery; Sahlins; Scott - excerpts

SESSIONS 7 - 8 (LIVE IN-PERSON)

MARKETS & SOCIAL FORMATION I

MODES OF DISTRIBUTION & DISPARITY

We consider how market logic can be embedded in society following both an endogenous and exogenous logic. We consider an example of how exogenous market logic can play an important role in defining social conventions, roles and identity.

READINGS

Module 2 Reading Pack: Flannery, Malinowski, Marx, Trigger, Mauss, Lerner - excerpts

MODULE 2 - THE EMBEDDED MARKET

An exploration of how embedded markets function to foster diverse social arrangements, practices, and outcomes.

SESSION 9 (ASYNCHRONOUS)

ESSAY PREP & REVIEW

Engagement with the module 2 material in conjunction with the second module essay topics.

SESSIONS 10 - 11 (LIVE IN-PERSON)

Markets & Social Formation II.

Modes of authority & cohesion

First, how can markets work to maintain rules, and exert social order and discipline? We will look at the famous example of the 'Kula Ring' to explore how societies have fashioned market-based schemes that use value and exchange to enforce underlying social dynamics.

Second, how can markets be shaped within different social systems to create inequality? We'll explore several different modes of accumulation and distribution that serve to establish structural social inequalities, with a particular focus on the role that ritualised generosity plays in establishing claims to power.

READINGS

Module 2 Reading Pack: Flannery, Malinowski, Marx, Trigger, Mauss, Lerner - excerpts

SESSIONS 12 - 13 (LIVE IN-PERSON)

Markets & Social Formation III.

Modes of Power & Property

The Neolithic Revolution describes the rise of what James Scott has called “grain states,” sedentary communities that emerged first in Western Asia about 10,000 years ago. The move to permanent, farming-based communities had enormous repercussions for our history, none less significant than the rise of embedded political regimes designed to clarify and secure the newfound property rights that such societies fostered as a matter of course. Among other topics, we’ll focus on the significance for gender roles that this shift entailed, and explore the importance of a migration away from matrilineal to patrilineal systems of identity and social belonging.

READINGS

Module 2 Reading Pack: Flannery, Malinowski, Marx, Trigger, Mauss, Lerner - excerpts

SESSION 14 (ASYNCHRONOUS)

ESSAY PREP & REVIEW

Engagement with the module 2 material in conjunction with the second module essay topics.

SESSION 15 (LIVE ONLINE)

A “Market of Belief” I

In this and the following discussion, we’ll consider the idea of a “market of belief.” First, in the immediate aftermath of the death of their leader, early Christians faced a set of challenges about how to continue the teachings of Jesus, and on what terms, especially with respect to proselytizing and conversion. We will explore the contours of these challenges and explore how the rise of early Christianity can be viewed within the lens of a “market for belief” dynamic.

SESSIONS 16 - 17 (LIVE IN-PERSON)

A “MARKET OF BELIEF” II

We will consider two examples of the market for belief: first, how Christian dogma was challenged during the Reformation, with a special focus on the so-called 'Radical' or 'Popular' Reformation and the ways that often convoluted, theologically-derived arguments were translated into terms that could be apprehended by a non- or semi-literate population. Second, the reform Judaism movement of 19th century Germany and the debates that took place within Judaism about how religious identity and civil identity needed to be reconciled. In both instances, we will consider the dialectic of how a perceived universal belief system is modulated by socio-economic and cultural exigencies.

READINGS

Module 3 Reading Pack: Acts (NT); Strayer; Plaut - excerpts

MODULE 3 - THE MARKET FOR BELIEF

An exploration of markets have been used to create, adapt or revolutionise the belief systems that help form social groups' common identity.

SESSIONS 18 - 19 (LIVE IN-PERSON)

THE GREAT TRANSFORMATION

The Hungarian sociologist Karl Polanyi termed the 18th century rise of market societies "the great transformation." As the feudal model of agrarian subsistence was swept aside by the allocation of land to new uses and the rise of an industrial economy, the ability for people to maintain themselves became integrated with, and, indeed, subordinated to a wage-based marketplace. We will look at the process of how markets became disembedded from society.

MODULE 4: THE DISEMBEDDED MARKET

An exploration of how the subordination of society to markets is a feature of modernity and the consequences this development has created.

SESSION 20 (ASYNCHRONOUS)

ESSAY PREP & REVIEW

Engagement with the module 3 & 4 material in conjunction with the third module essay topics.

SESSIONS 21 - 22 (LIVE IN-PERSON)

A Revolution of Class

Some of the greatest innovations ever spurred by the marketplace were the new political and social ideas that formed as a reaction to the disembedding of the marketplace. Political reforms, once unthinkable, became a routine part of the larger discourse, changing fundamentally the ways that societies sought to craft for themselves a future in the context of an industrialised, commodity-based, wage-dependency economic system.

We review why the tensions of industrialisation did not produce the classless society predicted by Marx, but instead, refashioned class divisions, with special attention to the thought of Veblen.

SESSIONS 23 - 24 (LIVE IN-PERSON)

CAPITALISM, FROM AN ENTREPRENEURIALISM TO MANAGERIALISM & THE RISE OF INTERDEPENDENCE.

We review the arguments of (1) Joseph Schumpeter about the inevitable evolution of priorities under the disembedded market logic of free market economies, and (2) Galbraith about rise of interdependence between producer and consumer.

READINGS

Module 4 Reading Pack: Calder; Galbraith; Marx; Polanyi; Schumpeter; Veblen - excerpts

SESSION 25 (ASYNCHRONOUS)

ESSAY PREP & REVIEW

Engagement with the modules 4 & 5 material in conjunction with the 4th and final module essay topics.

SESSIONS 26 - 27 (LIVE IN-PERSON)

The Credit Society

Why have societies operating under the impositions of a disembedded market not reacted to introduce greater degrees of structural change? A simple answer may be the way market prosperity has expanded across social strata. We will review some of the principle features of this phenomenon, especially the role that consumer credit - one of the great innovations of the 20th century - has played in reshaping the relationship of people with the market.

READINGS

Module 4 Reading Pack: Calder; Galbraith; Marx; Polanyi; Schumpeter; Veblen - excerpts

MODULE 5 - THE FUTURE OF MARKETS

An exploration of how to align the 'market thinking' that predominates over the modern self with the wider agenda needed to address the challenges of the future, especially rapid climate change.

SESSIONS 28 - 29 (LIVE IN-PERSON)

Catastrophe & Opportunity

At the start of the Industrial Revolution, the concentration of carbon in the atmosphere was about 275 parts/million (ppm). By the time our class comes to an end, it will be over 420 ppm. This development - and the looming catastrophe it portends - is a direct consequence of the rise of our modern, disembedded market society. In this class, we ask: how should we think about this and what should we do to prepare for it?

READINGS

Module 5 Reading Pack: Oreskes, Wallace Wells - excerpts

SESSION 30 (LIVE ONLINE)

Reflexion

Looking forward to the challenges we face, we reflect on what we have seen across the class to explore the different possibilities of how we will contend with that most human of institutions - the market.

BIBLIOGRAPHY

Recommended

- Marshall Sahlins. *Stone Age Economics*. Routledge. ISBN 9781138702615
(Printed)

- Bruce Trigger. *The Children of Aataentsic: A History of the Huron People to 1660*. McGill-Queens. ISBN 9780773506275 (Printed)

- Bronislaw Malinowski. *Argonauts of the Western Pacific*. ISBN 9781781396896
(Printed)

- Karl Polanyi. *The Great Transformation*. Beacon Press. ISBN 9780807056431
(Printed)

- Kent Flannery, Joyce Marcus. *The Creation of Inequality*. Harvard University Press. ISBN 9780674416772 (Printed)

- Vaclav Smil. *Energy and Civilization: A History*. The MIT Press. ISBN 9780262536165 (Printed)

- Marcel Mauss. *The Gift: The Form and Reason for Exchange in Archaic Societies*. W. W. Norton & Company. ISBN 9780393320435 (Printed)

- James C. Scott. *Against the Grain: A Deep History of the Earliest States*. Yale University Press. ISBN 9780300240214 (Printed)

- Norman Yoffee. *Myths of the Archaic State: Evolution of the Earliest Cities, States, and Civilizations*. Cambridge University Press. ISBN 9780521521567 (Printed)

- George H. Williams. *The Radical Reformation*. ISBN 9780664203726 (Printed)

- Stayer, James M.. *The German Peasants' War and Anabaptist Community of Goods*. McGill-Queen's University Press. ISBN 9780773511828 (Printed)

- W. Gunther Plaut. *The Rise of Reform Judaism: A Sourcebook of Its European Origins*. The Jewish Publication Society. ISBN 9780827612167 (Printed)

- Karl Marx, Robert Tucker. *The Marx-Engels Reader (Second Edition)*. W. W. Norton & Company. ISBN 9780393090406 (Printed)

- Joseph A. Schumpeter. *Capitalism, Socialism and Democracy*. Routledge. ISBN 9780415107624 (Printed)

- Lendol Calder. *Financing the American Dream: A Cultural History of Consumer Credit*. Princeton University Press. ISBN 9780691074559 (Printed)

- J.K. Galbraith. *The Affluent Society*. Mariner Books. ISBN 9780395925003 (Printed)

- Naomi Oreskes, Erik Conway. *The Collapse of Western Civilization: A View from the Future*. Columbia University Press. ISBN 9780231169547 (Printed)

- David Wallace-Wells. *The Uninhabitable Earth: Life After Warming*. Tim Duggan Books. ISBN 9780525576716 (Printed)

EVALUATION CRITERIA

The evaluation for this course is formally as follows:

Criteria	Percentage	Comments
Final Exam	30 %	
Intermediate Tests	20 %	
Class Participation	20 %	
Continuous Assessment	30 %	

See the Course User Manual for further details about the assessment protocols.

Grade description and equivalents:

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

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

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

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

- Good/Aprobado: 6.0-7.0 (C- to C+)

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

- Pass/Aprobado: 5.0-6.0 (D)

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

- Fail/Suspense: 0-4.9 (F)

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

- Automatic Failure/Suspense: 0 (F)

Please note that a student who misses 30% or more of the scheduled sessions receives an automatic 0.0, and loses his or her right to the second chance or call (convocatoria.)

A) About the retake policy:

Retake Policies: Students have four opportunities to pass a course distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

- Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).
- Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students.
- The maximum grade a student can obtain in the second exam session is 8 out of 10.

Students who move to the retake phase will be required to submit all work that was either unsatisfactory or unsubmitted during the regular semester.

B) About the Code of Ethics/Honor

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a "0" on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university.

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

Cheating includes:

- a) An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.
- b) Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.
- c) co-operation or collaboration.
- d) with official documents, including electronic records.
- e) The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

Plagiarism includes:

- a) Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document is a form of plagiarism. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.
- b) Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).
- c) Plagiarizing is not committing "word for word" copying. "Thought for thought" is also a form of plagiarism.

Other violations of academic ethics include:

- a) Not acknowledging that the students' work or any part thereof has been submitted for credit elsewhere.
- b) Misleading or false statements regarding work completed.
- c) Knowingly aiding or abetting anyone in committing any form of an academic integrity violation.

Academic Misconduct Procedure for Humanities Courses

1. If a Humanities instructor suspects a student has committed academic misconduct (as defined in the student's Code of Ethics) in a Humanities course, he or she must refer the case to the Humanities program director with all the necessary supporting evidence.

2. The Humanities program director will meet with the student and write a brief summary of the instructor and the student's views and pass them on to the Bachelor's program director. The Humanities program director may also suggest what type of sanction would be appropriate for the student.
3. If there is enough objective evidence to sanction the student, the program director will check if this is the first time the student has committed academic misconduct.
4. If this is a first breach of conduct, the program director will decide the scope of the sanction on the basis of all the above information. (Bachelor or Ethics Committee).
5. If this is a second offense or if, according to the Humanities director's report, the case is serious enough, the case will be redirected to the university's Ethics Committee.

(Approved by the Vice-Rector of Academic Affairs in June 2020)

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: **ROLF STROM-OLSEN**

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Professor Strom-Olsen has been a member of faculty at IE University since 2010, and taught for many years in the International MBA program. He is a specialist in late-medieval French political culture, although he has written and taught on a wide range of subjects, from business theory to political philosophy.

OTHER INFORMATION

Office hours are by appointment.