IE-HUMANITIES

IE University
Professor: **ERNESTO CHÉVERE HERNÁNDEZ**

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

PREREQUISITES

None.

SUBJECT DESCRIPTION

SOCIAL MOVEMENTS: PAST PRESENT AND FUTURE OF COLLECTIVE POLITICS

What do Black Lives Matter, Arab Spring or Feminist movements have in common? They are some collective process that struggle and strive to promote human rights, democracy and equality. Their influence in policy making and social conscience should not be taken lightly.

There is no question about the real power of social movements. This collective tactic to shift governmental decisions is not new, it has been employed by societies for centuries even though the new technologies of information make them more present now rather than other moments in time. With the study of the history and evolution of social movements, we can better understand their purposes, targets, goals and tactics. Analyzing their victories and failures we may be able to help forge better articulated movements to keep on pushing for social, gender, racial and even sexual equality.

This course is designed within the framework and realm of sociological theory. Understanding sociological theory helps us better understand our present with a clear perspective of the contexts that shape our society. Also, studying theories of human behavior helps us understand who we are, where we come from and why we act the way we do as a society, and can bring forward a better society in the future.

OBJECTIVES AND SKILLS

Edited by Documentation
10th October 2021

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.

More specifically:

>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.
>Learn through the use of cases and examples of daily life to provide a useful tool to diagnose and analyze social behavior and dynamics.
>Identify structures of power and privilege that characterize contemporary societies.
>Identifying and understanding social movements and their power.
>Develop social responsibility in discussions and debates on sociological issues addressed in class.
>Understand the concept "Other", as that other person which is not you and doesn't share your realities, and develop a social sensitivity and empathy towards the that Other character.

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.
Synchronous Interaction is learning that happens in live, in real-time. For example, attending classes (lectures, discussions, labs, studios) in-person.
Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms. For example, debating topics in a digital forum, critiquing the work of classmates posted in a digital gallery, working on a proposal or project using a collaborative document-sharing platform, or getting help and learning support in messaging-based system.

This course will focus on theoretical concepts and approaches. We will discuss the history of social movements, basic theories and then place them on practical examples of our contemporary world for a better understanding. The course will be mostly based on readings that we as a class will discuss in lecture sessions as well as two movies to generate debates on issues we face daily.

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

SESSION 1 (LIVE IN-PERSON)

Introduction to the Course?
· Objectives, contents, schedule, and evaluation system.
· Main idea of the course.

Readings: Syllabus.

Activities: Discussion of syllabus, course and answer any questions from students.

SESSION 2 (LIVE IN-PERSON)

Philosophy's basic concepts to start up
· Introducing and reviewing basic concepts.
· Concepts: ideology, power, inequality, collective identity, collective action and social movements. All of this to start up.

Readings: None.

Activities: Discussion of basic concepts and their evolution. Students will present the definitions they found on their own for the basic concepts, where we will construct our own definitions collectively based on student findings in their assignment. This will be the basic starting point of the course and will be the concepts we will continue to work with.

Assignment: Prior to this section, students will be required to find the definitions for the concepts on their own on any resource they prefer.

SESSION 3 (LIVE ONLINE)

Sociology as a discipline and its importance to historical process
· Sociology as a discipline
· How is sociology linked to history?

Readings:

Wright Mills, C. (1999) The Sociological Imagination. Oxford: Oxford University Press. Chapter 1 The Promise (pgs. 3-21).

Activities: Lecture. In-Class open debate and discussion.
Article: The Sociological Imagination

SESSION 4 (ASYNCHRONOUS)

Philosophy's basic concepts follow up
· Debate on the concepts studied in session 2

Readings: None.

Activities: Interactive video discussing basic concepts of session.

Assignment: Video discussion forum. All students must reply a three page post before session 5.

SESSION 5 (LIVE IN-PERSON)

Social Differentiation
· Basic relations between individuals and society (how they perceive themselves and reciprocal views).
· How do individuals select their groups?

Readings:

Giddens, A. et al (2018) An introduction to sociology. Ch. 1 (pgs. 6-20)?.

Activities: The session will begin with an open question: Does society form people or do people form societies? How do people select where they want to be in society? After, the class will become a guided open discussion on individuals and society.

Book Chapters: Introduction to Sociology

SESSION 6 (LIVE IN-PERSON)

Elements for mobilization
· Collective identity
· Collective behavior, and collective action
· How to identify a Social Movement

Readings:

Chévere, E. (2021) Noicazilabolg. Madrid: Europa Ediciones. Chapter 3. (English version will be provided by professor in pdf).

Activities: The session will be an open debate based on the assigned lecture.

Book Chapters: NoicazilbolG (Ch. 3)

SESSION 7 (LIVE IN-PERSON)

The invention of the social movement I
· When did the contemporary social movement began?

Readings:

Tilly, C. et. al. (2016). Social Movements, 1768 - 2012. Ch. 2 (pps. 16-37).

Activities: Lecture. In-Class open debate and discussion.

Book Chapters: Social Movements

SESSION 8 (LIVE IN-PERSON)

The invention of the social movement II
· How has the social movement grown?
· The social movement's expansion

Tilly, C. et. al. (2016). Social Movements, 1768 - 2012. Ch. 2 (pps. 16-37).

Activities: The session will be an open debate based on the assigned lecture.

Book Chapters: Social Movements

SESSION 9 (ASYNCHRONOUS)

How much power does an individual have in society
· Debate on individuals and their roles in society
· Do individuals have the power to shape policies?

Readings: None.

Activities: Watch interactive video posted by professor.

Assignment: Video discussion forum. All students must reply a three page post before session 10.

SESSION 10 (LIVE IN-PERSON)

The invention of the social movement III
· Open debate

Readings: None.

Activities: Open debate and discussion on sessions 7-8 subjects, based on a case study brought by professor.

SESSION 11 (LIVE IN-PERSON)

The Evolution of the social movement I
· How has the social movement evolved?
· The collective project entering the 20th century

Tilly, C. et. al. (2016). Social Movements, 1768 - 2012. Ch. 3 (pps. 38-64).

Activities: Lecture. In-Class open debate and discussion.

Book Chapters: Social Movements

SESSION 12 (LIVE IN-PERSON)

The Evolution of the social movement II
· Collective power as politics

Tilly, C. et. al. (2016). Social Movements, 1768 - 2012. Ch. 3 (pps. 38-64).

Activities: The session will be an open debate based on the assigned lecture.

Book Chapters: Social Movements

SESSION 13 (LIVE IN-PERSON)

The Evolution of the social movement III

- Debate on the concepts studied in sessions 11 -12

- Case study

Readings: None.

Activities: Open debate and discussion of concepts studied in sessions 11-12 based on a case study.

SESSION 14 (ASYNCHRONOUS)

Midterm review and Project discussion
· Midterm review and project explanation.

Readings: None

Activities: Midterm review. Explain and divide groups for session 21-22 presentation. Decide timeline for meeting in session 20.

Assignment: Meet with professor in groups prior hour agreements.

SESSION 15 (LIVE ONLINE)

Midterm Exam
· Individual exam

SESSION 16 (LIVE IN-PERSON)

Expansion of the Social Movement
· Analyze and discuss contemporary social movements on the 21th century.
· How can social movements expand themselves?

Tilly, C. et. al. (2016). Social Movements, 1768 - 2012. Ch. 4 (pps. 65-94).

Activities: The session will be an open debate based on the assigned lecture.

Book Chapters: Social Movments

SESSION 17 (LIVE IN-PERSON)

Construction of racial roles
·   Is ethnicity the "inevitable consequence" of coloniality?
·   Are racial roles biological?

Readings:

Quijano, A., Wallerstein, I. (1992): Americanity as Concept: Or the Americas in the Modern World-System. International Social Science Journal 131: (pp. 549-557).
        (https://www.javeriana.edu.co/blogs/syie/files/Quijano-and-Wallerstein-Americanity-as-a-Concept.pdf)

Activities: In-class open discussion on the concept of coloniality and its link with race and ethnicity.

Article: Americanity as a Concept

SESSION 18 (LIVE IN-PERSON)

Race and Racism
·   Turning point on racial issues and black emancipation process in the USA.
·   Discussion on the relevance of racial emancipation in the USA in the rest of the world.
·   The beginning of a movement.

Readings: None
Film: Panther (1995)

Activities: Watch film "Panther" (provided by professor).

Assignment: Discuss a premise presented by professor in forum. All students must have participated in forum with a three page post by session 19.

SESSION 19 (LIVE IN-PERSON)

Guest Key Speaker
·   Guest to be confirmed

Readings: None

Activities: Conference.

SESSION 20 (ASYNCHRONOUS)

Project brainstorm, Q and A and guidance
·   Preparing group presentation tutorial

Readings: None

Activities: Group meetings with professor to discuss project and presentation ideas on topics chosen. All groups must meet with professor live online on session 20's date. (during the whole day with prior hour confirmation by groups to be decided in session 14).

Assignment: Be prepared with your group for meeting.

SESSION 21 (LIVE IN-PERSON)

Group Presentation I
· Each group will present their project to the rest of the class. (two/three per session)

Readings: None

Activities: Group presentations.

SESSION 22 (LIVE IN-PERSON)

Group Presentation II
· Each group will present their project to the rest of the class. (two/three per session)

Readings: None

Activities: Group presentations.

SESSION 23 (LIVE IN-PERSON)

Analyzing Group Presentation
· Enter in a sociological debate regarding the presentations.

Readings: None

Activities: Participate in class debate regarding key questions presented by professor.

Assignment: All students must write a three page analysis of all the presentations (exept their own) by session 24 using the class discussion as reference.

SESSION 24 (LIVE IN-PERSON)

The patriarchal society
· Living in a man's world.
· Does gender determine your place in society?
· Role of mass media in discrimination legitimacy

Readings:

Giddens, A. et al (2018) Introduction to Sociology. London North W. W. & Co Ch. 10 Gender Inequality (229-261).
Activities: Lecture. In-Class open debate and discussion.

Book Chapters: Introduction to Sociology

SESSION 25 (ASYNCHRONOUS)

The Feminist Movement
· Appearance and evolution of feminism as a movement
· Differentiation between feminism and male chauvinism
· Feminism today

Readings: None.

Activities: Video forum discussion. A video explaining the appearance, evolution and expansion will be shared.

Assignment: Students must see the video and write a three page post about the video. Essay must be handed in by session 26.

SESSION 26 (LIVE IN-PERSON)

How COVID has changed our daily lives - I
·   What has been the social impact of COVID?
·   Have people organized within a framework to face the social challenges or are they expecting their governments to do all the work?
·   Have the quarantines reduces social movement possibilities?

Readings: None
Film: 180 Grados

Activities: We will watch a documentary (50 minutes, provided by professor) on the impact of COVID in our society and the outcome on collective organization.

SESSION 27 (LIVE IN-PERSON)

How COVID has changed our daily lives - II
·   Discussion on the documentary.

Readings: None
Film: 180 Grados

Activities: Discussion and guided open debate in class on the documentary seen in session 26.

SESSION 28 (LIVE IN-PERSON)

Globalization and its influence in collective action.
·   How is globalization influencing local dynamics?
·   Society's new found role in the world

Readings:
Chévere, E. (2020) Understanding Globalization. In: Revista Cruce: Crítica Socio Cultural Contemporánea.

Activities: This session will be a closure class with an open group discussion on today's society and the influence of globalization, not only in our daily lives, but in the relations of power among individuals.

Article: Understanding Globalization

SESSION 29 (LIVE IN-PERSON)

Final exam discussion and class closure

· Open discussion and final exam review.

Readings: None

Activities: Discussion and debate among students on final exam material. Debates may be student motivated or the professor will guide it with open questions. The discussion will be moderated by professor.
Also, as a class closure, there will be: 1) Discussion on class outcome. 2) Open debate analyzing the class and its progress. What have we learned? Suggestions on how can the class be better.

SESSION 30 (LIVE ONLINE)

Final exam

· Individual exam

5. BIBLIOGRAPHY

As listed in description.

EVALUATION CRITERIA

Preparation and participation (20%): Assistance, punctuality, performance in class as well as in groups and discussion forums will be taken into consideration. Also, with the use of opening questions before class by random selection, we will be able to see the level of preparation of the students for each class.

Midterm (20%): Session 15. The material for the midterm exam will be the first part of the class which is about basic concepts. The exam format will include multiple choice, short answer and long answer questions.

Final Evaluation (30%): Session 30. The material for the final exam will be the second part of the class. The exam format will include multiple choice, short answer and long answer questions.

Continuous assessment / evaluation (30%):
Written Work (15%): Throughout the semester, students will be doing several written work. These will be discussion boards and written comments on videos forums. All of these will take place in diverse sessions and the extension of the written work will be determined in each of these sessions for a final total count of 15 pages. Every post must have an essay like structure.
*Three page post will be 1500 words.

Group Presentation (15%): Sessions 21 and 22. In several groups (depending on the total number of students in class), students will be able to demonstrate their abilities to work with one another as well as to use the new basic concepts they have encountered during the course. Details of group project will be presented by professor previous to midterm's date.

*IMPORTANT ADDITIONAL INFORMATION ABOUT GRADING

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.)

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.

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)

Criteria	Percentage	Comments
Class Participation	20 %	
Intermediate Tests	20 %	Midterm
Final Exam	30 %	
Individual Work	30 %	Continuous assesment

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.

PROFESSOR BIO

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Ernesto Chévere Hernández (PhD) has a degree in Education in History from the University of Puerto Rico, holds a master's degree in Public and Private International Law from the Complutense University of Madrid, a master's degree in International Relations from CEU San Pablo, a Diploma in Advanced Studies in Applied Economics from CEU San Pablo, and is a doctor in Sociology from the University of Salamanca. He has collaborated in various newspapers, such as Bandera Roja, Indymediapr, El Nuevo Día, and Claridad, as well as in academic journals such as Cruce and peer reviews such as Umbral. He is also the author of the two editions of the book "Historical study of the stages of globalization: perspectives and challenges facing an uncertain future" (2010 and 2015), "NoicazilabolG: dynamics, positions and possibilities around the global-local relationship" (2020), and is the director of the magazine Sin Norte, designed for the migrant community in Spain.

OTHER INFORMATION

10th October 2021

OTHER INFORMATION?

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

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

As per University Policy:
Each student has 4 chances to pass any given course distributed in two consecutive academic years (regular period and July period).

It is mandatory to attend 100% of the classes. Students who do not comply with at least 70% attendance 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).

Grading for retakes will be subject to the following rules:
1. Those students who failed the subject in the first regular period will have to do a retake in July (except those not complying with attendance rules who are banned from this possibility).
2. Dates and location of the July retakes will be posted in advance and will not be changed. Please take this into consideration when planning your summer.
3. The maximum grade that a student may obtain in the 2nd exam session is 8 out of 10. Those students in the 3rd call will be required to attend 50% of the classes. If due to schedule overlap, a different option will be discussed with the professor in order to pass the subject.

Attendance:
Attendance at all scheduled classes is mandatory and essential for success in the course. If you miss class for any reason, you are responsible for getting notes from classmates. If you have questions about any assignment please send me an email. Under most circumstances, students who miss a class in which a presentation, mid-term, or final exam is held will not be granted an exception or given an opportunity to do a make-up assignment or exam. However, if illness or other circumstances prevent you from adhering to the assignment/presentation due dates stated in this syllabus, an exception may be granted at the discretion of the professor. In all cases, the student must provide official documentation (e.g., from a medical doctor, counsellor) to the professor within 24 hours of the missed due date.

Special Attention Students:
To request academic accommodations due to special attention needs, please contact program director.

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

Decisions about Grades:?Decisions about grades are made very carefully, and are final at the end of the course. If you have questions regarding a certain grade or you would like to receive personal feedback, you must request a meeting with me to discuss grades on specific assignments before the last class of the course. Any disputes regarding grades must be resolved before the final exam. "Extra credit" or makeup assignments will only be allowed under extenuating circumstances at the sole discretion of the course professor.

CODE OF CONDUCT IN CLASS?

1. Be on time: Students arriving more than 5 minutes late will be marked as "Absent".
Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

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

3. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as "Absent".
Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

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. If you have a question, raise your hand and ask it. It you do not want to ask it during the lecture, feel free to approach your teacher after class.
If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as "Absent".

5. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as "Absent".

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.

7. Escalation policy: 1/3/5. Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as "Absent." IE University implements an "escalation policy": The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.