

# IE HUMANITIES

**IE University**

Professor: **ANTONEL JEPURE**

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Academic year: 22-23

Degree course: FIRST

Semester: 2<sup>o</sup>

Category: COMPULSORY

Number of credits: 6.0

Language: English

## PREREQUISITES

There are no prerequisites to the course.

## SUBJECT DESCRIPTION

### **The Odyssey of Knowledge: From Flintstones to Space Shuttles.**

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 that brought us to the internet and to the moon? 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 examples from all periods and continents about the different mechanisms people have developed to resolve these basic problems. We will learn about successful episodes and dramatic failures. 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 ...?

### **IE IMPACT- HUMANITIES is the first Pillar course in the IE Impact Learning Journey.**

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and knowledge we at IE University believe our future graduates need to develop into leaders of positive change.

IE IMPACT includes three "pillar courses": the Humanities, Technology and Entrepreneurship.

It culminates in a fourth, hands-on course called the IE Challenge, whose design embodies IE's value of Diversity and its commitment to Sustainability.

The IE Impact Learning Journey aims to help IEU students transform into leaders of positive change by developing:

- humanistic approaches to interpersonal relations, decision-making and critical thinking;

- familiarity with the technologies that are applied to solve some of the world's greatest challenges, as well as understanding the implications of applying such technologies;
- entrepreneurial mindsets, know-how, and skills to identify and solve problems worth solving, and to create validated business models that enable solutions to be enduring and scalable;
- a curiosity and an awareness about how sustainability-driven enterprises are sources of positive change; and
- adaptive leadership skills, as well as personal and team-based skills to foster innovation through diversity.

## 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.
- Recognize the relation between the past and the present.

## 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. Asynchronous interaction and individual inquiry and discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

The course topics are based on several groups of themes. When possible, each double session will start with a theoretical class, including lectures with powerpoint presentations and audiovisual materials illustrating the many cultural artifacts and site-maps, followed by a practical application session and/or debate on the learned topics, in combination with assigned texts. The practical part of the course about Physical Anthropology will be held at the National Museum of Natural History (groupwork) and in form of a workshop with replica of human bones in the classroom.

The course will also include asynchronous sessions which facilitate the process of individual inquiry and a deepening of the theories and methods taught in this course.

The teaching includes 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.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35 hours
Discussions	20.0 %	30 hours
Exercises	20.0 %	30 hours
Group work	10.0 %	15 hours
Other individual studying	26.67 %	40 hours

TOTAL	100.0 %	150 hours
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## PROGRAM

### SESSION 1 (LIVE IN-PERSON)

#### Introduction

Course and matters.

Explaining objectives and the different parts of the course.

What is expected from students throughout the semester?

Grading criteria and assignments.

### SESSION 2 (LIVE IN-PERSON)

#### Introduction II

Short examples from the course content and class discussion about some keywords:

Humanities - Anthropology - Knowledge

Examples of surprising ancient know-how during different periods of Antiquity:

From flintstones to rocket science.

### SESSION 3 (LIVE IN-PERSON)

#### Humanity Studies

Why should you know about Humanities?

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

Why is Anthropology important for a better understanding of our world?

**Interpretation of "Culture"** - Developing an Approach.

Definition of Culture.

*Book Chapters: Anthropology : the Exploration of Human Diversity (Chapter 1), 3-21. (659389911)*  
(Reading provided on Blackboard)

### SESSION 4 (LIVE IN-PERSON)

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

This concept will be introduced and explained by different examples, like the history of chess and the Antikythera Mechanism.

*Article: Our current knowledge of the Antikythera Mechanism*

(Reading provided on Blackboard)

### SESSION 5 (ASYNCHRONOUS)

#### Ethnocentrism

*Article: Body Ritual among the Nacirema*

Guidelines to submit a homework for this asynchronous session will be available on Blackboard.

## **SESSION 6 (LIVE IN-PERSON)**

### **Applied Anthropology**

How have anthropologists' understanding of "culture" changed over time?

Keywords: Enculturation, Acculturation, Assimilation.

What do we need to understand human behavior?

## **SESSION 7 (LIVE IN-PERSON)**

### **Human Nature**

What do we know about human nature?

Recent theories from Paleoanthropology about Human Evolution.

... With some help from Primatology.

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

(Reading provided on Blackboard)

## **SESSION 8 (LIVE IN-PERSON)**

### **Climatology - The Scientific Study of Climate**

Climate Changes in the past as a key factor of human evolution and history.

Human response on the challenge of changing environments.

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

(Reading provided on Blackboard)

## **SESSION 9 (LIVE IN-PERSON)**

### **Transmission of Knowledge (I)**

A theoretical approach.

Introduction and class discussion.

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

## **SESSION 10 (ASYNCHRONOUS)**

### **Visit the National Archaeological Museum (M.A.N.) (on your own)**

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

Detailed instructions and a study guide will be available on Blackboard.

An additional group visit (optional) to the M.A.N. guided by the instructor will be offered during one of the following weekends (TBA).

## **SESSION 11 (LIVE IN-PERSON)**

### **Transmission of Knowledge (II)**

Know-how and collective memory applied in problem solving.

Examples from the animal world: Observations of different strategies of problem solving in nature.

Class discussion: Can we deduce mechanisms to apply them for our course topic?

## **SESSION 12 (LIVE IN-PERSON)**

### **Acquisition of Knowledge**

Theories explaining the earliest human technologies and surviving strategies.

New interpretations of famous archaeological prehistoric sites.

Are we able to understand and reconstruct the transmission of ancient knowledge?

*Article: Ancient Technologies: Complete vs. Conceptual Transfer*

## **SESSION 13 (LIVE IN-PERSON)**

### **Rise of Civilizations**

"Neolithic Revolution" and the creation of states in Africa, Asia and America.

Traditional theories and recent revisions of archaeological sites and artifacts.

Wave of modern-like innovations and fundamental change of human behavior.

Impact on the acquisition and transmission of technological know-how.

## **SESSION 14 (LIVE IN-PERSON)**

Review Session for the Midterm Exam

## **SESSION 15 (LIVE IN-PERSON)**

### **Midterm Exam**

Details about form and topics will be explained in the previous session (Review Session 14)

## **SESSION 16 (LIVE IN-PERSON)**

### **Transmission of Know-How**

Unintentional and intentional showing of problem-solving strategies.

Imitation and "Learning by Doing".

Oral and written transmission

History of Scripture.

*Article: INDIGENOUS PEOPLES' LIFE STORIES*

## **SESSION 17 (LIVE IN-PERSON)**

### **Transmission of Know-How (II)**

Discussion in class:

Topic from the homework will be expanded and other topics related to the transmission of knowledge will be given in class.

**Homework:** Please observe any kind of transmission of know-how that you are able to detect in your daily life.

## **SESSION 18 (LIVE IN-PERSON)**

### **Ancient Rituals in the Modern World**

Inka engineering in today's Peru.

Problems of timekeeping: Prehistoric solutions and evolution of calendars.

Food Culture as a vehicle for knowledge transmission.

*Article: Acculturation: Adaptation or Development*  
(Reading provided on Blackboard)

## **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?

(Application and review of the learned content during the course)

## **SESSION 20 (ASYNCHRONOUS)**

### **"Academic" knowledge in Prehistory?**

Mathematics in Lascaux (France), Stonehenge (England), Border Cave (South Africa).

Science in pre-modern times?

## **SESSION 21 (LIVE IN-PERSON)**

### **Antiquity: Cultural and Technological Achievements (I)**

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

## **SESSION 22 (LIVE IN-PERSON)**

### **Antiquity: Cultural and Technological Achievements (II)**

... And how it was recovered during the Renaissance, involving Islam, Judaism and Christianity 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.

Short essay (1-2 pages).

Reading about Baghdad's "House of Wisdom" TBA and provided on Blackboard

## **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)**

### **Decadence and Dark Ages in History**

Decrease of know-how and knowledge-transmission: What are possible reasons for decadence?

What are Dark Ages?: Examples and possible reasons.

Are so-called "Dark Ages" necessarily a complete interruption of cultural transmissions?

## **SESSION 25 (ASYNCHRONOUS)**

Essay / TBD

Students will select one out of several topics given. The corresponding instructions will be explained in Session 24 and uploaded on Blackboard.

## **SESSION 26 (LIVE IN-PERSON)**

### **Collapse of Civilizations**

Famous examples will be explained in class and updated with recent results from international research studies.

Reasons and lessons learned from History.

### **Warfare and Know-How**

The (contradictory) impact of bellic conflicts on the long odyssey of knowledge.

J. Diamond, Collapse

(pages TBA and provided on Blackboard)

## **SESSION 27 (LIVE IN-PERSON)**

### **Trading and Commerce**

Importance of economic activities and trading routes as transmitters of ideas and know-how.

Difference between trade and commerce.

Prehistoric trading connections: Early Globalization?

The Silk Road: A very particular case.

Maritime trading and the importance of harbours for the creation and shaping of Cultures.

## **SESSION 28 (LIVE IN-PERSON)**

### **What is the Situation Today?**

An analysis based on what we have learned in this course during the semester:

- Conditions and infrastructure for "new" innovations, information storage and transmission of know-how.

- What is the role of universities in the past and nowadays?

(Lecture and discussion).

Reading: TBA

## **SESSION 29 (LIVE IN-PERSON)**

### **"New Dark Ages"?**

Discussion in class about controversial theories and warnings from different sectors of the academic world regarding the present state of mechanisms for the transmission of knowledge from one to the next generation.

### **Instructions for the Final Exam**

Topics, form and other details will be briefly explained in class and uploaded on Blackboard.

## Conclusions

Reflections about the main course topics.

## SESSION 30 (LIVE ONLINE)

### Final Exam

The Final Exam will be a sit in class exam (submitted via Blackboard). Details will be explained in previous classes 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 Schönplflug. (2009). *Cultural transmission : psychological, developmental, social, and methodological aspects*. Cambridge University Press. ISBN 9780521880435 (Printed)
- Ute Schönplflug. (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 %	



**Class Participation (20%)** – This class requires active engagement and participation. Class participation will be evaluated based on the quality, not the quantity of your participation in class discussion. In the first classes of the course, we will discuss strategies for engaging with course materials and how to present your observations to your peers. Class participation will be evaluated keeping in mind your ability to connect observations to course readings, themes presented in lectures, and key anthropological concepts in ways that are respectful to other students' opinions and thoughts. It will also be evaluated in relation to your ability to actively participate in discussion: to bring up ideas, to answer questions, and to participate fully in in-class assignments and debates. The ability to listen to your classmates and to respond to their observations will also be taken into consideration.

**In-class Midterm Exam (20%)** – In Session 15, we will have a midterm exam in the classroom. Details and topics (covering the first half of the course topics) will be explained during the review session.

**Homework and Asynchronous Sessions (30%)** – Homeworks and the submissions for the asynchronous sessions will be graded. The purpose of these assignments is for you to learn how to write about culture in ways that demonstrate your ability to observe social life at different scales. During the museum visit, students will follow instructions to realize targets in groupworks.

**Final Exam (30%)** – In class. Details will be explained in a review session and uploaded on Blackboard. The topics will cover class content of the second part of the course. Additionally, students will be asked to write a reflection about the main guidelines of the whole course.

#### **a) ATTENDANCE POLICY**

Attendance to this Humanities course is mandatory. Just like any other IEU academic course, all students must follow IEU's Attendance Policy.

As per IE University policy, every student must attend at least 70% of sessions. IEU attendance policy applies to any type of session: live in-person and asynchronous sessions. Students attending less than 70% of sessions will be graded with a FAIL for the course. This FAIL will apply to the ordinary and the extraordinary calls of the current academic year.

For live in-person sessions, students will be marked absent if:

- they do not attend the session in-person or in any mode;
- they attend an in-person session via Zoom, or any remote format;
- they attend virtually a live in-person session, for which they received an authorized

Attendance waiver to attend the session online, but they do not have their camera turned on, they are not engaged, and they are not seated without distraction during the entire class session.

For asynchronous sessions, students will be marked absent if:

- they do not engage and complete the work expected of them in the asynchronous sessions.

Students are advised to take into account that the great majority of the Humanities sessions are double sessions; therefore, if a student is absent on a day there are 2 sessions scheduled, the student will be marked absent for the 2 corresponding sessions.

#### Attendance waivers

Please remember that professors are not allowed to grant exceptions to the attendance policy. You may inform them of the reasons of any planned or past absence out of courtesy, but any waiver must be granted by the IE Impact Program Management.

Under exceptional circumstances (serious health problems, visa delays, and travel restrictions), a student can ask for a temporary attendance waiver and may be allowed to attend online (or not in any format) and not have his/her 70% attendance affected. For this to be possible, a written and documented request must be made in advance to the IE Impact/Humanities Program Management Team. Students must email [ieimpacthumanities@ie.edu](mailto:ieimpacthumanities@ie.edu) with the request and any related documentation. Last minute changes in attendance or verbal request will not be considered. If the request is approved, an attendance waiver will be granted over one or more sessions and the allowed 30% will only be applied to other absences (without an authorized waiver).

#### Rules for online attendance (when authorized)

Any student who receives (or expects to receive) authorization for an attendance waiver to attend a live in-person session online (via Zoom) must meet the following criteria to be marked present: must have his/her camera on at ALL times, must be actively engaged during the entire class session and with any and all team-work, and must be located in an appropriate learning environment (e.g. student must be seated and free of distractions for the entire session).

### Use of the 30% absences

No sessions or activities may be “skipped”. If a student is under the impression that s/he can skip up to 30% of sessions, this is a mistake. The 30% “rule” is reserved for those circumstances that are out of a student’s control. Personal trips, interviews, appointments, mild illnesses, family celebrations or ceremonies, or other personal matters will not be treated as exceptional cases and should be considered part of the 30% of allowed absences.

### Attending online but still absent

Students who do not have an authorized attendance waiver are allowed to attend a class session online; however they must understand that they will be marked absent, and their participation grade may be influenced negatively by a high percentage of absences during the semester.

### Role of Professors in Attendance

Professors are responsible for recording attendance; however, they have no authority to grant any student permission to have an excused absence of any kind (or to change the format of how a student will attend a session).

Any inquiries or requests must be made by the student to the IE Impact Program Team via email [ieimpacthumanities@ie.edu](mailto:ieimpacthumanities@ie.edu)

Professors are instructed to mark as ABSENT:

- students who do not attend a session in its previously scheduled format
- students who attend a session in a different format (online) than what was previously scheduled (i.e. they attend online instead of in-person).
- students who attend a session they were previously authorized to attend online but do not have their cameras on, engage actively or stay seated in an environment free of distractions for the entire session.
- students who do not complete the work adequately assigned for an asynchronous session.

If a student receives authorization for an attendance waiver and the student was already marked absent, the professor will be informed and the attendance record will be modified from absent to whatever is authorized (present, excused, etc).

### Authorization for Attendance Waiver from a Student’s Bachelor Program

If a student has received authorization for an attendance waiver from his/her bachelor degree’s program to be absent (from any format of class) or to attend a live in-person session online (via Zoom), then the student must forward the email authorization to the IE Impact Team ([ieimpacthumanities@ie.edu](mailto:ieimpacthumanities@ie.edu)) and it will be verified. Upon verification, the professor will be informed to either not record a student as absent or to change a previous attendance record from absent to present, excused, etc.

### **b) GRADING SYSTEM:**

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.)

### **c) 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 (Exam). 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.

### **d) 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)

## **PROFESSOR BIO**

Professor: **ANTONEL JEPURE**

E-mail: [ajepure@faculty.ie.edu](mailto:ajepure@faculty.ie.edu)

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. In his second year at IE-University, 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.

## **OTHER INFORMATION**

### **Readings**

A folder with all required readings will be available on Blackboard. Additionally, a folder named "Optional Readings" will contain articles in pdf-version, book recommendations and links to documentaries in order to offer an opportunity to deepen the interest in selective topics.

### **Office Hours**

By appointment or after class.

Contact information: [ajepure@faculty.ie.edu](mailto:ajepure@faculty.ie.edu)

