IE HUMANITIES

IE University
Professor: **CHRIS ATANASOV KOSTOV**

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Academic year: 22-23
Degree course: FIRST
Semester: 2º
Category: COMPULSORY
Number of credits: 6.0
Language: English

PREREQUISITES

There are no prerequisites for this course. However, students are expected to read the assigned readings and to assess critically cross-cultural interactions.

SUBJECT DESCRIPTION

When Cultures Meet: Cross-Cultural Communication and Its Impact

In the 21st century, thanks to the globalization of culture, travel, and technologies when we engage in interpersonal communication, very often it leads to cross-cultural interactions. Hence, knowing how to deal with other cultures becomes increasingly a valuable skill in our globalized world. This is an interdisciplinary course that tackles cross-cultural communication from various viewpoints and contexts to assess its social, religious, political and business facets among others. After defining and evaluating culture, communication and identity and how cross-cultural communication competence can affect us both personally and professionally, we will focus on case studies of countries and cross-cultural interactions, as well as different theories, values and dimensions, including privilege and power which affect all our interpersonal communication encounters. Throughout the semester, students will engage these issues through an array of different readings, audiovisual materials and class discussions.

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; andadaptive leadership skills, as well as personal and team-based skills to foster innovation through diversity.

OBJECTIVES AND SKILLS

The course aims to give students the concepts, tools and confidence to understand and engage the theories, practices, and field of cross-cultural communication, to develop skills to research, observe, and analyze cross-cultural communication in everyday life, and popular media. Students will be better able to identify and understand various benefits and challenges involved in competent and smooth cross-cultural communication. Throughout this course, the students will be also involved in:

-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

Classes use a mixture of lectures, discussions and exercises. Discussions are based on the course material and the assigned readings. The class participation of students is vital. Students are also expected to prepare an 2 individual papers of 1,000 words each.

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.

Class participation

The grade reflects students' pro-active contribution to class discussion and online task completion.

Continuous Assessment

Students have to prepare and submit 2 individual papers (1000 words each). One about their cultural identities and 1 about the cultural identity of a person they choose to interview. Papers must be submitted online. Up to 1-day-late submissions will be penalized with 10% off the grade.

Students have to submit as well reading responses during each of the five asynchronous sessions this semester.

Midterm Exam

The midterm exam will cover the material from Sessions 1 to 14. Any student found responsible for plagiarism in any piece of work submitted for assessment will be penalized by receiving a '0' for that assignment and an ethics warning. A second case of plagiarism will lead to the convening of a university ethics committee, and failing the class.

Final Exam

The final exam will cover the material from Sessions 16-29. Any student found responsible for plagiarism in any piece of work submitted for assessment will be penalized by receiving a '0' for that assignment and an ethics warning. A second case of plagiarism will lead to the convening of a university ethics committee, and failing the class.

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	10.0 %	15 hours
Other individual studying	26.67 %	40 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Course introduction. Setting the Terms Right: Culture, Communication and Identities (Chapter 1)

Description: An introductory lecture introducing key definitions such as culture, subculture, communication, identities, sources of identity and why it is important to tackle these issues.

Book Chapters: Textbook, Chapter 1: Defining Culture and Communication (See Bibliography)

Video: How Racial Residue: How Race Alters Perception of People, Places, and Things. (Cornell University)

SESSION 3 (LIVE IN-PERSON)

Intercultural Communication Competence (Chapter 2)

Description: Distinguishing between stereotypes, prejudice, and racism and demonstrate how these are barriers to cross-cultural communication as well as the ethical lines of cross-cultural communication.

Book Chapters: Textbook, Chapter 2: Intercultural Communication Competence (See Bibliography)

Article: Understanding White Privilege. (Francis E. Kendall, Ph.D., 2002)

Video: What kind of Asian are you?. (Youtube.com)

SESSION 4 (LIVE IN-PERSON)

How Culture Affects Perception? (Chapter 3)

Description: high vs. low context cultures, perceptions of human rights, major conflict and explain the relationship between culture and sensation

Book Chapters: Textbook, Chapter 3: How Culture Affects Perception (See Bibliography)

Article: Context is Everything. State Department (The Department of State)

Article: Cultural Harm and Engaging the Limits of a Right to Cultural Identity. (Human Rights Quarterly, vol. 39, 2017)

SESSION 5 (ASYNCHRONOUS)

Nonverbal Communication (Chapter 4)

Description: Learn the functions of nonverbal communication and its misinterpretations. How gestures' meaning may differ in various cultures

Book Chapters: Textbook, Chapter 4: Nonverbal Communication (See Bibliography)

Article: Non-verbal barriers to effective intercultural communication. (Utopía y Praxis Latinoamericana, vol. 24, núm. Esp.5, pp. 307-316, 2019)

SESSION 6 (LIVE IN-PERSON)

Nonverbal Communication (Chapter 4)

Description: Learn the functions of nonverbal communication and its misinterpretations. How gestures' meaning may differ in various cultures

SESSIONS 7 - 8 (LIVE IN-PERSON)

Language as a Barrier (Chapter 5)

Description: The relationship between culture and language, translation issues that may impede cross-cultural communication, how language affects nationalism

Book Chapters: Textbook, Chapter 5: Language as a Barrier (See Bibliography)

Article: Pidginization and Creolization of Languages: Their Social Contexts. (International Journal of the Sociology of Language, April 30, 2020)

SESSION 9 (LIVE IN-PERSON)

Case Study: USA (Ch. 7)

Description: Values and identity and the dominant cultural patterns in the USA. Regional differences in the USA resulting from the different immigration waves

Book Chapters: Textbook, Chapter 7: Values and Identity: Dominant U.S. Cultural Patterns (See Bibliography)

Article: Which of the 11 American Nations Do You Live In?. (The Washington Post, November 8, 2013)

Book Chapters: Immigration to the United States: Current Trends in Historical Perspective. (The Economic and Fiscal Consequences of Inmigration)

SESSION 10 (ASYNCHRONOUS)

Case Study: India

Description: Indian culture and its peculiarities. Why foreigners struggle with cross-cultural communication in India?

Article: Cultural Communicative Styles: The Case of India and Indonesia. (Munmun Gupta.International Journal of Society,Culture And Language, 2020)

Article: Cross Cultural HR Practices Impact in Indian Context. (SRRN, 24 Feb 2020) (ced)

SESSIONS 11 - 12 (LIVE IN-PERSON)

Dimensions of Nation State Cultures (Chapter 6)

Description: Hofstede and his dimensions, communication practices associated with these dimensions; describing Japanese culture via Hofstede dimensions

Book Chapters: Textbook, Chapter 6: Dimensions of Nation-State Cultures (See Bibliography)

Article: Dimensionalizing Cultures: The Hofstede Model in Context. (Online Readings in Psychology and Culture, 2(1))

Article: Why not everybody loves Hofstede? What are the alternative approaches to study of culture?

SESSIONS 13 - 14 (LIVE IN-PERSON)

Religion and Identity (Chapter 8)

Description: Describe the world's major religions, attempts to combine religion and nation-state identity, identify difficulties in cross-cultural communication between Islamic and western cultures

Book Chapters: Textbook, Chapter 8: Religion and Identity (See Bibliography)

Article: Comparison between Western and Middle Eastern Cultures: Research on Why American Expatriates Struggle in the Middle East (Otago Management Graduate Review , Volume 13 2015)

SESSION 15 (LIVE IN-PERSON)

SESSION 15: Midterm

SESSIONS 16 - 17 (LIVE IN-PERSON)

Culture and Gender (Chapter 9)

Description: The status of women varies worldwide and it is related very often to cultural factors. Comparison of the status of women in Nordic countries to other parts of the world.

Book Chapters: Textbook, Chapter 9: Culture and Gender (See Bibliography)
Article: How Culture Impacts Our Value of Women. (Forbes, Apr 6, 2020)
Article: Women, Culture and Africa's Land Reform Agenda. (Front. Psychol., 23 November 2018)

SESSIONS 18 - 19 (LIVE IN-PERSON)

Migration and Acculturation (Chapter 10)

Description: How immigration affects various countries and their mainstream cultures. Compare the immigration experience in Israel, Brazil and the USA. How immigrants are changing different countries in Europe.

Book Chapters: Textbook, Chapter 10: Migration and Acculturation (See Bibliography)
Article: Divided Community with Identity Problems. (Development and Cooperation, 09/02/2021)
Article: Understanding and Explaining Islamophobia in Eastern Europe. (Transnational,Cross Regional and Global Connections,15.12.2018)

SESSION 20 (ASYNCHRONOUS)

Case Study: Thailand

Description: Thai culture and its peculiarities. Why foreigners struggle and get confused with cross-cultural communication in Thailand?

Working Paper: A Pilot Study on Cross Cultural Communication of Thai Expatriate Managers working in Taiwan-Based Thai Organizations.
Article: Thai Culture: Do's and Don'ts. (Cultural Atlas, 2016)

SESSIONS 21 - 22 (LIVE IN-PERSON)

Cultures Within Cultures (Chapter 11)

Description: Why some immigrant groups have maintained a separate identity and their cross-cultural communication challenges. Amish cultural patterns vs. dominant US cultural patterns. Spanish language in the USA

Article: Cultural Insights: Communicating with Hispanics/Latinos. (Center for disease control and prevention)

Book Chapters: Textbook, Chapter 11: Communities: Cultures Within Cultures (See Bibliography)

Article: Multicultural Perspectives Strengthen Native American Identity, Says Stanford Scholar. (Standord News, June 26, 2013)

SESSIONS 23 - 24 (LIVE IN-PERSON)

Identity and Communities (Chapter 12)

Description: The use of language by various communities. The communication challenges of big corporations. Cultural values and attitudes toward homosexuality

Book Chapters: Textbook, Chapter 12: Identity and Communities (See Bibliography)

Article: Top 10 Internal Communication Problems Within Big Corporations. (Beekeeper, August 22, 2022)

Article: Cross-Cultural Perspectives of LGBTQ Psychology from Five Different Countries: Current State and Recommendations. (Centre intégré universitaire de santé et de services sociaux du Centre-Sud-de-l'Île-de-Montréal)

SESSION 25 (ASYNCHRONOUS)

Case Study: Sweden

Description: Swedish culture and its peculiarities. What difficulties do foreigners face in Sweden?

Article: Swedish Culture (Cultural Atlas)

Working Paper: How the Swedish culture affects education in compulsory schools. (GRIN, Term Paper (Advanced Seminar), 2014)

Article: Sweden's Pandemic Experiment. (The New Yorker, April 6, 2021)

SESSIONS 26 - 27 (LIVE IN-PERSON)

The Impact of Cultures on Other Cultures (Chapter 13)

Description: The concept of cultural imperialism, cultural icons, critical factors for today's marketing communication

Book Chapters: Textbook, Chapter 13: The Impact of Cultures on Other Cultures (See Bibliography)

Article: Five Important Factors of Marketing Communications. (Businessing, NOVEMBER 19, 2020)

Article: Cultural Imperialism Theories. (Oxford Bibliographies, 27 JUNE 2018)

SESSIONS 28 - 29 (LIVE IN-PERSON)

Future Challenges (Chapter 14)

Description: The challenges for cross-cultural communication. What can be learned from taking a global perspective on the world's identities and conflicts

Book Chapters: Textbook, Chapter 14: Future Challenges (See Bibliography)

Article: Working on Common Cross-cultural Communication Challenges. (PBS)

Article: Six Barriers to Cross-Cultural Communications. (Declic International, 9 jul, 2018)

SESSION 30 (LIVE IN-PERSON)

FINAL EXAM

BIBLIOGRAPHY

Compulsory

- Jandt, Fred E.. (2020). *An Introduction to Intercultural Communication.* 10th. SAGE. ISBN 9781544383866 (Printed)

Recommended

- Carroll, Raymonde. (1994). *Cultural Misunderstandings: The French-American Experience.* University of Chicago Press. ISBN 9780226094977 (Printed)

- Hofstede, Geert H., Gert Jan Hofstede, and Michael Minkov. (2010). *Cultures and Organizations: Software of the Mind.* London: McGraw-Hill. ISBN 9780071664189 (Printed)

- Holliday, Adrian. (2011). *Intercultural Communication and Ideology.* Los Angeles: Sage. ISBN 9781847873873 (Printed)

- Meyer, Erin. (2021). *The Culture Map: Decoding How People Think, Lead, and Get Things Done across Cultures.* PublicAffairs. ISBN 9789047015529 (Printed)

- Murray, Douglas. (2021). *The Madness of Crowds: Gender, Race and Identity.* London: Bloomsbury Continuum. ISBN 9781472979575 (Printed)

- Sorrells, Kathryn, and Sachi Sekimoto. (2016). *Globalizing Intercultural Communication: A Reader.* Thousand Oaks (Calif.): Sage. ISBN 9781452299334 (Printed)

- Szablowski, Witold. (2018). *Dancing Bears: True Stories of People Longing for the Old Days.* Melbourne, Australia: Text Publishing. ISBN 9780143129745 (Printed)

EVALUATION CRITERIA

A. Class participation

The grade reflects students' pro-active contribution to class discussion. All readings are mandatory and students are expected do the readings prior to each class. Lack of preparation, passive or zero participation and inappropriate behavior in class (e.g. classroom disruptions, side conversations. etc.) will affect negatively the grade.

B. Continuous Assessment

Students have to prepare and submit 2 individual papers (1000 words each). One about their cultural identities and 1 about the cultural identity of a person they choose to interview. Papers must be submitted online. Up to 1-day-late submissions will be penalized with 10% off the grade.

Students have to submit as well reading responses during each of the five asynchronous sessions this semester.

Students should make sure that all submitted work is their own. Plagiarism is copying or paraphrasing another's work, whether intentionally or otherwise, and presenting it as one's own. Any student found responsible for plagiarism in any peace of work submitted for assessment will be penalized by receiving a '0' for that assignment and an ethics warning. A second case of plagiarism will lead to the convening of a university ethics committee, and failing the class.

C. Mid-term and final exams

Both examinations will be on site. The mid-term will cover the material from Sessions 1-14 and the final exam will be on the material discussed on Sessions 16-29.

Any student found responsible for plagiarism in any peace of work submitted for assessment will be penalized by receiving a '0' for that assignment and an ethics warning. A second case of plagiarism will lead to the convening of a university ethics committee, and failing the class.

OTHER RELEVANT INFORMATION ABOUT THIS 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 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

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) 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.

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.)

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.

The student should submit all the work they did not turn in or failed during the course on the retake date.

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.

Criteria	Percentage	Comments
Class Participation	20 %	preparation and participation
Intermediate Tests	20 %	Midterm Exam
Continuous Assessment	30 %	Continuous Assessment
Final Exam	30 %	

PROFESSOR BIO

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Chris Kostov is Adjunct Professor in the School of Global and Public Affairs at IE University. He earned his PhD in History and Canadian Studies from the University of Ottawa, Canada, where he focused on modern European history and nation-building, Native studies and Canadian migration trends. His dissertation "Contested Ethnic Identity: The Case of Macedonian Canadians in Toronto (1940-1996)" dealt with interethnic relations and conflicts. Prior to coming to Spain, Dr. Kostov taught history at the University of Ottawa. He was also an invited lecturer at the University of Innsbruck, Austria and a historical researcher in the federal government of Canada, Department of Indian and Northern Affairs. He is the author of three books: The Communist Century: From Revolution to Decay, 1917-2000. Explaining History, 2014. [e-book], Contested Ethnic Identity: The Case of Macedonian Canadians in Toronto, 1900-1996 (Peter Lang, 2010) and Terror and Fear: British and American Perceptions of the French-Indian Alliances during the Seven Years' War (Publish America, 2005), as well as academic and encyclopedia articles and book reviews. Currently, his main research interest is the Cold War, the impact of the communist secret services on the daily lives of common people in Eastern Europe and Russian propaganda in the West.

OTHER INFORMATION

Office hours: at the end of each class, or by appointment.

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