

IE HUMANITIES

IE University

Professor: **ARIADNE MARIA FERRO BAJUELO**

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Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

IDENTITY, INTERCULTURALITY, AND POP CULTURE

In a world of conflict and polarization, intercultural competence is essential to relationships, team work, and bridge building. However, before embarking on any sort of intercultural work, we must first understand our identities and how these impact and inform the way we perceive and interpret our experiences and our interactions with others. In the process of this journey, we will also learn about ourselves and how we are shaped by culture, positions of power and forms of inclusion and exclusion. Reflection upon oneself as a cultural being is an important aspect of interculturality. In our exploration in this class, we will leave our comfort zone and enter a learning zone of new insights, perspectives, and actions. We will use popular culture as a lens through which we'll unpack how the concepts of identity, representation, and interculturality are transmitted in the communities with which we feel the most familiar or with which we have the most contact.

Through readings, viewings, writings, and discussions both in and out of the classroom, we will engage with these ideas to gain a clearer understanding of our own values and the role pop culture has played in shaping them. We'll consider the role of popular culture in intercultural communication, and we'll develop a more critical lens of what media we consume and the social identities that are defined and represented in them using established intercultural frameworks.

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.

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 class uses a "flipped classroom" approach, in which students are expected to have done the readings before class to be ready for discussion. Then a more in-depth conversation will be had after class through a discussion forum and/or written responses. Students will also be expected to work on group projects and facilitate class-room discussion.

In this course, we are all learners and teachers. Your experience and capacities as human beings are valuable resources for us all. Respect for yourself and others and trust in yourself and others is essential for creating a positive learning environment in this class. I look forward to working with you to make this happen.

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

SESSIONS 1 - 2 (LIVE IN-PERSON)

Topics: Introduction to the course: objectives, contents, schedule, and evaluation

Identity

Activities: Icebreakers and introductions. Developing ground rules. Inclusion pledge. Identity.

Assignment: Autobiography assignment due before Session 3

Reading for next class:

Book Chapters: Pgs. 13-31 Communicating Across Cultures

SESSIONS 3 - 4 (LIVE IN-PERSON)

Topics: Culture and meaning-making

Activities: Discussion forum's ground rules; autobiography debrief.

In class-reading: WE AREN'T THE WORLD (Pacific Standard, JUN 14, 2017)

Intercultural Development Continuum (IDC) / Developmental Model of Intercultural Sensitivity (DMIS) / Intercultural Development inventory (IDI)

Assignment: Autobiography assignment due before Session 3

Reading for next class:

Book Chapters: Chapter 6, Intercultural Communication: An Interdisciplinary Approach

Article: WE AREN'T THE WORLD (Pacific Standard, JUN 14, 2017)

SESSION 5 (ASYNCHRONOUS)

Experiential activity - TBD

Read:

Book Chapters: Pgs. 1-9 of Intercultural Communication: Globalization and Social Justice

SESSIONS 6 - 7 (LIVE IN-PERSON)

Topics: IDI and introduction to popular culture

Activities: IDI debrief

Reading for next class:

Book Chapters: Pgs. 10-25 of Intercultural Communication: Globalization and Social Justice

Video: Why on-screen representation matters, according to these teens (PBS)

Article: Why seeing marginalized communities in popular culture matters (USC Dornsife, February 14, 2019)

SESSIONS 8 - 9 (LIVE IN-PERSON)

Topics: Media, popular culture, and representation

Reading for next class:

Book Chapters: Pgs. 1-9 of Intercultural Communication: Globalization and Social Justice

#PopJustice Volume 1

SESSION 10 (ASYNCHRONOUS)

Experiential activity TBD

Reading:

Book Chapters: Ch. 2 Pop Culture Freaks (See Bibliography)

SESSIONS 11 - 12 (LIVE IN-PERSON)

Topic: Pop culture and race

Activity: Lab - begin to work on midterm presentation and individual reflection

Readings for next class:

Book Chapters: Ch. 3 of Pop Culture Freaks #PopJustice Vol. 1 (See Bibliography)

SESSIONS 13 - 14 (LIVE IN-PERSON)

Topic: Pop culture and class

Activity: Lab - Continue to work on midterm presentation and individual reflection

Readings for next class:

Book Chapters: Ch. 4 of Pop Culture Freaks #PopJustice Vol. 2 (See Bibliography)

SESSION 15 (LIVE IN-PERSON)

Midterm

In groups of three to four students, select a popular program or film no older than five years old. Prepare a ten-minute presentation in which you discuss:

What social identity groups were represented in the major roles?

What social identity groups were represented in the minor roles?

What social identity groups were represented in the positive roles?

What social identity groups were represented in the negative roles?

What kinds of intercultural interactions occurred (use the IPM as a model)?

How do the roles and interactions support or refute common stereotypes of the cultural groups involved?

What suggestions can you offer?

Individually, write a reflection between 2,000-2,500 words on this experience.

For more details and for the grading rubric, see Blackboard

SESSIONS 16 - 17 (LIVE IN-PERSON)

Topic: Pop culture and gender

Activity: Lab - Assignment of groups for final project and initial brainstorming

Readings for next class:

Book Chapters: Ch. 5 of Pop Culture Freaks #PopJustice Vol. 3 (See Bibliography)

SESSIONS 18 - 19 (LIVE IN-PERSON)

Topic: Pop culture and sexuality

Activity: Lab - Continued brainstorming and beginning of guided research

Readings for next class:

Book Chapters: Ch. 6 of Pop Culture Freaks #PopJustice Vol. 4 (See Bibliography)

SESSION 20 (ASYNCHRONOUS)

Experiential activity - TBD

SESSIONS 21 - 22 (LIVE IN-PERSON)

Topic: Pop culture and disability

Activity: Lab - Continued brainstorming and beginning of guided research

Readings for next class:

Book Chapters: Appendix 3 and 4 of Pop Culture Freaks #PopJustice Vol. 5 (See Bibliography)

SESSIONS 23 - 24 (LIVE IN-PERSON)

Topic: Film, television, and the IPM

Activity: Lab - Continued brainstorming and guided research

Readings for next class:

Book Chapters: Appendix 2 and 5 of Pop Culture Freaks #PopJustice Vol. 6 (See Bibliography)

SESSION 25 (ASYNCHRONOUS)

Experiential activity - TBD

SESSIONS 26 - 27 (LIVE IN-PERSON)

Topic: Music, internet, and the IPM

Activity: Lab - lessons learned - continued work

Assignment: IDI

SESSIONS 28 - 29 (LIVE IN-PERSON)

Topic: Putting it all together and ideas for moving forward

Activity: Final IDI debrief and Lab

SESSION 30 (LIVE IN-PERSON)

FINAL PROJECT PRESENTATION

In groups of three or four, bring to life the lessons learned from this course. You can do this anything (appropriate) except a presentation.

You must:

- Cover the three main topics of the course: identity, interculturality, pop culture
- Use the IPM as the framework
- Address the representation of a marginalized social identity
- Offer action items
- Afterwards, write a reflection between 2,000-2,500 words on this experience.
- For more details and for the grading rubric, see Blackboard

BIBLIOGRAPHY

Compulsory

- Kidd, Dustin. (2018). *Pop Culture Freaks: Identity, Mass Media, and Society.. 2.* Routledge. ISBN 9780813350875 (Printed)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Preparation and Participation	20 %	

Midterm evaluation	20 %	
Final evaluation	30 %	
Continuous assessment	30 %	

PROFESSOR BIO

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ARIADNE MARIA FERRO BAJUELO

Change Agent in Higher Education | Inclusion and Intercultural Facilitator | Ikigai-Focused ADHD Coach and Educator | Lover of Learning

Dr. Ariadne María Ferro Bajuelo is an adjunct professor at IE University. She has experience teaching courses at the University of Florida, University of Central Florida, NYU Madrid, Universidad de Alcalá -Alcalíngua, and Syracuse University Madrid. Her previous research examines languages in contact, in particular, Spanglish as it is spoken by Cuban U.S. Americans in South Florida. She is an intercultural and inclusion facilitator, an Intercultural Development Inventory (IDI) Qualified Administrator, and has facilitated faculty and staff training on topics such as identifying and addressing microaggressions. More recently, Dr. Ferro participated in the design and delivery of Coursera's Diversity with Inclusion in Organizations MOOC.

She received her M.A. from the University of Florida, her Ph.D. from Universidad de Alcalá, and her M.Ed. in Intercultural Education from the UNED. She is the executive director of APUNE (association of US university study abroad programs in Spain), a certified ADHD coach, and a board-certified ADHD educator who coaches clients through her consultancy, The Zunzún. When she's not in the classroom, Dr. Ferro enjoys spending time with her kids, watching British detective shows, reading and learning, eating Cuban food, and planning her next visit back to South Florida to visit her family.

OTHER INFORMATION

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.

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. The dates and locations will be posted in advance by the university informing both professors and students.

The maximum grade a student can obtain in the second exam session is 8 out of 10.

Students must submit all the work not turned in or failed during the course.

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.