

# **IE HUMANITIES**

**IE University**

Professor: **ERNESTO CHÉVERE HERNÁNDEZ**

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Academic year: 22-23

Degree course: FIRST

Semester: 2º

Category: COMPULSORY

Number of credits: 6.0

Language: English

## **PREREQUISITES**

None.

## **SUBJECT DESCRIPTION**

**ie**  
**UNIVERSITY**

## **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.

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**

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)

#### Basic concepts to start up

- Introducing and reviewing basic concepts.
- Concepts: ideology, 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 IN-PERSON)

#### How Social Construction leads to Social Structure

- What is Social Construction?
- What is Social Structure?
- How do they relate and create contexts?

Readings: None.

Activities: The session will be an open discussion based on a video (What does Social Construction really mean?) provided by professor in class and premises on contemporary debates.

### SESSION 4 (LIVE IN-PERSON)

### **Intersectionality**

- Presentation of a video of the concept
- Identifying instances where intersectionality is present in our daily lives

Readings:

Crenshaw , K. (1991) Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color. In JSCOR Vol. 43, No. 6.

Activities: The session will be an open debate based on the reading linked to a short video (The urgency of Intersectionality) presented in class by professor.

*Article: Crenshaw , K. (1991) Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color (JSCOR Vol. 43, No. 6) (CED)*

### **SESSION 5 (ASYNCHRONOUS)**

#### **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 two page post before session 6.

### **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 3.1, 3.2.

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

*Book Chapters: Chévere, E. (2021) Noicazilabolg. Madrid: Europa Ediciones. Chapter 3.1, 3.2. (ced)*

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

#### **Intersectionality within actual Social Structure**

- Debate on assignment's questions

Readings: None.

Activities: The session will be an open debate based on the question of the assigned video.

Assignment: Watch video posted by professor in BB and answer the question: In the actual Social Structure we are in, where and how might we identify and address intersectionality issues?

### **SESSION 8 (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: Tilly, C. et. al. (2016). Social Movements, 1768 - 2012. Ch. 2 (pps. 16-37). (See Bibliography)*

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

### **The invention of the social movement II**

- How has the social movement grown?
- The social movement's expansion

Readings:

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

## **SESSION 10 (ASYNCHRONOUS)**

### **The invention of the social movement III**

- Open debate

Readings: None.

Activities: Discussion board.

Assignment: All students must read, analyze and reply a three page post to a premise presented by professor in the discussion board. All replies are due by session 11.

## **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

Readings:

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

Activities: Lecture. In-Class open debate and discussion. Divide class in groups for session 13.

*Technical note: Tilly, C. et. al. (2016). Social Movements, 1768 - 2012. Ch. 3 (pps. 38-64). (See Bibliography)*

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

## **The Evolution of the social movement II**

- Collective power as politics

Readings:

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

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

### **The Evolution of the social movement III**

- Debate on the concepts studied in sessions 11 - 12

Readings: None.

Activities: The session will be an open debate based on the question of the assigned video. This session will be in groups previously divided by professor.

Assignment: Watch video posted by professor in BB and answer the question: Choose and compare a Social Movement between 1950-1980 and one from 2018 until present times. How do they differ? How are they alike? Would you say there is an evolution? Why?

*Book Chapters: Tilly, C. et. al. (2016). Social Movements, 1768 - 2012. (See Bibliography)*

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

### **Midterm review and Project discussion**

- Midterm review and project explanation.

Readings: None

Activities: Midterm review. Explain project and divide groups for session 25-26 presentation.

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

### **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?

Readings:

Chévere, E. (2021) *NoicazilabolG*. Madrid: Europa Ediciones. Chapter 3.4, 3.5.

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

*Book Chapters: Chévere, E. (2021) NoicazilabolG. Madrid: Europa Ediciones. Chapter 3.4, 3.5. (ced)*

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

### **Project brainstorm, Q and A and guidance**

- Preparing group presentation tutorial

Readings: None

Assignment: Group will write their project and presentation ideas on movements chosen in discussion board for discussion in class. Professor will guide a collective debate with ideas to further help on the projects.

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

### **Racial roles discussion I**

- Turning point on racial issues and black emancipation process in the USA.
- The beginning of a movement.

Readings: None

Film: Lords of the Revolution: Black Panther Documentary (provided by professor)

Activities: Short in-class open discussion on the documentary after it's finished and explanation of next Async session.

## **SESSION 19 (LIVE IN-PERSON)**

### **Globalization and its influence in collective action.**

- What is globalization?
- Is it a new found tool for Social Movements?

Readings:

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

Activities: This session will be a 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: Chévere, E. (2020) Understanding Globalization (Revista Cruce: Crítica Socio Cultural Contemporánea) (ced)

## **SESSION 20 (ASYNCHRONOUS)**

### **Racial roles discussion II**

- Discussion on the relevance of racial emancipation in the USA in the rest of the world.

Readings: None

Activities: Open debate on premise presented by professor in discussion board.

Assignment: Discuss a premise presented by professor in forum. All students must have participated in forum with a three page post by session 21.

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



### **The Historical Bloc**

- Discussion on the concept “Historical Bloc”
- Analyze what motivates people to participate or dismiss mobilizations

Readings:

Chévere, E. (2021) *Noicazilablg*. Madrid: Europa Ediciones. Chapter 1.3.

Activities: This session will be a conference and an open group discussion on today's society and the influence of external elements to our main contexts.

*Book Chapters: Chévere, E. (2021) Noicazilablg. Madrid: Europa Ediciones. Chapter 1.3. (ced)*

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

### **Globalization and the Historical bloc**

- Discussion on the relation of globalization and the historical bloc
- Do they complement themselves or are antagonizing ideas?

Readings: None.

Activities: Discussion on the premise: Do they complement themselves or are antagonizing ideas?

## **SESSION 23 (LIVE IN-PERSON)**

### **The Gender Dispute**

- What is gender?
- Women as the subject of feminism
- Sex and Identity

Readings:

Butler, J. (2007) *The Gender Trouble: Feminism and the Subversion of Identity*. New York and London: Routledge. (pp. 45-56).

Activities: In class discussion on gender roles in a patriarchal world.

*Book Chapters: Butler, J. (2007) The Gender Trouble: Feminism and the Subversion of Identity. New York and London: Routledge. (pp. 45-56). (available at IE Library)*

## **SESSION 24 (LIVE IN-PERSON)**

### **Guest Key Speaker**

- Guest to be confirmed

Readings: None

Activities: Conference.

## **SESSION 25 (ASYNCHRONOUS)**

### **Patriarchal debates**

- Where did the patriarchal society began?
- Why is it still a global phenomenon?

Readings: None.

Activities: Video forum discussion. A video provided by professor explaining the appearance, evolution and expansion will be shared. Students must see the video and Comment in discussion board. All comments must be handed in by session 26.

## **SESSION 26 (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 27 (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 28 (LIVE IN-PERSON)**

### **Analyzing Group Presentation**

- Enter in a sociological debate regarding the presentations.

Readings: None

Activities: Participate in forum debate.

Assignment: All students must have answered a question presented by professor in discussion forum. The question will lead to an in class open debate on the presentations.

## **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 IN-PERSON)**

### Final exam

- Individual exam

## BIBLIOGRAPHY

### Compulsory

- Titty, C.. (2012). *Social Movements, 1768-2012*. 3rd edition. Paradigm Publishers. ISBN 9781612052380 (Printed)

## EVALUATION CRITERIA

| Criteria                      | Percentage | Comments |
|-------------------------------|------------|----------|
| Preparation and Participation | 20 %       |          |
| Midterm                       | 20 %       |          |
| Final Exam                    | 30 %       |          |
| Written Work                  | 15 %       |          |
| Group Project                 | 15 %       |          |

**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 16. 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 basically discussion. All of these will take place in asynchronous sessions and the extension of the written work will be determined in each of these sessions for a final total count of 12 pages. Every post must have an essay like structure.

\* Two page post will be 1000 words. Three page posts will be 1500 words. Four page posts will be 2000.

**Group Presentation (15%):** Sessions 26 and 27. 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/Suspense: 0-4.9 (F)

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

- Automatic Failure/Suspense: 0 (F)

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

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. 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**

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**ERNESTO CHÉVERE HERNÁNDEZ**

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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**

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](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.

