

IE HUMANITIES

IE University

Professor: **GORETTI TERESA GONZALEZ**

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Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

WOMEN LEADERS IN ART AND HISTORY: FROM CLEOPATRA TO TODAY

There are no prerequisites for this course

SUBJECT DESCRIPTION

How have women leaders, past and present leaned in, broken the glass ceiling, and navigated the leadership labyrinth? How can they inspire and empower both men and women today? From Cleopatra to the women leaders of the pandemic and the black lives matter movement, to the heroines of Cervantes and Calderon, and the lessons of Simone de Beauvoir and Virginia Wolf, the goal of this course is to study and learn from the words and actions of women leaders in history, literature, and today.

This course will be organized into three main topics:

Topic one: Women leaders of state

Topic two: Women leaders whose words and ideas cause societal shifts

Topic three: Women and leadership in literature and the arts

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

Upon completing this course, you will have

- 1) developed analytical, critical, and creative thinking
- 2) practiced comprehensive reading of complex texts, writing and argumentation
- 3) gained research and information gathering competence
- 4) practiced sensitivity to other cultures and human experiences
- 5) engaged with various styles of leadership
- 6) gained insight into the barriers that exist for women in positions of power
- 7) become familiar with women leaders, past and 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.

This course prioritizes an attention to women leaders and leadership. Students learn about women leaders through a variety of media and disciplines. The class is generally devoted to learning from women leaders in many circumstances. These case studies in leadership will also offer opportunities to think about gender and leadership. In the second half of the course, students will work on a longer projects in the form of a group social media intervention, individual essay, and group podcast- researched, analyzed, written, and recorded by the students.

| Teaching methodology | Weighting | Estimated time a student should dedicate to prepare for and participate in |
|---------------------------|-----------|--|
| Lectures | 20.0 % | 30 hours |
| Discussions | 20.0 % | 30 hours |
| Exercises | 16.67 % | 25 hours |
| Group work | 20.0 % | 30 hours |
| Other individual studying | 23.33 % | 35 hours |
| TOTAL | 100.0 % | 150 hours |

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

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

Themes: What is leadership? Why study women leaders?

Do we use the same language to describe male and female leaders?

Are the metaphors that have been used to speak of women who have risen to leadership roles still applicable?

Pre-Work: (reading) HBR article, "Women are better during a crisis" by Jack Zenger and Joseph Folkman

Article: Research: Women are better leaders during a crisis. (Jack Zenger & Joseph Folkman. Harvard Business Review. (CED)

SESSIONS 3 - 4 (LIVE IN-PERSON)

Women leaders of state: Early women leaders

How do Cleopatra and her fellow female pharaohs lean in? What can Queen Elizabeth of England and Queen Isabella of Spain teach us about women and leadership?

Pre-Work (viewing): Watch '6-'29 and 1:04- 1:15 of the talk: When Women Ruled by UCLA Egyptologist Kara Cooney – a look at women leaders through the stories of six female pharaohs (we will focus on the introduction and Cleopatra)

(reading): Queen Elizabeth I, "I have the heart and stomach of a king," (1588).

(reading): Queen Isabel, Excerpt from Baldassare Castiglione's The Book of the Courtier (1528). (PDF in additional documentation)

Women leaders whose words and ideas cause societal shifts: Women leaders at the intersection of diversity and inclusion

How does diversity and inclusion relate to leadership? How does imposter syndrome affect leaders? Is the alpha male discourse still applicable today?

Pre-Work: (listening) Podcast, "Brené Brown in her Dare to Lead Podcast, with Jodi-Ann Burey and Ruchika Tulshyan on Imposter Syndrome"

Technical note: Speech to the troops at Tilbury. (Queen Elizabeth I August 19, 1588— Tulbury, England.)

Video: When women ruled-National Geographic. (Kara Cooney. <https://www.nationalgeographic.org>)

Podcast: On Imposter Syndrome. (Burey&Tulshyan. <https://brenebrown.com>)

SESSION 5 (ASYNCHRONOUS)

Women leaders of state: Women, power, and dismantling grand cultural narratives

How has western society depicted and controlled the voices of women leaders? How have powerful women then managed to dismantle these cultural narratives and find their own voices?

Pre-Work: (reading): Mary Beard, "Women and Power," (2018)

Cambridge University classicist, cultural critic, and feminist, Mary Beard explores the cultural underpinnings of misogyny, considering the public voice of women and our cultural assumptions about women's relationship

Working Paper: Women and Power. (Mary Beard)

SESSIONS 6 - 7 (LIVE IN-PERSON)

Women leaders who cause societal shifts: The leaders of feminist theory and queer studies

What if Shakespeare had a sister; What if every woman had a room of her own (Virginia Wolf)?

Is a woman born a woman or does she become one (Simone de Beauvoir)?

Is gender performative (Judith Butler)?

Pre-work:

(reading) Judith Butler's "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory"

Technical note: Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory. (Judith Butler. Theatre Journal, Vol. 40, No. 4 (Dec., 1988), pp. 519-531)

SESSIONS 8 - 9 (LIVE IN-PERSON)

Women leaders who cause societal shifts: Early defenders of women's rights and the Me Too movement

How can a debate about the worth of women that spans three centuries (La Querelle des Femmes) inform our understanding of women's leadership today? What can a fifteenth century text whose author is building a city out of women leaders, a seventeenth century Mexican nun considered a proto feminist, and the Me Too movement have in common?

Pre-Work:

(reading) Sor Juana Inés de la Cruz's poem "You foolish men, that incite..." (1690)

(reading): Excerpt from Christine de Pisan's "City of women" (1405) (PDF in additional documentation)

(reading) "Me Too founder discusses where we go from here"

•M.D. : "You foolish men, that incite..."

•R.A. : "Me Too founder discusses where we go from here"

Other / Complementary Documentation: You foolish men that incite. (Sor Juan Inés de la Cruz "Hombres necios que acusáis".)

Technical note: Me too founder discusses where we go from here. (Colleen Walsh. February 21, 2020. The Harvard Gazette.)

SESSION 10 (ASYNCHRONOUS)

Women leaders: Diversity and Inclusion

Is the feminist movement racist and classist and does it too imitate the power structure of white patriarchy?

Pre-work: Excerpt from Bell Hooks.

Article: Ain't I woman. Black Woman and feminism. (Bell Hooks. (CED))

SESSIONS 11 - 12 (LIVE IN-PERSON)

Women and leadership in literature: Appropriating the trappings of the patriarchy and closing the gender gap today

How have women leaders used patriarchal codes to their own advantage? How do these seventeenth century characters dialogue with modern day female politicians?

Guest speaker:

Carolin Ferrer will speak about Gender Equality in Leadership. We will look at the global strategy of gender mainstreaming in the design and the implementation of policies, which is already a corporate requirement in many public and private bodies.

Carolina Ferrer is an Adjunct professor at the IE School of Global and Public Affairs (IE University) teaching courses in the areas of Gender Equality and Sustainable Development and Project Management in Undergraduate and Masters’ degree programs. Carolina also works as an international consultant at the World Bank Group (since 2011), and at USAID, as a Gender Equality specialist, in mainstreaming gender aspects into development projects and analytical work in developing countries. Previously, she worked at UN Women, the Inter-American Development Bank, the Spanish Permanent Representations of Spain to the EU and to the United Nations.

Pre-work:

(reading) Act 3 of Lope de Vega’s Fuenteovejuna (1619)

Other / Complementary Documentation: Fuenteovejuna-3. (Lope de Vega)

SESSIONS 13 - 14 (LIVE IN-PERSON)

Women leaders who cause societal shifts: Black Lives Matters

Who are the women who have fueled important social movements?

Pre-Work:

(reading) “She co-founded Black Lives Matter. Here’s why she’s so hopeful for the future”

Technical note: She cofounded black lives matter. Here’s why she’s so hopeful for the future. (Rachel Hartigan. July 8, 2020. National geographic)

SESSION 15 (LIVE IN-PERSON)

Midterm

SESSIONS 16 - 17 (LIVE IN-PERSON)

Women and leadership: Finding our voices and the Beijing Declaration

The UN Generation Equality Forum is asking for social media contributions from members of your generation in order to continue and implement the work that was started 25 years ago with the Beijing Conference, where Hillary Clinton famously said, "Women's Rights are Human Rights." The Beijing Declaration aimed/aims to eradicate the gender gap at all levels. At the rate we are going, we would have economic gender parity in 200 years. It is imperative that your generation -men and women-understand that there is much work to do in all societies. México and France hosted a continuation of the Beijing conference last summer. So, the time is now! Global Women Leaders (GWL) <https://www.globalwomenleaders.org> is asking you to raise awareness, revitalize, and make real the decisions taken in Beijing. In groups, we are asking you to make 1-minute videos (average) that can be showcased on various of your own social media platforms (Facebook, Tiktok, Instagram...), where you call for a need to finally achieve gender equality in this generation using the hashtags #Generationequality #GWLVoices and one more of your creation.

Working Paper: Beijing Declaration and platform for Action. (The Fourth World Conference on Women. United Nations)

SESSIONS 18 - 19 (LIVE IN-PERSON)

Women and leadership in literature: Leading from the margins: Unlearning Toxic Language and Toxic Leadership

What are the common points of reference for a seventeenth century gypsy girl and a Chicana lesbian woman? How can women become leaders, even from the margins?

Guest Speaker: Dr. Regina Llamas will discuss the position of women in China through various fictional works.

Regina Llamas holds a BA from Beijing University, an MA in Regional Studies East Asia (Harvard University), and a PhD in East Asian Languages and Cultures (Harvard University). She is currently working on a monograph on the historiography of Chinese drama and how the discipline was formed. She is also co-editing a book together with Patricia Sieber (Ohio State University) entitled *How to Read Chinese Drama*, and has submitted for publication a monograph on Top Graduate Zhang Xie with a complete translation. Her earlier work, both in English and Spanish, focused on southern Chinese drama, dramatic historiography, modern ethnography and dramatic performance, and the later Qing commentarial dramatic tradition. Dr. Llamas is also the author of *El licenciado número uno Zhang Xie*, in Spanish, as well as a number of papers on subjects related to the above interests. She is interested in Chinese History, Chinese Literature and the Chinese History of Entertainment, and teaches courses on these subjects.

(reading) Gloria Anzaldúa's "To live in the Borderlands" (1987)

Book Chapters: To live in the Borderlands means you. (Gloria Anzaldúa. Borderlands-La Frontera. The New Mestiza)

SESSION 20 (ASYNCHRONOUS)

Women and Leadership: Women and the arts

Meeting at the Museo Reina Sofia: Tour and background on women artists and museums

Cristina Nualart, PhD in Art History, researches contemporary art from feminist perspectives. She has authored publications on the gender gap in museums, and presented her research findings at several museums. She will share some of that research and expertise with us.

SESSIONS 21 - 22 (LIVE IN-PERSON)

Women leaders: Celebrating the men and women who are closing the gender gap

There are online timelines that chart feminism, but most begin sometime around 1700 and mainly support the idea of three important “waves.” The first, from the 19th century to the early 20th, stressed the vote, while the second, from the 1960s to the '80s, emphasized equality in the workplace and in other areas of society. The third is ongoing, with a focus on cultural diversity.

In groups, let’s make our own timeline of notable men and women who have contributed to feminism.

SESSIONS 23 - 24 (LIVE IN-PERSON)

Women and leadership in literature: Finding our voices

From seventeenth century Marcela to a perfect Japanese girl: How are women’s identities crafted? Who crafts them? How do we find our voices and begin to lead?

Pre- work: (reading) Cervantes and his women readers
(reading) Murakami’s short story “100% perfect girl” (1983).

Book Chapters: On seeing the 100% perfect girl one beautiful April morning. (Haruki Murakami)

Book Chapters: Cervantes and his women readers. (Lisa Vollendorf.)

SESSION 25 (ASYNCHRONOUS)

Working on digital projects within your groups

Using the three topics that guided the class: Women leaders in politics, social leaders, and leaders as authors or subjects in the arts, craft the prompt for your essay about a woman from your country/cultural background who exhibits leadership in one of these ways. Your line of inquiry should be robust enough to develop a complex argument and execute 1000-1250 words of argument/analysis that will serve as your final essay and also as part of the group digital project.

Due: Literature Review for your final essay to be uploaded via Turnitin by midnight

SESSIONS 26 - 27 (LIVE IN-PERSON)

Women leaders: Women at the helm as directors

We will watch and discuss a film by a female director TBD

SESSIONS 28 - 29 (LIVE IN-PERSON)

Final Group Project Presentations

SESSION 30 (LIVE IN-PERSON)

What is the future of women and leadership. In groups, we will be writing manifestos for the future of leadership.

BIBLIOGRAPHY

Recommended

- Simone de Beauvoir. *translated by Constance Borde, Sheila Malovany-. (2011). The second sex..* 2011. London Vintage Books. ISBN 9780099499381 (Printed)
- Cooney, Kara. *When Women Ruled the World : Six Queens of Egypt...* 2020. Cooney, Kara. ISBN 9781426220883 (Printed)
- Hooks, Bell.. *Ain't I a Woman: Black Women and Feminism.* 1987. Pluto Press. ISBN 9780861043798 (Printed)
- Eagly, Alice Hendrickson, and Linda Lorene Carli.. *Through the Labyrinth : The Truth About How Women Become Leaders.* 2007. Harvard Business School Press. ISBN 9781422116913 (Printed)
- Iñiguez Santiago. *In an Ideal Business : How the Ideas of 10 Female Philosophers Bring Value into the Workplace..* 2020. Palgrave Macmillan. ISBN 3030363783 (Printed)
- Malcorra, Susana.. *Pasión Por El Resultado : El Liderazgo Femenino Ante Las Grandes Decisiones.* 2018. Paidós.. ISBN 9789501295467 (Printed)

EVALUATION CRITERIA

The evaluation for the course is based on class participation, written work, and group work
A. CLASS PARTICIPATION

This criteria will be used in reaching judgment about your class participation:

Depth and Quality of Contribution: The most important dimension of participation concerns the contents of your work. High quality refers to depth of insight, rigorous use of case evidence and consistency of argument.

Advancing the Knowledge of your Peers: Great ideas can become obscure through poor presentation. High quality presentation of ideas must consider the relevance and timing of your comments, and the flow and content of the class discussion. It demands analysis that is concise and clear, and that conveys a spirit of involvement in the discussion.

B. Short essay, Literature Review, and Final Essay

Throughout the course you will have to write two individual essays and one literature review. All essays will be submitted through "Turnitin" on online campus.
Short Assignment:

Literature Review: To be uploaded via Turnitin before midnight of session 21. Annotation of 4 secondary sources (at least 3 of which must be peer reviewed). These sources must be read and analyzed before starting this assignment. For each source you will complete a 150-200 word bibliographic entry that contains both a summary and an assessment of each source.

Final Essay: Using the three topics that guided the class: Women leaders in politics, social leaders, and leaders as authors or subjects in the arts, write an essay about a woman from your country/cultural background who exhibits leadership in one of these ways. Your essay will be part of the group digital project.. Write 1000-1250 words.

Essays will be marked according to Structure (25%), Style (25%) and Content (50%) which also includes the appropriate and correct use of sources. Each of this criteria is graded as 0 (poor), 0.5 (average) and 1 (over average). The combination of this 3 general criteria makes up the final mark. In each of this criteria, the following points have to be observed:

1. Structure:

the general plan of the essay;
the connection between ideas exposed;
the inclusion of a conclusion;
the existence of paragraphs corresponding to ideas or concepts.

2. Style:

the absence of grammatical mistakes,
the proper use of academic English corresponding to college level;
the adequate use of sources and quotations,

3. Content:

the level of originality in the essay,
the argumentative level of the essay;
the relevance of the information contained in it, without being a mere summary;
the adequacy of the content to the question proposed;
the logical connections between presentation of ideas and final conclusions
the relevance of such conclusions without being a mere tautology.

In writing the essays, you should follow the guidelines learned in the Writing Skills course

C. MID-TERM

The Mid-term Exam will be an in person exam.

If you score more than 7/10 in the midterm, you are automatically dispensed from examination of the first part of the course in the final exam. If you score less than 7/10, your final exam will consist of ALL the contents of the course. The specific format of the exams will be provided by your professor in due time.

D. SOCIAL MEDIA PROJECT AND FINAL GROUP PRESENTATION

Social Media Project: In groups of four, you will create 1-minute videos (average) that can be showcased on various of your own social media platforms (Facebook, Tiktok, Instagram...), where you call for a need to finally achieve gender equality in this generation using the hashtags #Generationequality #GWLVoices and one more of your creation.

Group Digital Project: In groups of four, you will create digital projects to showcase the essays you have written. Together, you must decide on how these essays will dialogue with each other: We know they are all about women. What else are they about? What can they teach us about women leaders today? How will you introduce them? What are the major themes of each essay? How do they work together? How can you link these themes to today? What will you name your project? Who is your target audience? How does your essay need to be adapted for the project?

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.

Retake includes completing a series of essays centered around the great themes of the class.

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:

- 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.
- Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.
- co-operation or collaboration.
- with official documents, including electronic records.
- 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:

- 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.
- 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).
- Plagiarizing is not committing "word for word" copying. "Thought for thought" is also a form of plagiarism.

Other violations of academic ethics include:

- Not acknowledging that the students' work or any part thereof has been submitted for credit elsewhere.
- Misleading or false statements regarding work completed.
- 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 % | |
| Midterm | 20 % | |
| Continous Evaluation | 30 % | |
| Final evaluation | 30 % | |

The Midterm is 20% of your grade

Class Participation is made up of in-class discussions (10%) and forum discussions (10%)

Continuous Evaluation is made up of Short essay (10%), Literature Review (10%), and Group Social Media Project (10%)

Final Exam is made up of the Final Essay (20%) and Final Group Project (10%)

PROFESSOR BIO

Professor: **GORETTI TERESA GONZALEZ**

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Goretti González, Phd

Originally from, California, Dr. González holds a Ph.D. and M.A. from Harvard University's Department of Romance Languages and Literatures, an M.A. from UCLA, and a B.A. from Scripps College. She has taught at Harvard University, Ca' Foscari, UCLA, and the Complutense as a graduate fellow, and has been a research fellow at Harvard's Villa Ippolito (in Florence). Professor González has given conferences, publishes, and works on cultural and literary production in early modern Spain, as well as exchanges between Spain, Italy, and the broader Hispanic world. She is interested in visual and material culture, the picaresque and its translations, multilingual texts, women, diversity, and the construction of identities. Dr. González is a professor at IE's Departments of Humanities and sits on the board of the Foundation at Northgate González Markets.

OTHER INFORMATION

Office hours: By appointment.

email: gorettiteresag@faculty.ie.edu