

IE HUMANITIES

IE University

Professor: **JULIO CRESPO MACLENNAN**

E-mail: jcrespo@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

There are no prerequisites for this course. However, students are expected to have some basic knowledge of world history and politics.

SUBJECT DESCRIPTION

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.

Democracy is an essential term to understand, as it has shaped our contemporary world and affects our individual lives. As Winston Churchill famously quoted: “democracy is the worst form of government, except for all the others”. In the 1990s it was commonly believed that democracy would eventually be universally adopted. In fact at present there are very few countries that officially describe themselves as non-democratic, although the countries that are considered as full democracies are a small minority.

This course will allow students to learn about the history of democracy, from its origins in ancient Greece to the 21st century. Its growth will be studied beginning in the Western world, the political movements and ideas that shaped it from the eighteenth-century Enlightenment and its phenomenal expansion through the twentieth century. We will analyse different forms of democracy, from liberal democracy to electoral democracy and popular democracy, its link to universal suffrage, literacy and terms like the rule of law, separation of powers, freedom of expression and free press that are considered essential for the proper functioning of democracy. We will finally examine which countries have achieved the highest forms of democracy and the challenges posed to democracy by technology, social media and new concepts like political correctness.

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.

Upon successful completion of this course, students will be able to:

1. Understand the history of democracy, from its origins in ancient Greece to the world of the twenty-first century, and from a truly global perspective.
2. Understand the different concepts of democracy from liberal democracy to electoral democracy and other forms of democracy including ochlocracy.
3. Understand the requirements for the functioning of democracy, its checks and balances, and how far do economic, social and cultural factors affect the development of democracy.
4. Become acquainted with the main thinkers, political leaders and revolutionaries that contributed to the development of democracy.
5. Become familiar with the primary documents, authors and constitutions that have shaped democracy.
6. Recognise countries with advanced democracies, semi-democracies or failed democracies in the present world.

In addition the following skills will be acquired:

- Critical analysis and creating thinking.
- Comprehensive reading of historical documents.
- Research and information literacy.
- Independence from dogmatism or official propaganda.
- Awareness of international diversity and political clashes.

METHODOLOGY

3-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.

Teaching methodology
 Weighting
 Estimated time a student should dedicate to
 prepare for and participate in
 Lectures
 (30.0)%
 45 hours
 Discussions
 (10.0)%
 15 hours
 Exercises
 (30.0)%
 45 hours
 Group work
 (20.0)%
 30 hours
 Other individual studying
 (10.0)%
 15 hours
 TOTAL
 (100.0)%
 150 hours

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	30.0 %	45 hours
Discussions	10.0 %	15 hours
Exercises	30.0 %	45 hours
Group work	20.0 %	30 hours
Other individual studying	10.0 %	15 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction. How democracy works and why it has expanded so much

This session will define democracy, examine its several variants and explain why this system of government by the people has expanded so much throughout history, in spite of all its flaws.

Book Chapters: Can democracy work? (Prelude)

Book Chapters: Decline and rise of democracy (Chapter 1)

SESSION 2 (LIVE IN-PERSON)

Ancient Greece. The origins of democracy

How did democracy work in ancient Greece? Who inspired its ideas? This session will explain how Greece laid the foundations of democracy and why have Greek philosophers been such a source of inspiration for political theorists.

Book Chapters: Can democracy work (Chapter 1)

Video: How Athenian democracy was born

SESSION 3 (LIVE IN-PERSON)

Magna Carta, the Cortes and the first parliaments in the world

Medieval Europe played an important role in the origins of democracy. Magna Carta in England constituted the first attempt at setting limits on the autocratic power of the king, while the birth of the first parliaments like the Cortes in Leon, contributed to the development of the legislative power and the rule of law. There were several other models that could be considered democratic in the world, but this session will explore why only the ones in Europe made progress.

Book Chapters: The decline and rise of democracy (Part II)

Video: What is Magna Carta (You Tube Video)

SESSION 4 (LIVE IN-PERSON)

The Enlightenment, the American and French revolution and the birth of liberal democracy

The philosophical movement of the Enlightenment gave birth to some of the essential ideas that led to modern democracy. Many of these were introduced during the American and French revolution, with which liberal democracy began.

Book Chapters: Can democracy work? (Chapter 2 and 3)

Book Chapters: The decline and rise of democracy (Chapter 9)

SESSION 5 (ASYNCHRONOUS)

The US, France and the first liberal republics

The model of liberal democratic republic was first introduced in the US and France and gradually expanded mainly in the Western world. But consolidating these regimes and defining the ideas of democracy and liberalism proved a great challenge and it was not always successful.

Book Chapters: Democracy in America (Chapter 4)

Book Chapters: The decline and rise of democracy (Chapter 9)

SESSION 6 (LIVE IN-PERSON)

Britain and the birth of constitutional monarchy

Constitutional monarchy, became an ideal formula for consolidating stable democratic regimes. Britain developed the most advanced and successful concept of constitutional democracy, by which the crown formed the basis of parliamentary democracy. This model which reconciled tradition with modernity expanded considerably although it often proved difficult to consolidate.

Book Chapters: The decline and rise of democracy (Part III)

Video: The British monarchy (You Tube Video)

SESSION 7 (LIVE IN-PERSON)

The struggle for universal suffrage

Democracy is the people's rule, but the concept was not always fully implemented. The first democracies were run by oligarchies and only a minority of society had the right to vote. Under the effects of political and social revolutions there was a long struggle for enlarging the franchise.

Book Chapters: Can democracy work/ (Chapter 4)

Other / Complementary Documentation: The Declaration of the Rights of Man and of the Citizen

SESSION 8 (LIVE IN-PERSON)

Women's suffrage

As a result of a social model which gave men a more prominent role than women, women were excluded from the democratic process until the twentieth century. While male suffrage gradually expanded, the struggle for women's suffrage began in the late nineteenth century, until it began to be slowly implemented.

Book Chapters: On Liberty (Chapter 4)

Video: The suffragettes

SESSION 9 (LIVE IN-PERSON)

Race, religion and the concept of citizenship

People have not only been excluded from democracy for reasons associated with wealth and sex, but also due to their race, ethnicity or religion. This session will examine models of democracy in which race, ethnicity and religion determined the right to vote and how the concept of citizenship evolved, gradually incorporating more diverse people.

Video: A history of the civil rights movement in America

Other / Complementary Documentation: The US declaration of independence

SESSION 10 (ASYNCHRONOUS)

Freedom of speech, free press and the role of the fourth Estate in democracy

Democracy could only work well with educated and well informed citizens, capable of expressing their views freely. This is why the press played such an important role in democracy, to the extent that it became known as the Fourth Estate, playing as important a role as the other three pillars of the state: the executive, legislative and judicial.

Book Chapters: On Liberty (Chapter 2)

Book Chapters: Democracy in America (Chapter 4)

SESSION 11 (LIVE IN-PERSON)

Fascism, authoritarianism and the concept of organic democracy

Mass movements leading to the establishment of totalitarian regimes also claimed to be democratic, although their model was opposed to liberalism. Fascism, and Nazism developed a model of single party rule without freedom of expression. Several authoritarian regimes imitated this model based on what they called organic democracy.

Article: Organic principles of democracy: basic principles and rules

Video: Fascism and democracy (You Tube Video)

SESSION 12 (LIVE IN-PERSON)

Communism and the concept of popular democracy

Communism was based on the so-called dictatorship of the proletariat that was meant to create a classless society. But its leading representatives also argued that it was more democratic than liberal democracy, and that it genuinely represented the interests of the people.

Video: What is communism? (democracy work.info)

Article: When knowledge is power inequality is inevitable (LSE 18-1-2022)

SESSION 13 (LIVE IN-PERSON)

Decolonisation, and the expansion of democracy during the twentieth century

The disappearance of colonial empires gave way to a rapid spread of democracy in the world. The third wave of democracy was also a major boost for democracy in both Europe and Latin America, allowing an unprecedented expansion.

Book Chapters: The third wave of democracy (Chapter 1 and 2)

Video: The evolution of democracy, an infographic time-lapse

SESSION 14 (LIVE IN-PERSON)

The collapse of communism and the apparent final triumph of liberal democracy in the 1990s

The disappearance of the Soviet Union constituted a turning point in the history of democracy. The collapse of communism which had claimed to represent the interests of the common citizen and create a genuinely equal society gave way to a golden era of liberal democracy in which this system seemed destined to become universal.

Book Chapters: The decline and rise of democracy (Chapter 11)

Book Chapters: The end of history and the last man (Chapter 1)

SESSION 15 (LIVE IN-PERSON)

Midterm exam

SESSION 16 (LIVE IN-PERSON)

Internet, social media and the challenges to the traditional forms of democracy.

Parliament and newspapers had traditionally been the main forums where ideas were publicly debated. Internet and social media put an end to this. This session will examine the extent to which internet and the technological revolution have contributed to democracy or on the contrary precipitated its decline.

Book Chapters: The decline and rise of democracy (Part III)

Article: A short discussion of the Internet's effect on Politics

SESSION 17 (LIVE IN-PERSON)

Referendums, electoral democracy, populism and the rise of the ochlocracy

Referendums have proliferated in the 21st century as new forms of direct democracy with mixed results. Many countries claim to be democracies simply because they have elections. Ochlocracy, rule by the mobs rather than by the people is rapidly spreading. Different models of democracy that pose a challenge to liberal democracy will be examined here.

Book Chapters: Can democracy work? (Chapter 4)

Book Chapters: Twilight of democracy (Chapter 2)

SESSION 18 (LIVE IN-PERSON)

Democracy wealth and the Western world

Democracy began in the Western world and the most successful democracies have been either Western or wealthy countries. But Western or wealthy societies also failed consolidating democracies.

Although democracy began in the Western world, and generally speaking it has been more easily consolidated in the Western world or industrial countries, cases of successful democracies in non-Western or less developed countries have proliferated since the late nineteenth century.

Book Chapters: The clash of civilisations (Introduction and Chapter 1)

Article: Does high income promote democracy?

SESSION 19 (LIVE IN-PERSON)

Democracy, poverty and the developing world

To what extent are poverty and underdevelopment an obstacle for developing democracy? This section will analyse the case of India the world's largest democracy and other countries in the developing world in which democracy has thrived, and the extent to which the link between wealth and social development with democracy is a myth.

Other / Complementary Documentation: Bolivia: Freedom in the World 2021 Country Report

Technical note: India Freedom in the world 2021 Country Report

SESSION 20 (ASYNCHRONOUS)

Transitions to democracy.

If theoretically democracy can succeed in any country in the world, why is it that some transitions are more successful than others? This session will assess the theories of democratic transition and the extent to which they have worked in practice.

Book Chapters: The third wave (Chapter 3)

SESSION 21 (LIVE IN-PERSON)

Democracy imposed by a foreign power: the cases of Japan, Germany and Irak.

Democracies have often been imposed by foreign powers, generally democratic Western powers after a war. The results have been mixed: as the cases of Japan, Germany and Irak or other more recent examples show.

Book Chapters: The third wave (Chapter 3)

Article: From invasion to failed state: Iraq's democratic disillusionment

SESSION 22 (LIVE IN-PERSON)

Peaceful transition to democracy, the case of Spain

The ideal transition to democracy is one that takes place, peacefully, rapidly and ideally without the need to break the law. This was the case of the Spanish transition, which has become an ideal model of democracy, despite the fact that its success has been recently questioned.

Article: Revisiting Spain's transition to democracy

Book Chapters: The third wave (Chapter 5)

SESSION 23 (LIVE IN-PERSON)

Revolutionary transitions to democracy, the case of Portugal

Transitions to democracy also take place as a result of revolutions or a violent break with a regime preventing it. Portugal is a leading example of this path to democracy.

Book Chapters: The Third Wave (Chapter 4)

Video: Portugal: the Carnation Revolution 1974 (History Class)

SESSION 24 (LIVE IN-PERSON)

Democracy in global institutions and democracy beyond the nation state

Democracy is also promoted in institutions beyond the nation state, but this implies difficulties. The European Union is a supranational organisation formed by democratic states but is not always regulated by the principles of democracy. Democracy is a core value in the United Nations, but many of its members states are not democratic and even openly reject its principles.

Other / Complementary Documentation: Democracy-the United Nations

Article: How to address the EU democratic deficit

SESSION 25 (ASYNCHRONOUS)

Quality of democracy, and the global rankings of democracy

How do we measure quality of of democracy? The global debate on whether certain countries are democratic requires objective criteria to evaluate it. Several institutions and companies provide this by publishing global rankings of democracy, although these are often subject to disputes.

Technical note: Freedom in the world 2022

Book Chapters: Assessing quality of democracy, a practical guide (Chapter 1, International Institute for democracy and democratic assistance)

SESSION 26 (LIVE IN-PERSON)

How democracies die.

This final session will analyse why democracies are never definitely consolidated. We shall see how democracies die as well as the domestic and international factors threatening democracy at present in the world.

Book Chapters: Twilight of democracy, a failure of politics and the partying of friends

Book Chapters: The decline and rise of democracy (Part IV)

SESSION 27 (LIVE IN-PERSON)

The best system of government

Is democracy the best system of government? If so, what type of democracy? This final session will analyse current debate that takes place in the global sphere about the virtues of democracy and the extent to which it is the best system of government or not.

Article: The fall of democracy and the rise of authoritarianism in Venezuela

Article: Vladimir Putin has shifted from autocracy to dictatorship (11/13/2021)

SESSION 28 (LIVE IN-PERSON)

Models of democracy
Class presentations

SESSION 29 (LIVE IN-PERSON)

Models of democracy
Class presentations

SESSION 30 (LIVE IN-PERSON)

Final exam

BIBLIOGRAPHY

Compulsory

- David Stasavage. (2021). *The decline and rise of democracy*. Princeton. ISBN 9780691228976 (Digital)
- James Miller. *Can democracy work?*. One World Publication. ISBN 978186974027 (Digital)

Recommended

- John Stuart Mill. (2017). *On liberty*. Penguin Classics. ISBN 1542049245 (Digital)
- Samuel Huntington. (2020). *The clash of civilisations and the remaking of the world order*. Paperback. ISBN 9780743231497 (Digital)
- Francis Fukuyama. (2020). *The end of history*. Penguin. ISBN 0029109752 (Digital)
- Anne Applebaum. (2020). *Twilight of democracy: the failure of politics and the partying of friends*. Allen Lane. ISBN 97802414917 (Digital)
- Samuel Huntington. *The third wave of democracy in the late twentieth century*. University of Oklahoma Press. ISBN 7852007682112 (Digital)
- Alexis de Tocqueville. (2020). *Democracy in America*. 2. Penguin Classics. ISBN 9780226805368 (Digital)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Midterm and final exam	34 %	
Individual Work	33 %	1500 word essay
Class Participation	33 %	Further details in class

Classes use a mixture of lectures, discussions and exercises. Discussions are based on the course material and the assigned readings. The participation of students in these discussions is vital. Students are also expected to prepare an individual paper of 2,000 words on a relevant topic.

Class participation

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

Essay

Students have to prepare and submit an individual paper (1,500 words) on one of the topics previously approved by the professor. Papers must be handled in class. Up to 1-day-late submissions will be penalized with 10% off the grade.

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

Mid-term and final exams

The mid-term exam will be a mixture of multiple choice and one or two-sentence answers, based on all subjects covered up to session 15. The final exam will be in essay form. Two questions will be answered in essay form in 1 hour 20 minutes.

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

GENERAL OBSERVATIONS

OTHER RELEVANT INFORMATION ABOUT THIS COURSE:

ATTENDANCE POLICY

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

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

For live in-person sessions, students will be marked absent if:
they do not attend the session in-person or in any mode;
they attend an in-person session via Zoom, or any remote format;
they attend virtually a live in-person session, for which they received an authorized attendance waiver to attend the session online, but they do not have their camera turned on, they are not engaged, and they are not seated without distraction during the entire class session.

For asynchronous sessions, students will be marked absent if:
they do not engage and complete the work expected of them in the asynchronous sessions.

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

Attendance waivers

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

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

Rules for online attendance (when authorized)

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

Use of the 30% absences

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

Attending online but still absent

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

Role of Professors in Attendance

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

Any inquiries or requests must be made by the student to the IE Impact Program Team via email ieimpacthumanities@ie.edu

Professors are instructed to mark as ABSENT:

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

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

Authorization for Attendance Waiver from a Student's Bachelor Program

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

GRADING SYSTEM:

Grade description and equivalents:

- Excellent/Sobresaliente: 9.0-10.0 (A- to A+)

Consistently produces work of the highest quality and craft; exhibits notable progress and development over the course of the semester; meets all course objectives at highest level; attendance is near-perfect, and contributions to course discussions are extremely valuable.

· Very Good/Notable: 7.0-8.9 (B- to B+)

Completes all assignments with work of above-average quality and craft; exhibits significant progress and development; meets most course objectives; attendance and participation are very good.

· Good/Aprobado: 6.0-7.0 (C- to C+)

Completes all assignments with work of acceptable quality and craft; exhibits some progress and development; meets a majority of course objectives. Attendance and participation are acceptable.

· Pass/Aprobado: 5.0-6.0 (D)

Assignments are delivered but are incomplete and/or of low quality and craft; exhibits little progress and development; meets few course objectives. Attendance and participation are poor, but absences do not total more than 30%.

· Fail/Suspenso: 0-4.9 (F)

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

· Automatic Failure/Suspenso: 0 (F)

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

RETAKE POLICY

Retake Policies: Students have four opportunities to pass a course distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).

Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students.

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

Please add the information about what your retake will consist on. A common practice is to ask the students to submit all the work they did not turn in or failed during the course, but feel free to do something different if preferred.

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)



Each student has four attempts over two consecutive academic years to pass this course.

6 15th June 2022

For every Humanities Program mandatory class aside from the IR Unplugged and Humanities Electives, students are required to obtain the minimum grade of 5 required to pass the course. Students whose grade in the Final Exam (or the largest assignment) is below 5 will fail the course. The rule applies to whichever assignment carries the greatest weight to the final grade. Dates and location of the final exam will be posted in advance and will not be changed.

Students must attend at least 70% of the sessions. Students who do not comply with the 70% attendance rule will receive a 0.0 on their first and second attempts and go directly to the third one (they will need to enroll in this course again the following academic year).

Students who are in the third or fourth attempt must contact the professor during the first two weeks of the course.

All the courses follow the principles of sustainability and diversity. Firstly, this course considers the agenda 2030 and builds upon the Sustainable Development Goal 16 and 17. Secondly, this course is committed to an inclusive learning environment and looks to be enriched and enhanced by diversity along numerous dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion.

ATTENDANCE

In-person attendance is mandatory at IE University, as it is an essential factor of IE's learning methodology. While we do closely monitor attendance in each course, we also consider our students responsible for their own agenda and commitments, as adult university students. With that in mind, each student may miss up to 30% of the sessions within a given course and still maintain the possibility of passing that given course. This 30% "buffer" is to be used for any absences, such as: illnesses, personal emergencies, commitments, official/governmental matters, business and/or medical appointments, family situations, etc. Students should manage their various needs, and situations that may arise, within that 30% buffer. If a student is absent to more than the allowed 30% of the sessions (regardless of the reason), s/he will obtain a 0.0 grade for that course in both the ordinary and extraordinary calls of the current academic year, and s/he will have to retake the course during the following academic year.

Please pay close attention to your attendance. The program strongly encourages attending 100% of the sessions as it will improve your learning outcomes, it will increase the class performance and it will benefit your participation grade. Noncompliance with deadlines for Non-Classroom Learning activities or assignments will result in an absence for the session.

Extreme cases involving emergencies such as: extended hospitalizations, accidents, serious illnesses and other cases of force majeure, are to be consulted with the Program Management (bir.biemadrid@ie.edu) for assessment of the situation and corresponding documentation, in order to support and guide each student optimally.

For more information about the university attendance policy, please check; <https://www.ie.edu/student-guide/bir/policies-and-guidelines/attendance/>

RETAKE POLICY

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The retakes will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- Dates and location of the retakes will be posted in advance and will not be changed.
- The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

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15th June 2022

PLAGIARISM / ACADEMIC HONESTY

Plagiarism is the dishonest act of presenting another person's ideas, texts or words as your own. This includes in order of seriousness of the offense:

- providing faulty sources;

- copy-pasting material from your own past assignments (self-plagiarism) without the instructor's permission;
- copy-pasting material from external sources even while citing them;
- using verbatim translations from sources in other languages without citing them; · copy-pasting material from external sources without citing them;
- and buying or commissioning essays from other parties.

IEU students must contact the professor if they don't know whether the use of a document constitutes plagiarism. For help with your academic writing, contact the Writing Center (writingcenter@faculty.ie.edu). The professor will also advise the student on how to present said material. All written assignments must be submitted through Turn-it-in, which produces a similarity report and detects cases of plagiarism. Professors are required to check each student's academic work in order to guarantee its originality. If the originality of the academic work is not clear, the professor will contact the student in order to clarify any doubts. Students using external tutorial support should report it to the professor and the BIR Program from the moment they began receiving this support. In the event that the meeting with the student fails to clarify the originality of the academic work, the professor will inform the Director of the Bachelor Program about the case, who will then decide whether to bring the case forward to the BIR Academic Review Panel. Very high similarity scores will be automatically flagged and forwarded to the Academic Review Panel. Plagiarism constitutes a very serious offense and may carry penalties ranging from getting a zero for the assignment to expulsion from the university depending on the severity of the case and the number of times the student has committed

Criteria	Percentage	Comments
Final Exam	17 %	
Individual Work	33 %	1,500 essay
Intermediate Tests	16 %	
Individual Presentation	17 %	
Class Participation	17 %	
Final Exam	0 %	

PROFESSOR BIO

Professor: **JULIO CRESPO MACLENNAN**

E-mail: jcrespo@faculty.ie.edu

Professor: JULIO CRESPO-MACLENNAN

E-mail: jcrespo@faculty.ie.edu

Julio Crespo-MacLennan originally joined IE Business School in 2005, when he taught in the international MBA and he was one of the founding professors of IE University. Throughout his academic career he has taught International Relations and History at several universities in Britain, Spain and the United States. He has also been an International Relations practitioner, representing the Spanish diplomatic mission as director of the Instituto Cervantes in Turkey, Ireland and the United Kingdom. He was also vice-president of EUNIC, the European Union National Institutes for Culture in London. At present he is the founding director of the Hispanic Observatory, based in London, the first pan-Hispanic think tank in the world and he is also an associate fellow of Elcano Royal Institute, Spain's most prestigious think tank.

He holds a Ph.D. from St. Antony's College, Oxford University, an M.A. in International Relations from the Ortega y Gasset University Institute in Madrid and a B.A. in History from University College, Oxford University.

He has published seven books including *How Europe shaped the modern world* (Pegasus Press, 2018), recently translated into Chinese. He has also published over one hundred articles and book reviews in academic journals and the daily press, mainly in the Spanish daily newspapers ABC and El País and occasionally he also writes for the Latin American and British press. He has also given lectures in over thirty countries and diverse international forums. He is currently writing a book on the history of the Spanish-speaking peoples.

OTHER INFORMATION

CODE OF CONDUCT IN CLASS

1. Be on time. Students arriving more than 5 minutes late will be marked as "Absent". Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor). Students attending online must always have their cameras on during the session or risk being marked absent.
2. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students learn your names.
3. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as "Absent". Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).
4. Do not engage in side conversation. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class. If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as "Absent".
5. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as "Absent".
6. No cellular phones: IE University implements a "Phone-free Classroom" policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.
7. Escalation policy: 1/3/5. Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as "Absent." IE University implements an "escalation policy": The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.