PSYCHOLOGY AND USER CENTRE DESIGN

BACHELOR IN DESIGN
Professor: ADOLFO ESTALELLA FERNÁNDEZ
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Academic year: 17-18
Degree course: FIRST
   Semester: 1º
Category: BASIC
Number of credits: 6.0
Language: English

PREREQUISITES

SUBJECT DESCRIPTION
This course proposes a theoretical and methodological introduction to social science. The goal is to develop a sociological imagination that should be based on two key aspects: an empirical sensibility and a theoretical aspiration. The course is organized into eight modules, seven theoretical modules introducing a number of key topics of social science thinking and a module on research methods. The course includes a series of practical sessions devoted to discuss and share the empirical researcher assignments that will be carried out by students during the course. The course tries to evince that any design, from a chair to an urban plan, from an organizational process to a technology, proposes a particular form of social order, or to put it differently: designing is the practice of constructing the future of society.

OBJECTIVES AND SKILLS

Objectives
- To acquire basic notions of social science thinking, both theoretical and methodological.
- To be able to think sociologically and speak the language of social science.
- To understand the social dimension of design practices.
- To develop a sociological sensibility and ability to construct research problems.

Skills
- Development of a critical thinking.
- Development of basic strategies of critical reading.
- The use of basic research methods.
- The ability to formulate and express a persuasive argument or position both orally and in written work.

METHODOLOGY
The course consists of a blend of discussion and lecture based seminars and the engagement with weekly readings through written assignments, group work and in class discussions and tasks. Students will be expected to have read the pertinent texts before each session and to write a small assignment or prepare a specific task in response to them. Interactivity and engagement is critical to the learning process and therefore students will be encouraged to share their thoughts and ideas in relation to issues presented in each seminar.

Based on the above competencies, the Professor will for his class sessions rely on a combination of the below course formats: Lectures, Discussion Sessions, Student Presentations and Student Debates.

Based on the above competencies, students will dedicate their individual study hours to: individual study, preparation of assignments, tasks and group work.

CLASS ELECTRONIC REQUIREMENTS:
This subject does not require the use of a laptop in class; nevertheless, if you want to bring your laptop, please contact your professor.

<table>
<thead>
<tr>
<th>Teaching methodology</th>
<th>Weighting</th>
<th>Estimated time a student should dedicate to prepare for and participate in</th>
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<tr>
<td>Lectures</td>
<td>18.67 %</td>
<td>28 hours</td>
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<tr>
<td>Discussions</td>
<td>8.0 %</td>
<td>12 hours</td>
</tr>
<tr>
<td>Exercises</td>
<td>20.0 %</td>
<td>30 hours</td>
</tr>
<tr>
<td>Group work</td>
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<td>Other individual studying</td>
<td>33.34 %</td>
<td>50 hours</td>
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<tr>
<td>TOTAL</td>
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PROGRAM

MODULE 1. INTRODUCTION TO SOCIAL SCIENCES

SESSION 1
Designing society: The multifarious relationship between design and social sciences
Design has a complex relation to social sciences. Sometimes design is a practice and professional field investigated by social scientists, in other occasion, social scientists work for designers: providing data, information and knowledge that are incorporated into the design process. There are two other articulations of this relationship, sometimes social scientists use design to create research contexts, and in other occasions design practices are the basis for the production of theoretical concepts. This seminar will introduce this multifarious relationship and will provide some historical examples to illustrate the diversity of potential entanglements between social science and design.

SESSION 2
Seeing the world through the lens of social sciences. Social science (in its diverse disciplinary expression: sociology, anthropology, psychology, etc.) is not just an academic discipline, it provides us with a particular theoretical equipment, a conceptual toolkit to approach reality in the most mundane situations: be it when we are reading the newspaper or watching a movie. This seminar will made a brief introduction to the distinctive aspects of the social imagination characteristic of social sciences.

Reading assignment
- Chapter 1. In Mills, C. Wright, The Sociological Imagination.

Further reading
- Bohannan, L. (1966) "Shakespeare in the Bush. An American anthropologist set out to study the Tiv of West Africa and was taught the true meaning of Hamlet" Natural History 75: pp. 28–33.


Module 2. Research methods: an introduction
The module introduces some fundamentals of research methods in social sciences. It presents the basics of crafting research problems and discusses two main research methods for social science research: interview and participant observation. Finally it proposes a space of methodological experimentation with inventive methods.

SESSION 3
Crafting sociological research problems
What is a research problem? How can we produce challenging questions that offer us new visions and understandings of the world? In this session we will introduce some basics aspects for the construction of research problems for social sciences. Four elements must be present in the elaboration of our research problem: A theoretical contextualization, the specification of the empirical site of our research, the methodological design and the specific issue that we are interested in researching.

Reading assignment


Further reading


SESSION 4

Ethnography: Participant observation and research diaries

Ethnography is a methodology for qualitative social research used in different disciplines (anthropology, sociology, communication, psychology...). It is a methodological instance used to research the everyday life of people. Unlike other research techniques, such as interviews or surveys, the ethnographer does not generate specific conditions for the production of the empirical data, he/she produces knowledge by taking part in the daily life of those whom he intends to understand, a practice called participant observation. This seminar introduces some fundamentals of ethnography, it will discuss participant observation and the use of field note diaries used by researchers to register what they see and experience in a systematic and detailed way during a prolonged period of time.

Reading assignment


Further reading


Task

To be done in advance. Spend at least three hours in a public space (a cafeteria, a library, a bus station...). A long observation is needed for this experience to be effective. Observe what happens during this time and register in writing what you deem relevant. You can include any other formats in your registry (photos, drawings, videos). Synthesize the registry (or select) two sheets and bring them to the seminar, they will be shared with the rest of the class.

Further sources

SESSION 5

Participant observation in practice.
A hands-on session in which we would immerse in the daily life of the city, observing and registering the immense diversity of city life. You will have to bring your notebook and any other kind of material you will use for registering data: drawing material, camera, etc.

SESSION 6

Participant observation in practice.
A hands-on session in which we would immerse in the daily life of the city, observing and registering the immense diversity of city life. You will have to bring your notebook and any other kind of material you will use for registering data: drawing material, camera, etc.

SESSION 7

Interview
The interview is a fundamental technique for social science research. It is a technique widely used by other professionals too like journalists during their everyday activity, human resource managers during job interviews, psychoanalysts and doctors in their consultations, and policemen in their interrogations... This seminar will make an introduction to in-depth interview.

Reading assignment

Further sources

Task
Read the interview transcripts that will be delivered in advance and prepare the performance that will be done during the seminar.


MODULE 3. Citizenship, gender, and body
Societies are composed of individuals made of flesh, invested with political rights and obliged by social norms and customs. Body, citizenship, and gender are three concepts through which we can explore the social organization of our societies. The notion of citizenship refers to individuals pertaining to a community and enjoying certain rights granted by being part of a shared political community. Citizenship is connected to the emergence of the Estates established in Europe, America and other areas of the world during the Nineteenth century. While citizenship offers an example of the sophisticated political productions of our societies, the concept of the body seems to place us before a natural given, but perhaps it is not so. Often considered a purely natural condition of individuals, the body is shaped and made by social norms and customs, and it is nowadays deeply transformed by technologies. A paradigmatic example to understand the social dimension of our bodies would be our gender. If sex refers to biological traces, gender points out to certain forms of social behaviors and expectations of how male and female should behave. These are three concepts to think of society from the perspective of individuals, three domains that are challenged today by the emergence of technologies and new political imaginaries.

SESSION 8
Interview in practice.
A hands-on session to practice the art of the qualitative interview.

SESSION 9
Inventive methods: Probes, patterns, and prototypes
The methodological repertoire of social sciences is limited to a handful of methods and techniques that have been in circulation for decades, methods that have been normalized and standardized. Yet there are many other non-standardized techniques that may be used to explore research questions and produce different forms of knowledge. It is even possible to design new techniques that offer singular ways to elicit empirical data, three examples of these inventive methods that will be discuss in the seminar are the probes, patterns and prototypes.

Reading assignment

B.C.: Probes
B.C.: Pattern

SESSION 10
The political subject and the insurgent citizenship
What is citizenship, and why does it matter? Since the eighteenth century citizenship has been a key concept defining people’s membership in society and political rights. This seminar will introduce the topic of citizenship as a concept through which the political subject has been constructed in liberal democracies. Since the eighteenth century the emergence of citizenship has been linked to other concept: nationality. Citizens are right bearing subjects of a territorial nation-state. Yet, the State is not the only source of rights, new sources for the production of rights enter into competition, we find a paradigmatic example of urban struggles that produce new forms of citizenship.

Reading assignment.

Further reading

**B.C.: Cities and Citizenship**

**T.N.: Urban Peripheries and the Invention of Citizenship.**

**SESSION 11**

**Body & Gender**

This seminar introduces the differences between two central categories of western societies: sex and gender. The seminar will analyze the relationship between society and biology in the formation of our gender identity and discuss the differences between the biological and cultural aspects of being men and women. While sex refers to the observable physical differences between male and female human beings (especially the biological differences) gender refers to everyday performances and cultural expectations that are differently attributed to human beings.

Reading assignment.


Further sources

- Master of sex, TV series (http://www.imdb.com/title/tt2137109/?ref_=nv_sr_2).

**B.C.: Gender, Sex, and Sexuality. Chapter 12.**

**B.C.: Natural Bodies or Social Bodies (sc)**

**SESSION 12**

**Students' session I. The gender of the Internet**

Race, gender, citizenship, different social traits that previous seminars have demonstrated that are neither purely natural nor uniquely social, they are made and shaped by laws, customs, norms and technologies. This seminar pays attention to the way gender is constructed by technology and how technologies may be understood to be genderized even when they attempt to be democratic, horizontal and open to everybody, as this is the case of Wikipedia.

Reading assignment.


Further readings


**Module 4. Institutions of a global world: Democracy, Markets, and Globalization**
Our social worlds are ordered and governed by complex forms like laws, governs, universities, families. These are social institutions consisting of complex arrangements that establish and reproduce norms, values and roles in our society. The module introduces two different institutions and pays attention to their expression in our contemporary societies in a globalized world: democracy and markets.

SESSION 13
Fabricating politics and the construction of publics
Where does politics takes place? What is the difference between politics and the political? Which is the place of the political? The state, the government, the courts, and the democratic process are institutions in charge of formal politics, responsible for ordering the world. Yet the rule of the world always overflows the political institutions. This seminar will introduce basic notions of political systems and distinguish between politics and the political, we will discuss the growing relevance of technology in creating political spaces in our contemporary societies.

Reading assignment.

T.N.: Introduction to Sociology. Chapter 17, Government and Politics, sections 17.1 and 17.2

SESSION 14
Globalization: A world tensed between homogenization and diversity
Our world has experienced during the last decades an expansion in the market circuits, the circulation of goods and the global fluxes of persons and capitals. We tend to refer to this worldwide reorganization with the concept globalization. A common force experienced worldwide, globalization has different expressions in diverse geographies. The seminar will discuss the contradictory tendencies driving many globalization phenomena where homogenization processes are confronted to the proliferation of diversity.

Reading assignment.

B.C.: Jihad vs. McWorld.

SESSION 15
Prototyping research I
Students will have to organize in groups to produce a collective research. There will be four sessions of prototyping research that will be focus on research design and methodological preparation of the collective research. These sessions are distributed during the semester in the prototyping research sessions.
SESSION 16

The spirit of capitalism

What is capitalism? Which are the fundamental mechanisms sustaining the capitalist system and its continuous reproduction. This seminar introduces a historical account of the emergence of capitalism, its basic way of functioning and the mechanisms through which capitalism tends to co-opt any form of critique.

Reading assignment.


SESSION 17

Students’ session II. The interior design of democracy

Democracies are complex political systems. Very often we tend to equate politics with the production of discourse, the practice of deliberation and the forging of consensus. Yet, democracies rest on large and complex infrastructures, like parliaments. A parliament is a representative chamber whose architecture inscribes in its materiality the political system that is housed in the chamber. This seminar explores the relationship between the political system of democracies and the interior design of its parliaments.

Reading assignment.


Further sources.

Module 5. Built Environment: Space, cities, and infrastructures

Cities have become in recent decades the location where some problems of our contemporary society take acute expression. Cities are the places where environmental issues, financial speculation and the pressure of large global fluxes (like tourism or capitals) are experienced with enormous intensity. They are complex built environments that rest on large infrastructures that expand beyond the city limits. This module introduces some basic concepts to think about the relevance of built environments in the organization of our societies.

SESSION 18

The co-production of space

The public urban space is not given, it is not just result of material construction, on the contrary public space is co-produced by those living and experiencing the city. The seminar will introduce the notion of co-production of space.

Reading assignment
SESSION 19
Infrastructures: relational worlds
Infrastructures are large technological systems: roads, dams, railways, communication systems... Infrastructures connect geographies and people and establish relationships between them. In this seminar we will explore the role infrastructures have in the constitution of our societies.
Reading assignment


SESSION 20
The informal city
Who is responsible for designing the city. Traditionally, this responsibility has been in the hands of conventional experts: urban planners and architects, yet cities have always overflowed institutionalized forms of expertise, demonstrating that cities are constructed by its own dwellers. The proliferation of informal settlements in large metropolises forces us to reconsider certain notions we have about the city and the capability of citizens to take part in its design. The seminar introduces an overview of informal urbanism and explores how this particular configuration of the city provides conceptual resources to reconsider our notions of the urban worlds.
Reading assignment

Further readings
- 2013. The Informal City Reader. Philadelphia: NEXT CITY.

Further sources.
- Slumdog Millionaire, movie (Danny Boyle and Loveleen Tandan, 2008), (http://www.imdb.com/title/tt1010048/?ref_=fn_al_tt_1)


SESSION 21
Essay discussion and review
We will share the first essay and collectively discuss the different contributions of students.

SESSION 22
Students’ session III. Designing spatial justice
Justice is usually in the hands of established institutions, governments that enact laws and tribunals that put law in practice. Yet, there are other ways to make our cities more just (or the contrary). In this seminar we will discuss how urban planning enact specific forms of justice.

Reading assignment

Further sources
- Robert Moses: The Master Builder of New York City, by Pierre Christin and Olivier Balez, comic.


SESSION 23
The social construction of technology
What is the relationship between society and technology? Although perhaps the question is not correctly posed, perhaps we cannot think of the relationship between technology and society because technology is society. This seminar describes how the construction of technology is a process that requires a complex combination of heterogeneous actors because when we are constructing technologies we are producing society.

Reading assignment


Module 6. Technologies and the construction of society
Technology is an essential part of society: mobile phones, cars, space shuttles, writing techniques, languages, theatre... Our existence as human beings is pervaded by the presence of technologies and techniques of diverse kinds. This module proposes a brief introduction to Science and Technology Studies, an area that analyzes technology as an integral part of society. The module shows how science and technology shape society and conversely how society shapes science and technology, it discusses the increasingly important role that science plays in social structural arrangements, social change, and social interaction.

SESSION 24
Prototyping research II

SESSION 25
**Inscribing practices, configuring users**

Technology helps us do things we could not do with our bare hands: see better, move faster, memorize more information. Yet, technology makes us do things too. This seminar will discuss how each technological design has materially inscribed certain practices, it means that technology always proposes an script that configures the type of users and its kind of uses. When we produce a certain design we are therefore not only producing an artefact but configuring the type of user it will (or may) have.

Reading assignment


Further reading


*B.C.: Where Are the Missing Masses? The Sociology of a Few Mundane Artifacts*

**SESSION 26**

**Students’ session IV. Technical democracies**

Our societies are confronted with problems that overflow their established institutions. Climate change, pandemics, natural catastrophes... issues that were previously the exclusive responsibility of scientists are now part of our political debates. Democracies progressively rest more and more on technical systems and scientific knowledge. This seminar will address the role of science in our society and discuss how many of the problems society face need to be addressed exploring new forms of dialogue between different forms of knowledges and not only conventional forms of scientific expertise.

Reading assignment


**Module 8. Digital Futures: freedom, creativity, and the digitized everyday life**

The Internet and digital technologies are two driving forces of large transformations and reorganization in our societies. They are part of our everyday life and constitutive infrastructures of many formal institutions. This module proposes four contexts to understand the presence and effect of digital technologies in our world. It refers to the forms of sociability on the Internet and the diversity of uses emerging on digital platforms, discusses the invisible algorithms that govern many of those interactions, point out to the transformation and challenge to conventional conceptions of digital property and the emergence of new political collectives like Anonymous.

**SESSION 27**

**Algorithms: The invisible force of digital worlds**
Internet, mobile phones, social network sites, search engines, commercial platforms and systems of recommendation... our social interactions on the Internet are mediated by technologies inside which algorithms govern what is shown and hide, made explicit and invisibilized. This seminar introduces the discussion about algorithm, a figure pervading our everyday life and governing large aspects of our forms of sociability.

Reading assignment


R.A.: The social power of algorithms.

SESSION 28

Intellectual property and the commons

For the last 20 years, Internet and digital technologies have posed a radical challenge to one of the basic institutions of our society: intellectual property. It is not only that the illegal or alegal distribution and exchange of cultural works have proliferated, but new conceptions of intellectual property have appeared. This seminar introduces the topic by bringing for discussion the notion of the commons.

Reading assignment


SESSION 29

The one hundred faces of digital technologies

The Internet has become a source of inspiration and instrument for new forms of activism and political action. Two paradigmatic examples would be the hacker community and Anonymous, two collectives that evince the transformation of our public sphere, the growing relevance of technological mediated political practices and the relevance of new publics in politics.

Reading assignment


Further sources

- Halt and Catch Fire (Christopher Cantwell, Christopher C. Rogers, 2014), TV series (http://www.imdb.com/title/tt2543312/?ref_=fn_al_tt_1).
- Mr. Robot (Sam Esmail, 2015), TV series (http://www.imdb.com/title/tt4158110/?ref_=fn_al_tt_1)


SESSION 30

Prototyping research III
BIBLIOGRAPHY
Compulsory Textbook:
Buy your books here.
The bibliography for the course is listed in each module.

EVALUATION CRITERIA

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<th>Criteria</th>
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<tr>
<td>I. Class attendance, weekly tasks, class participation and individual presentation</td>
<td>30 %</td>
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<tr>
<td>II. Group Presentation</td>
<td>10 %</td>
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<tr>
<td>III. Group’s research project</td>
<td>20 %</td>
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<tr>
<td>IV. Essay 1</td>
<td>15 %</td>
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</tr>
<tr>
<td>V. Essay 2</td>
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I. CLASS ATTENDANCE, WEEKLY TASKS, CLASS PARTICIPATION AND INDIVIDUAL PRESENTATION

It is expected from students to participate in class discussions. There are two ways for individual participation: In the discussions that each seminar will hold and in the individual presentations that students will have to give based on their reading of the assigned texts.

Key criteria to consider class participation will be the constructive engagement with class discussions and activities. It is expected that participation should be oriented to enrich the intellectual climate of the class, participating in debates, carefully listening to peers and engaging in dialogues with them.

Each student will have to give a ten-minute presentation of her/his reading in one of the theoretical seminars. Time is precious and the presentation should be stick to time: 10 minutes.

II. GROUP’S PRESENTATION

The class will be organized in four groups of five students. Groups will have to work during the semester in two different tasks. They will have to give a presentation about one of the theoretical topics of the course syllabus. Groups will count with the professor’s help to prepare the presentation. The duration of the presentations will be 40 minutes, they will have to summarize the main ideas of the reading and provide empirical examples to illustrate the main arguments.

III. GROUP’S RESEARCH PROJECT

Following the guidelines provided and explained in class, each group will have to design a research project. They will have to elaborate a research question, contextualize it theoretically and research the question empirically using interviews and participant observation. The project can incorporate some of the inventive methods individually proposed in the essay 1 (below). The group will have to deliver a presentation at the end of the course about its project and they will have to submit a written report of 2.000 words (the date will be established during the semester).

IV. ESSAY 1

The first essay requires an inventive exercise: Designing a methodological device. Students may draw inspiration on the inventive methods seminar and experiment with any of the techniques discussed in the course. It will be possible to draw on existing methods (interview, participant observation, probes...) and remix or modify them, or design a method or technique from scratch. The method must be tested and put into practice empirically, with peers, friends or strangers.
An essay describing the process must be submitted. The essay must be 1,000-1,500 words long. It should draw on the course’s readings to contextualize theoretically the methodological design. The essay should at least contain the following sections: (i) methodological design, (ii) theoretical contextualization (based on course’s readings), (iii) description of the empirical test. The essay is due by noon on Friday 20 October.

V. ESSAY 2
The second essay should be a theoretical exploration based on one of the theoretical modules. It should explore a particular question that should be decided with the professor. The essay should be 1,500-2,000 words long. The date for the delivery of the essay will be established during the course.

Grades
- Sobresaliente/Outstanding: 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.
- 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.
- 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.
- 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%.
- 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 “convocatoria.”

RETAKE POLICY
- Each student has 4 chances to pass any given course distributed in two consecutive academic years (regular period and July period).
- 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 enrol again in this course next academic year).
- Grading for retakes will be subject to the following rules:
  - Students failing the course in the first regular period will have to do a retake in July (except those not complying with the attendance rules, which are banned from this possibility).
  - Dates and location of the July retakes will be posted in advance and will not be changed. Please take this into consideration when planning your summer.
  - The maximum grade that a student may obtain in any type of retake will be 8 out of 10.
  - The retakes will consist on a comprehensive exam. The grade will depend only on the performance in this exam; continuous evaluation over the semester will not be taken into account. This exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8.

PROFESSOR BIO

Professor: ADOLFO ESTALELLA FERNÁNDEZ
E-mail: aestalella@faculty.ie.edu

I am an anthropologist with an interest in grassroots urbanism and digital cultures. My research for the last ten years has been focused on investigating the epistemic transformations happening in the city and the Internet: people and collectives of different kind involved in the production of knowledge and challenging established institutions and forms of expertise. My two fields of research are Anthropology of Knowledge and Science and Technology Studies (STS). During the last ten years I have worked for the Spanish National Research Council (CSIC, Consejo Superior de Investigaciones Científicas), the Centre for Research on Socio-Cultural Change (CRESC) at the University of Manchester and the Internet Interdisciplinary Institute (IN3) of the Universitat Oberta de Catalunya.

I hold a PhD in the Interdisciplinary program of Information and Knowledge Society (Universitat Oberta de Catalunya) and a B.A. in Social Anthropology (Universidad Nacional de Educación a Distancia). Before starting to work as an anthropologist I worked for a few years as a technological journalist for El País. In a previous life, I obtained my B.S. in Theoretical Physic (Universidad Complutense de Madrid) and a M.A. in Journalism (Universidad Autónoma de Madrid). More about me in: http://www.estalella.eu

OTHER INFORMATION

- Office hours: Tuesday, before seminars. It is necessary to set the date in advance.
- Contact details: aestalella@faculty.ie.edu

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).
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.