FUNDAMENTALS OF SOCIAL SCIENCES

ASIGNATURAS CONVERGENTES
Professor: BRENDAN ANGLIN
E-mail: banglin@faculty.ie.edu

Academic year: 18-19
Degree course: FIRST
Semester: 1º
Category: COMPULSORY
Number of credits: 6.0
Language: English

PREREQUISITES

SUBJECT DESCRIPTION

As John Donne famously said “No Man is an island”. Humans are by nature a social animal. We are a species that has evolved to believe in specialization – some of us are responsible for production, some for organization, some for distribution, and others for waging war. We have developed elaborate written and unwritten rules, rituals and practices for all our interactions – from eating to reproduction. The social sciences study how we interact with each other and with our surroundings, from the physical to the imagined environment, from conflict to culture, from money to mating, from language to law.

This course introduces and gives a solid grounding in some of the main areas of social sciences: including geography, economics, politics, law, cultural anthropology, linguistics, history and sociology. Within these areas we will go into greater detail on subjects such as Geopolitics, control of media and communication channels, feminism, racism, political hegemony, war as a tool of control, democracy vs fascism, religion, human rights, fiscal and monetary policy, historical revisionism.

This is about understanding the physical and social world we live in, the forces they exert on us and how we are influenced by them. By critically examining all aspects of the social sciences, we may have to accept that we continue to be one leaf among many on the tree that is humanity, but understanding our place in the whole, we stand a better chance of knowing whether to fall or not, and how, when the wind blows.

SUBJECT DESCRIPTION

OBJECTIVES AND SKILLS

This course will specifically look at the following areas:

Linguistics: How language changes the way we perceive the world and others. How language can be manipulated to change our perception.

Geography: How we are influenced by the physical environment we find ourselves in and how we change it. The relationship between physical resources and economic and geostrategic strategy.
Economics: Understand the underlying principles of supply and demand at a micro and macro level and the relationship between society and scarce resources (including people)

Politics: How people organize themselves. Specific ideologies for doing so. Who has the power in a society and how is it exercised – and maintained. Citizenship.

Sociology and Cultural Anthropology: A look at in and out groups and the rituals that define society – in the following areas: race and ethnicity, gender, religion, crime, social movements, conflict, migration.


Expected Outcomes
By the end of the course the students should have acquired the following skills and areas of knowledge:

- A perception of the world through the lens of the social sciences.
- The vocabulary and terminology used in the social sciences.
- An overview of the main theorists in the areas of Economics, Sociology, Political Science and Cultural Anthropology.
- An idea of how the different social sciences fit together to describe the world we live in.
- An ability to work as part of a team that engages in a deep analysis of a human society and is able to dissect it at different levels and from different angles.
- Discover a passion for the social sciences as something that is not an academic subject but the reality of the world that surrounds us and flows through us every minute of our lives.
- Ensure that the students have a taste of the subjects that they will cover in greater detail at an individual level over the rest of their degree – specifically in the area of economics and sociology.

OBJECTIVES AND SKILLS

METHODOLOGY
The methodology used is Social Science Fiction. This refers to the fact that concepts and ideas of Social Sciences will be examined first in the neutral and relatively sterile environment of a science fiction world. The class will be divided into teams that have to explore different parts of this world and understand how it works – from a political, economic, legal, linguistic, sociological point of view. Each group will then have to put together a final presentation and project showing real world examples of what they have learned in this neutral science fiction world.

The teaching method itself is a combination of the Socratic Method, 360º feedback and co-creation. While it is often said that ‘you get out what you put in’, this is most certainly the case in this class. The teacher will act as a facilitator and a guide, but the students will decide as a collective through their actions what paths will be taken. This way learning becomes more real, more relevant, and more exciting.

The students will work throughout the course in the sessions on researching their particular group projects under the supervision and guidance of the professor. It is expected that they will have to spend a certain amount of time outside the classes putting together the 15 minute presentation they will have to give on the last day. As they will also have to put together a video showing how they have worked together this will require. Both of these group activities should add up to 10 hours as they will be compiling and creating the presentation of areas already dealt with in class. At an individual level the student is expected to prepare an individual presentation on an assigned theorist and also to read up the course material on the subjects covered in class. There will also be an exam at the end of the course which the students will have to study for.
<table>
<thead>
<tr>
<th>Teaching methodology</th>
<th>Weighting</th>
<th>Estimated time a student should dedicate to prepare for and participate in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>30.0 %</td>
<td>45 hours</td>
</tr>
<tr>
<td>Discussions</td>
<td>0.0 %</td>
<td>0 hours</td>
</tr>
<tr>
<td>Exercises</td>
<td>30.0 %</td>
<td>45 hours</td>
</tr>
<tr>
<td>Group work</td>
<td>30.0 %</td>
<td>45 hours</td>
</tr>
<tr>
<td>Other individual studying</td>
<td>10.0 %</td>
<td>15 hours</td>
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<tr>
<td>TOTAL</td>
<td>100.0 %</td>
<td>150 hours</td>
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PROGRAM

SESSIONS 1 - 2
Introduction
a. Introduction of students and assignation of groups
b. Concepts and paradigms
c. What are the social sciences
d. Language of the social sciences
e. Introducing Ireti - a world of six paradigms.

[RSD1]Could you group these concepts into 5 or 6 major units or Topics, and as Jessica commented to provide an estimate number of sessions for each topic; then in each session, the individual concepts or topics. This makes it more clear for students also for us to see if it was possible to complete all the program and if things need to be changed in the future.

SESSIONS 3 - 4
Geography
a. Environment and ecosystem – physical geography
b. Political Geography
a. International relations
b. Strategy
c. Flags
d. Political maps and physical maps: Geopolitical Strategy and control of resources and key physical areas.

SESSIONS 5 - 6
Linguistics and Communication
a. What’s in a word – semantics. Reflection of the world and creation of the world through language.
b. Communication – influence of the media on how we perceive the world.
c. Records and historiography – how it is possible to change our perception of the past through the written word and access to information.

SESSIONS 7 - 8
Sociology and Cultural Anthropology
a. What is sociology and how does it look at the world
b. In-groups and out groups and creation of identity
c. Ethnography
d. Rituals, practices, values, artefacts and assumptions.

SESSIONS 9 - 10
Sociology and Cultural Anthropology
a. Religion as ritual
b. Religion and death
c. Religion as a tool for organizing society

SESSIONS 11 - 12
Sociology and Political Science
a. Hegemony, Power and Authority
b. Class system
c. Monopoly of force and the apparatus of the state
d. Networks vs hierarchies

SESSIONS 13 - 14
Sociology and Cultural Anthropology
a. Racism
b. Nationalism
c. Other visions of tribalism (sport, gangs, etc.)
d. Crime and race

SESSIONS 15 - 16
Sociology and Cultural Anthropology
a. Gender
b. Reproduction and the body
c. Patriarchs and Matriarchs

SESSIONS 17 - 18
Economics
a. Sectors of the economy
b. Microeconomics: Running a business
c. Macroeconomics: inflation, interest rates, money supply, social welfare, taxation.
d. Materialism & Consumerism
e. Industrialisation

SESSIONS 19 - 20
Political Science
a. Democracy and its different manifestations.
b. Citizenship
c. Different political ideologies

SESSIONS 21 - 22
Law
a. Legal Systems (Case law vs Civil Law)
b. Contracts

c. Commercial law and criminal law

d. International law

e. Law, justice and ethics

**SESSIONS 23 - 24**

Economics and Law
a. Macro-economics. Fiscal and monetary policy
b. Social welfare state
c. Slavery, human trafficking and human rights.

**SESSIONS 25 - 26**

Sociology and International Relations
a. Origins of conflict (interpersonal, ideology and resource)
b. Creation of conflict by states to control groups.

**SESSIONS 27 - 28**

Breaking the system. Revolution in the social sciences. General Conclusion to the course.
a. Communism
b. Anarchism
c. Existentialism
d. Pacifism
e. Equality
f. Terrorism

**SESSIONS 29 - 30**

a. Group Presentations
BIBLIOGRAPHY

Buy your Books here

Course book


Recommended Reading

The following books are not obligatory but get a sense of the ideas that run through the course.[RSD3]


Suggested Reading (Fiction)

These are not part of the coursework but are good examples of some of the ideas we have looked at on the course in works of fiction. If you are thinking of

1. Orwell, George (1945) Animal Farm. Penguin
2. Golding, William (1954) Lord of the Flies. Faber and Faber

EVALUATION CRITERIA

As this course is about actively participating in class, at a team level, in cross team discussions and as a whole class, there will be a participation mark for each session for each individual student. If a student attends with a positive attitude and actively engages with their team, the rest of the class and the professor then they will get 1% for that session. Physical presence in the class is not enough to ensure a mark for participation for a particular session.

Each student will have to prepare a 6 – 8 minute presentation on an assigned Theorist in the area of social sciences. They will have to use a maximum of 10 slides in their presentation covering the following areas: Background of the Theorist. Main contribution to social science specifically. Examples of this in the real world. Quiz - 5 questions based on their presentation that the class has to answer. The student has to upload the visuals and a 2 - 3 page, double spaced report on the same subject, answering the same questions as their presentation. Marks will be given for clear communication of main ideas, clear evidence of research (through proven sources given in APA format), and each of the questions answered comprehensively. Points will be deducted for lack of a clear structure of ideas, questions not answered, poor and sloppy presentation of work, lack of evidence of real work, no external sources used or referenced. Starting in session 6 and in the second session of every day after that (except the last double session), students are expected to give their presentations (the timetable for individual presentations will be given on the first day of class and uploaded to campus with the template for the presentations).

The group project has two elements: the group presentation and the group report:
The group presentation consists of a 15 minute presentation of the society that they have been studying over the duration of the course. They will have to show the class that they understand their society in terms of economics, politics, rituals, gender, and cultural identity. Points will be given for depth of understanding of the society, of the theories and ideas covered on the course, for teamwork, for visual presentation and for ability to communicate their ideas and engage with the audience.

The group report consists of two parts – a video discussion where the members of the group discuss in 20 to 30 minutes their journey through the society, how they understood it, what problems they had putting the presentation together, how they understood different elements of the course and how it applied to all societies. This video report is to avoid the free rider effect. The written report is based on the video report and each person in the team has to take responsibility for writing a specific part of the report. The specific parts expected in the report will be given on the first day of class with a clear guideline of how this will be evaluated.

The final exam will be based on all the questions that have been done in the individual presentations. The exam serves as a way of consolidating the theory learned without increasing exponentially the workload on the students. It also increases the importance given by the class to their colleagues presentations and their long term relevance in the course.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Final Exam</td>
<td>15 %</td>
<td></td>
</tr>
<tr>
<td>Individual Presentation</td>
<td>20 %</td>
<td></td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20 %</td>
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<tr>
<td>Group Report</td>
<td>15 %</td>
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</tr>
<tr>
<td>Class Participation</td>
<td>30 %</td>
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- **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: If the reason they have failed is due to the exam then they will have to repeat the exam in July. If they failed the continuous evaluation part of the course then they will have to do the relevant work and assignments that their instructor assigns them to make up for the work they did not submit and their low participation mark. If they fail the individual presentation do another paper and presentation. If they fail the group work (presentation/report) then they will have to do a corresponding assignment set by their instructor. The grade will depend only on the performance in the exam and these assignments; continuous evaluation in the form of the participation mark 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. This will also apply for the Written Papers and assignments that must be sent where there is the case.

Regardless of what mark a student receives on each individual exercise/assignment that they have to repeat, the final grade they receive must be over 5 out of 10. Even if they pass a repeated final essay for example, they can still fail their repeat if the total of their final grade is 4 out of 10.

The students in their third attempt must do: All of the assignments that the other students who are assisting class must do plus the final exam regardless of whether they passed any of these elements the first time.

PROFESSOR BIO

Professor: BRENDA ANGLIN
E-mail: banglin@faculty.ie.edu
Brendan Anglin
Brendan Anglin holds an M.A. in European Integration and a Postgraduate Diploma in Business Administration from the University of Limerick, Ireland, a B.A. in Economics and History from University College Cork, Ireland and is currently studying a Ph.D. in Economics and Marketing with the Universidad Autonoma de Madrid. He has worked in the International Division of AIB Bank and in the consular section of the Irish Embassy in Madrid. He is the director of a training company in International Management Skills and has written a book on Negotiation practices, The Negotiation Jungle. He has designed and taught courses in a variety of universities and colleges and in public and private organisations to more than 6,000 students. He is the coordinator of the IE writing skills programme and the Language Proficiency Track course. He is also an adjunct professor on the IE Professional Skills module and the Introduction to Social Sciences module.

BIBLIOGRAPHY

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”.

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.