PREREQUISITES
This course has no pre-requisites

PREREQUISITES

SUBJECT DESCRIPTION
The aim of the course is to provide students with a better understanding and tools to approach both research methods and statistics, among other things.

The course revolves around the idea of how innovation has been adopted throughout history and how has it changed the relation between human beings or between the human being and its environment by analysing the previous status quo in any given area vs. what has that specific innovation contributed to human development and how.

The course revolves around the concepts of disruption and innovation, and how certain innovative ideas have historically changed the mental, social and cultural paradigms in which certain societies were involved. At the same time, it analyses the consequences that such innovative approaches had in ordinary life. The concept of innovation is dealt with primarily not associated with technical innovation, but rather with innovation in ideas, and more specifically in main areas of Humanities and Social Sciences.

The course, therefore, fosters critical thinking of the students and, as learning objectives, aims at understanding the adoption of innovation within Social Sciences as well as understanding the nature and impact of innovation. At the end of the course, students should be able to be comfortable using a certain number of models (comparative and quantitative), vocabulary and concepts (identity, social mobility, civil society, textuality, hegemony, mentality, ideology, social and cultural capital, etc.) and theories that could be later applied to any further learning in their degrees.

OBJECTIVES AND SKILLS
The learning objectives of this course should be two mainly:
1. Understanding how innovation has been adopted within the social sciences
2. Understanding the nature of impact of innovation (disruption)
3. Foster critical thinking over these changes.
The content areas where these changes should be studied are, preferably, but not exclusively: politics, social sciences (including religion), law and economics.

Students should have, and the end of the course, not only a clear theoretical framework of how the social sciences have contributed to the understanding of human evolution, but also a basic repository of concepts and vocabulary related to this discipline which they can apply to any other given examples.

**OBJECTIVES AND SKILLS**

**METHODOLOGY**

Humanities Courses are scheduled in double sessions. The first session will consist of the professor lecturing in order to depict the topic of the day. The second session will be dedicated to debate a key issue of the topic of the day. At the end of the two sessions the professor will do a wrap up.

Students are expected to do their reading, at least two hours a week, and to take an active role in class debates.

Students are expected to spend 2 hours weekly researching for the different assignments, including debates, essays and presentations.

There will be two fully practical sessions to be conducted outside the classroom in which all students are expected to take active part.

For written assignments, students are expected to incorporate the skills acquired in the Writing Skills course taken the previous year as part of the IE Module. All their written work will be marked according to these criteria.

<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>26.67 %</td>
<td>40 hours</td>
</tr>
<tr>
<td>Discussions</td>
<td>13.33 %</td>
<td>20 hours</td>
</tr>
<tr>
<td>Exercises</td>
<td>20.0 %</td>
<td>30 hours</td>
</tr>
<tr>
<td>Group work</td>
<td>13.33 %</td>
<td>20 hours</td>
</tr>
<tr>
<td>Other individual studying</td>
<td>26.67 %</td>
<td>40 hours</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0 %</strong></td>
<td><strong>150 hours</strong></td>
</tr>
</tbody>
</table>
PROGRAM

SESSIONS 1 - 2

1. Food is ready: this seminar explores how learning to cook food made Homo Sapiens sedentary, and therefore extended their lives, created first communities and all the consequences that the successive changes in the preparation of food (salting, smoking) have changed living conditions and patterns of communities and even empires. It will also approach the engeneering of new agricultural techniques and farming that have provided not only means for subsistence, but also of trade to human communities since the beginning.

B.C.: Sapiens. A Brief History of Humankind (p. 3-5, 374-391) (sc)

SESSIONS 3 - 4

2. Sacred rulers: the ambassadors of the gods: in order to have what Weber called ‘charisma’, individuals had to place themselves above the rest of the community, usually by having a connection to the supernatural and/or the Netherworld. Before the emergence of priesthood, political and religious power were embodied in the same person, a combination that was only relatively recently broken. It also encompasses historical approaches to the psychology of religion, the relationship between individual and collective psychology and religious concepts and experience. The session takes a comparative approach, looking across cultures with an emphasis on the range and diversity of the psychologies of religious experience and their changing interpretations over time, examining a wide variety of case studies from Africa, Asia, the Pacific, urban America and the American Southwest, seeking to contrast the points of view of followers of religious movements with the interpretations of state authorities who often believed they were witnessing incidences of mass hysteria or religious mania.


SESSIONS 5 - 6

1. Astrology in the Medieval Modern World: Once rejected as a wretched pseudo-science, the history of astrology is now recognised as vital to understanding pre-modern culture. Providing a universal framework which integrated the heavens with both society and the individual, it enabled interpretation as well as judgment. The subject was pursued in universities, at courts, in cities and on the streets by a great diversity of practitioners and clients. It provides an extraordinarily rich route into many fields and topics, with substantial connections to the histories of mathematics, astronomy, natural philosophy, medicine, magic, alchemy, art, politics, history, theology, religion, the body and sexuality. This session introduces its ancient roots but focuses principally on astrology’s theory and practice in medieval and early-modern Islamicate and Christian cultures. From 9th-century Baghdad to 12th-century al-Andalus it played a leading role in intellectual transformations and movements of translation, while in Timurid Samarqand, Ottoman Istanbul, Habsburg Vienna and ducal Milan it was crucial to imperial and noble ambitions and propaganda. A learned and highly technical art, in Europe it nevertheless also came to be distributed through cheap print almanacs to a wider audience, saturating Reformation Germany and Civil War England with prognostications. The session provides a thematic perspective on astrology’s many dimensions and discusses why, after centuries of polemical refutation and defence, it lost its intellectual status in later 17th-century Europe.

B.C.: Astronomy and Astrology - The Medieval World - Chapter 7. The Establishment of Medieval Hermeticism (sc)

SESSIONS 7 - 8

13th December 2018
1. **Manpower and state power:** The Birth of Social Sciences. This session examines manpower as both a physical and political concept during the early modern period. It traces how bodies changed alongside the development of methods to assess, discipline, and cultivate their vitality, linking the development of scientific methodologies to imperial and state formation. The session illuminates the relationship between bodies and state power in early modern Europe, showing the dynamism and flexibility of both. This is accomplished through a comparison of approaches to manpower from a variety of historical disciplines: anthropometrics; economics; warfare; medicine; science and technology; state and imperial formation. Session readings examine how bodies changed and grew over the seventeenth and eighteenth centuries, as well as how they were measured, regulated, and exploited. Methods of assessing population strength, as well as debates over medicine’s role in population growth, will be used as tangible examples of early modern political theory and practice. Readings, both primary and secondary, engage with theory on the modern state, to place military and medical history within the broader context of the formation of early modern states and empires, and to evaluate assumptions about scientific methodologies and political authority.

*B.C.: History and Social Theory - Chapter 1. Theorists and Historians (sc)*

**SESSIONS 9 - 10**

1. **The invention of the citizen:** Private Property and the Parliament. Rousseau thought the invention of private property was the cause for the existence of inequality among men. Locke believed that the enjoyment of private property was a natural right: are we naturally owners? Modern parliaments did not emerge suddenly, and are certainly not heirs of Athenian democracy. Rather, they are the best possible formula to maintain stability in a political regime where a minimum representation of all its members is sought by combining the principles of utility and social representation, which at the beginning were anchored in private property.

*B.C.: The Origins of Political Order - Chapter 2. The State of Nature (sc)*

**SESSIONS 11 - 12**

1. **The material culture of the scientific revolution 1500-1700 and the Scientific method:** Texts are our most familiar resource, but material culture has become increasingly important for historians of science in recent years. The option focuses on instruments in a range of settings from princely courts to artisanal workshops and research laboratories. From the broad domain of Renaissance mathematics – which included astronomy, time telling, navigation, surveying, and the arts of war – it traces the expansion of instrumental use into the new and often controversial area of experimental natural philosophy. The growth of collections and museums helps to place the objects and institutions of natural philosophical interest in a wider intellectual context.

*Podcast: The Scientific Method*

**SESSIONS 13 - 14**

1. Navigation and exploration. Technical advances in navigation systems allowed men to go beyond the coasts they found familiar to explore the oceans, not having to rely ever again in clear summer nights to find their way by looking at the stars. Suddenly, the world shrunk, and so is the space now. Is an attraction for everything unknown intrinsic to human nature? And is it necessary to replicate our community everywhere we go? Transportation changed the way humans looked at the world, and also the way money was made. The Industrial Revolution would not have been such revolution if transport had not facilitated moving products from factories to the public. Tons of products are flown, sailed or driven across the world every day. Aside from the ethical and environmental questions posed by such challenge, we will analyse in this seminar how transportation has changed our lives, and still does.

*B.C.: After Tamerlane (p. 47-73) (sc)*
SESSIONS 15 - 16

The birth of the clinic and preventive medicine (1750-1900) This session explores one of the defining moments in the history of modern medicine, immortalized by Foucault. In particular it looks at the following themes:

- The original role of the hospital as a shelter for the indigent.
- The development of the hospital as a site for the study of disease around 1800.
- The similarities and differences between hospital and private medical practice.
- The growing tension after 1820 between the hospital and the laboratory as centres of medical science.
- Vaccines and preventive medicine: smallpox eradication, Pasteur-Koch and French-German national rivalry, and fight against tuberculosis, rabies and cholera, among other epidemic diseases.

For the most part, the session concentrates on the history of the clinic in France, but reference is continually made to contemporary developments in Great Britain, the Austrian Empire, and the Italian peninsula. The most important comparative question addressed concerns the chronology of the development of clinical medicine: was Paris really first? Students also have the chance to examine other comparative themes such as the different attitudes towards the hospital patient in Britain and France and reflect on the emergence in this period of specific national medical cultures.

Podcast: BBC4 In Our Time with Melvyn Bragg

SESSIONS 17 - 18

Malthus, evolution and society (1790-1950). This session explores the complex mutual interplay between Malthusian, Darwinian and other evolutionary theories, and the intellectual, social and national contexts in which they were embedded. Malthus’s insight that the tendency of human populations to expand exponentially would place constant pressure on the carrying capacity of the Earth has been of immense significance in the last two centuries. It formed the basis of nineteenth-century political economy and was a key source for Charles Darwin as he tried to formulate the general principles of evolution by natural selection. Later in the nineteenth century, Social Darwinist and eugenic approaches appealed to men and women from a number of different nationalities and political positions, virtually all of whom used these theories to show why people like themselves were intellectually and racially superior to others. The session examines how such theories served as the basis for state policy in the 1920s and 30s, and concludes by looking at the re-emergence of Malthusian concerns about global population immediately after the Second World War.

B.C.: Mathusianism - The Pursuit of Power (p. 112-121) (sc)

SESSIONS 19 - 20

Various uses of electrotherapy and electricity in 19th and 20th science, technology and medicine. The session will examine the manifold uses of electrotherapy and the strategies of its legitimization throughout the nineteenth and twentieth centuries. In its heyday in the late Victorian era, electrotherapy was utilised for a myriad of neurological and psychiatric disorders. By exploiting the prestige of science and the numinous quality of technology, medical electricians translated the protean forces of nature into an emblem of medical modernity. Later on, however, the spread of urban networks of power and the introduction of electrical appliances into the home had lent an aura of mundanity to the speciality. Throughout the session there will be an opportunity to discuss the social meaning of electricity and its diverse and often incompatible associations with all aspects of society: ‘quackery’, popular entertainment, industry, communications and even capital punishment. Attention will be given to contemporary literature and film, historical artefacts and patient records as well as new scholarship.

Key themes:

- Therapeutics and electricity: the evidence.
There are no truths. “Everything is relative, and my opinion is only mine”. This statement is constantly repeated. But if judgements are subjective, is knowledge also subjective? Where do we place the very fine line between perception and reality, reality and opinion, and can we really live together combining all our truths? When Freud described the subconscious and the Ego, by the time human beings decided to stop looking at the skies in search of God and turned into themselves, what they did and what they felt did not seem to match much. Freud tried to discover that missing link between what we want and what we say we want, between who we are and who we think we are.

B.C.: The Problem of Knowledge - Chapter 1. Philosophy and Knowledge (sc)

SESSIONS 21 - 22

SECTIONS 23 - 24

From automata to HAL. Despite what it is generally thought, men have been constructing machines that could move by themselves (auto-mata) since Antiquity. Automata performed many functions and were progressively perfectioned, mainly with clocks and other household devices, until arriving to computers in the second half of the 20th century. This session focuses on the history of the machine creation that has provided us with vending machines.

Podcast: BBC4 In our Time Automata

SESSIONS 25 - 26

The Gutenberg Galaxy. When Gutenberg invented the movable-type printing press, production rocketed, access to knowledge widened, ideas exported and even religious reforms were moved forward. When Internet was created, and the cloud, a similar change of learning and knowledge paradigm was activated. This seminar explores the way in which the means change the message, and the person who receives it.

B.C.: The Printing Revolution in Early Modern Europe (p. 3-11) (sc)

SESSIONS 27 - 28

The other side of the Moon. Exploration of other worlds, planets, stars, has always been a question men have asked themselves. The space race in the 20th century between the US and the USSR was just the political exemplification of a crave that goes back to the wonderful stories of Lucien of Samosata and the Baron Munchausen. In this seminar we will explore the latest theories on the creation of the world, including Stephen Hawkings Big Bang theories and how do they affect our belief system and our daily life.

Podcast: BBC4 In our Time - The Moon

SESSIONS 29 - 30
FINAL WRITTEN EXAM IN CLASS

13th December 2018
BIBLIOGRAPHY
The chapters of the books necessary to follow the class are provided on-line.

EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>15 %</td>
<td></td>
</tr>
<tr>
<td>Two Individual Essays</td>
<td>20 %</td>
<td></td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>15 %</td>
<td></td>
</tr>
<tr>
<td>Final Group presentation + individual essay</td>
<td>25 %</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>0 %</td>
<td></td>
</tr>
</tbody>
</table>

A. CLASS PARTICIPATION
Three main criteria will be used in reaching judgment about your class participation:
- Depth and Quality of Contribution: The most important dimension of participation concerns what it is that you are saying. A high quality comment reveals depth of insight, rigorous use of case evidence, consistency of argument, and realism.
- Moving Your Peers’ Understanding Forward: Great ideas can be lost through poor presentation. A high quality presentation of ideas must consider the relevance and timing of comments, and the flow and content of the ensuing class discussion. It demands comments that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand.
- Frequency: Frequency refers to the attainment of a threshold quantity of contributions that is sufficient for making a reliable assessment of comment quality. The logic is simple: if contributions are too few, one cannot reliably assess the quality of your remarks. However, once threshold quantity has been achieved, simply increasing the number of times you talk does not automatically improve your evaluation. Beyond the threshold, it is the quality of your comments that must improve. In particular, one must be especially careful that in claiming more than a fair share of “airtime”, quality is not sacrificed for quantity. Finally, your attempts at participation should not be such that the instructor has to “go looking for you”. You should be attempting to get into the debate on a regular basis.

B. INDIVIDUAL ESSAYS
Throughout the course you will have to write to individual essays (1,000-1,500 words each). All essays will be submitted through Turnitin in online campus. No hard copies are necessary.
Essays will be marked according to Structure (25%), Style (25%) and Content (50%) which also includes the appropriate and correct use of sources. Each of this criteria is graded as 0 (poor), 0.5 (average) and 1 (over average). The combination of this 3 general criteria makes up the final mark. In each of this criteria, the following points have to be observed:

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

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

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

In writing the essays, you should follow the guidelines learnt in the Writing Skills course (First year). Compliance with these guidelines will be assessed.

C. FINAL GROUP PRESENTATION AND FINAL ESSAY
You are also expected to complete a final project with your group and present it in class. The project will give you the opportunity to reflect on what you have learnt in class and apply it to some practical problems. More details of the project will be provided by the start of the course.
Additionally, you should write an essay on your contribution to the group project and presentation. The essay will be marked according to the guidelines provided above for other essays.

D. MID-TERM AND FINAL EXAM
The Mid-term Exam and the Final exam will be in-class paper exams. If you score more than 7/10 in the midterm, you are automatically dispensed from examination of the first part of the course in the final exam. If you score less than 7/10, your final exam will consist of ALL the contents of the course. The specific format of the exams will be provided by your professor in due time.

- 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.”

13th December 2018
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 June/July (except those not complying with the attendance rules, which are banned from this possibility).
  - Dates and location of the June/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 in the same academic year (2nd chance) 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.

The students in their third and fourth attempts must do a comprehensive examination (50%) and submit one long essay (3,000 words) (50%) before the exam on a topic previously agreed upon with the professor.

PROFESSOR BIO

Professor: **SUSANA TORRES PRIETO**  
E-mail: storres@faculty.ie.edu

Susana Torres Prieto is PhD. 'Doctor Europeus' in Slavic Philology by Cambridge University and Universidad Complutense. She did her postdoctoral studies on history in Paris (EPHE) and on paleography and codicology in the US (Ohio State University). Professor Torres has developed her academic and research career in the areas of Slavic and Medieval Studies. She has specialized on the literature and culture of Russia from the Middle Ages until now, as well as on the means and context of transmission of knowledge. She has taught in several universities in Spain and abroad and, after having been member of several international research groups and directing her own, is currently Researcher at the Cátedra ‘La Caixa’ for Management. She is also member of several scientific societies worldwide. Her research focuses on the ideas of power in the Middle Ages and their artistic representation, particularly in the different cultural models used in Eastern and Western Europe.

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”.

13th December 2018
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.