



INTERNATIONAL COLLEGE OF SEVILLE

Porvenir 15

Seville-41013- Spain

www.ics-seville.org

Phone (#34)95-423-3838

Fax (#34)95-423-4572

SPN 1120 / SPN 1121 Beginning Spanish Fall 2016 / Spring 2017

Descripción del curso.

Este curso se dirige a estudiantes sin conocimientos previos del idioma. Mediante el uso de un método directo, se intenta familiarizarles con los conocimientos básicos de la gramática española y su uso funcional.

Objetivos funcionales del curso.

- Dotar al alumno de la capacidad suficiente para expresarse en situaciones lingüístico- sociales básicas.
- Lograr espontaneidad en la producción de frases con una fluidez suficiente.
- Ser capaz de mantener una conversación en las más diversas situaciones.
- Enseñarle a desarrollar habilidades suficientes para hacerse entender y comprender.

Actividades de clase:

- Desarrollo teórico y práctico de la gramática con ejercicios y propuestas de uso.
- Lecturas cortas adecuadas.
- Enseñanza de un vocabulario adecuado.
- Composiciones.
- Ejercicios prácticos.

Libro de texto:

- Jaenes, José Carlos. Aprender es fácil. Sevilla, 2013.

Evaluación:

Controles : 45%

Asistencia y participación: 10%

Proyecto: 10%

Examen parcial: 15%

Examen Final: 20%

La asistencia a clase es obligatoria. Se deducirá un 5% de la nota final por cada falta injustificada.

PROYECTO

Cada estudiante deberá realizar un trabajo de las siguientes características:

Elegir un contexto:

- La casa
- La calle
- El parque de María Luisa
- Un viaje
- Monumentos en Sevilla
- Los bares y discotecas
- Ropa
- Etcétera

1. Realizar un pictograma de 5 páginas con imágenes (Image – google) con la palabra escrita en español y a continuación una oración corta usando la palabra de cada pictograma:

- 1 página en presente
- 1 página en futuro
- 1 página en imperfecto
- 1 página en pretérito
- 1 página en subjuntivo (presente)

Diversos tipos de frutas tropicales

* Me encanta comer frutas tropicales. Mi favorita es la piña.

2 páginas con preguntas – respuestas relacionada con el contexto elegido (Time New Roman 14 cpi.

Por ejemplo: P: ¿Dónde está el Parque de María Luisa?

R: El parque de María Luisa está cerca del río Guadalquivir.

El trabajo debe ser entregado al profesor en papel y disco o enviado por correo electrónico a su dirección jcjaenes@hotmail.com

Temario:

- Abecedario.
- Números.
- Tiempos verbales de indicativo regulares:
 - Presente.
 - Formas no personales del verbo.
 - Pasados: formas simples y compuestas.
 - Futuro.
 - Formas progresivas.
- Algunos irregulares comunes: ser, estar, decir, venir, poner, ir, querer, saber, conocer.
- Ser y estar.
- Artículos determinados e indeterminados.
- Adjetivos.
- Pronombres personales.
- Formas reflexivas.
- Imperativo.
- Comparativo y superlativo.
- Preposiciones.
- Subjuntivo: introducción teórica.
 - Tiempos simples.
 - Presentación de las formas compuestas del subjuntivo.
- Usos de verbos que llevan a confusión.

Normas de clase:

- El profesor dará al principio del semestre un calendario de fechas de exámenes. No se podrán hacer cambios sin un motivo justificado por la dirección del ICS.
- Si un estudiante llega más de 10 minutos tarde, entrará en clase en la segunda hora y se contará como media falta.
- El uso/recibo de llamadas de teléfono móvil supondrá la salida de clase inmediata y se contará como falta.



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Phone (#34)95-423-3838

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SPN 1000 Elementary Spanish Conversation Fall 2016 / Spring 2017

Descripción del Curso

Esta parte del curso está orientada específicamente a la práctica oral, a la conversación, intentando aprovechar este tiempo para que los estudiantes practiquen la lengua castellana en el contexto de la clase.

Objetivos funcionales del curso

- Dotar al alumno de un vocabulario suficiente para los más diversos contextos.
- Facilitar tiempo para la expresión oral.
- Ayudarles a ser capaces de mantener una conversación en las más diversas situaciones.
- Ofrecerles material de lectura para la conversación.

Actividades de clase

- Presentaciones individuales.
- Presentaciones en parejas y pequeños grupos de trabajo.
- Lecturas cortas adecuadas para conversación.
- Enseñanza de un vocabulario adecuado.
- Actividades de representación.
- Comentarios.

Temario:

Alfabeto y su pronunciación.

Sílabas con acento.

Formas básicas de preguntas y sus respuestas.

Vocabulario de situaciones.

Expresiones comunes de la calle.

En la casa.

En la calle.

En un bar.

En una tienda.

En una agencia de viajes.

Correos.

Buscar una dirección.

En una ciudad extraña.

Necesito un hotel para dormir.

¿ Que puedo hacer este fin de semana ?

Necesito..

Que me gustaba cuando era pequeño/a...

Donde fui de vacaciones el año pasado.

Qué haré el próximo semestre.

El tiempo.

La vida en Sevilla.

Las fiestas de Sevilla: Semana Santa y Feria.

Nota Final: Conversación: 100%

Normas de clase:

- El profesor dará al principio del semestre un calendario de fechas de exámenes. No se podrán hacer cambios sin un motivo justificado por la dirección del ICS.
- Si un estudiante llega más de 10 minutos tarde, entrará en clase en la segunda hora y se contará como media falta.
- El uso/recibo de llamadas de teléfono móvil supondrá la salida de clase inmediata y se contará como falta.



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SPN 2200/ SPN 2201 Intermediate Spanish

Fall 2016/ Spring 2017

Prof. Luis Recio

Objetivos y descripción

El objetivo del curso es que, a un nivel intermedio, el estudiante sea capaz de comunicarse oralmente y por escrito con fonética y gramática correctas, y de actuar de forma adecuada en cualquier tipo de proceso de comunicación en que se encuentre, es decir, que sepa expresar correctamente toda idea o sentimiento que desee, saber lo que está diciendo y que es lo que hace al decirlo. En resumen, alcanzar la máxima competencia comunicativa que le permita la inmersión real en la vida española.

Un factor importante del curso será la capacidad participativa y creativa del estudiante dentro del proceso de aprendizaje. El estudiante deberá ser el protagonista en la adquisición de la lengua, guiado por el profesor, aprovechando e intentado participar en el mayor número de situaciones comunicativas reales que su situación de inmersión le ofrecen diariamente. De esta manera, se conseguirá que su estancia en España tenga más oportunidades de éxito, reflejado en una más rápida integración en la cultura española y como consecuencia una mayor disponibilidad para el aprendizaje y la adquisición de la lengua española.

Metodología y actividades

En cada unidad didáctica se trabajará con textos sobre actos comunicativos reales y habituales que reproducen la vida de la sociedad española, estudiando y practicando todos los contenidos pragmáticos, comunicativos, funcionales, léxicos y gramaticales. El estudiante desarrollará las habilidades comunicativas mediante actividades orales donde exprese su propia identidad y tenga la oportunidad de actuar en español en contextos comunicativos variados, convirtiendo sus conocimientos pasivos en activos. Los problemas gramaticales se tratarán ofreciendo material práctico para la fijación de los aspectos morfosintácticos y léxico-semánticos, pero siempre relacionados con los contenidos comunicativos y funcionales. Los estudiantes realizarán tareas escritas motivadas por el propio proceso de aprendizaje y vinculadas a las diferentes funciones y recursos lingüísticos del español.

Se ejercitará el uso de la lengua en su proceso de interacción y comunicación, teniendo en cuenta los aspectos propios de la cultura española que completan la instrucción necesaria y que inciden directamente en la interacción comunicativa. Se realizarán actividades que ayuden a desenvolverse de manera correcta en los diferentes procesos de comunicación, trabajando con los elementos que supongan para los estudiantes norteamericanos dificultades (añadidas al desconocimiento del código lingüístico) en el desarrollo de sus destrezas comunicativas. Estas actividades les permitirán seleccionar cada una de las opciones lingüísticas significativas que el español ofrece para llevar a cabo una interacción adecuada y socialmente aceptada en las diferentes situaciones comunicativas.

Libro de texto

Selección de temas y actividades léxico-gramaticales.

Evaluación

Dado el carácter eminentemente práctico del curso, se valorará especialmente la asistencia y participación activa en clase y la realización de las tareas y los trabajos escritos. Para evaluar el progreso del estudiante, se realizarán dos controles de avance, un examen parcial y un examen final, que se componen de: 1. Ejercicios morfosintácticos y léxico-semánticos. 2. Creación por escrito de un texto en el que el estudiante aplique todos los conocimientos pragmáticos, comunicativos, funcionales, léxicos y gramaticales que ha adquirido.

Asistencia y participación	20%
Controles	20%
Composiciones	20%
Examen parcial	20%
Examen final	20%

La asistencia a clase es obligatoria. Se deducirá un 5% de la nota final por cada ausencia a clase no justificada.

Contenidos

1. FUNCIONES LINGÜÍSTICAS: "Información personal. " Hablar del tiempo que se lleva haciendo algo. " Expresar opinión, deseos y sentimientos " Hablar por teléfono. " Sugerir una actividad, citarse con alguien. CONTENIDOS LÉXICO-GRAMATICALES: · Llevar · (No) creo que presente indicativo/ subjuntivo · (No) Espero/ quiero infinitivo/ que presente de subjuntivo · (No) me gusta/ molesta infinitivo/ que presente de subjuntivo · P. Perfecto · Quedar/ quedarse

2. FUNCIONES LINGÜÍSTICAS: " Hablar de distancias, direcciones " Dar consejos " Hablar del futuro. CONTENIDOS LÉXICO-GRAMATICALES: · Hay/ está · Imperativo afirmativo y negativo · Futuro

3. FUNCIONES LINGÜÍSTICAS: " Solicitar un servicio. Comprar. Pedir " Expresar gustos y preferencias. Comparar " Hablar del futuro. CONTENIDOS LÉXICO-GRAMATICALES: · Demostrativos: Esto-eso-aquello/ Este-ese-aquel, -a-os-as · Posesivos · La comparación · Cuando indicativo/ subjuntivo

4. FUNCIONES LINGÜÍSTICAS: " Expresar acuerdo y desacuerdo " Describir " Hablar de otros. CONTENIDOS LÉXICO-GRAMATICALES: · (No) creo que presente indicativo/ subjuntivo · Ser/ estar · (No) me gusta(n)/ parece(n)/ cae(n) bien sustantivo/ infinitivo/ que presente de subjuntivo

5. FUNCIONES LINGÜÍSTICAS: " Hablar del pasado. Narrar. CONTENIDOS LÉXICO-GRAMATICALES: · Formas y usos de P. Perfecto · Formas y usos del P. Imperfecto y Pretérito I.

6. FUNCIONES LINGÜÍSTICAS: " Describir y valorar el carácter y la personalidad " Expresar deseos y sentimientos CONTENIDOS LÉXICO-GRAMATICALES: · Verbos de deseos: Querer, esperar, necesitar, pedir, recomendar, permitir · Usos del subjuntivo con la expresión de deseos: (No) quiero-quería-quisiera sustantivo infinitivo/ que presente-pasado de subj. · Verbos de sentimientos y estados de ánimo: Gustar, molestar, poner nervioso-triste, dar miedo-pena-asco. Llevarse bien/ mal, ponerse de mal humor. · Usos del subjuntivo para la expresión de sentimientos: (No) me gusta-gustó- gustaba-gustaría sustantivo infinitivo/ que presente-pasado de subj.

7. FUNCIONES LINGÜÍSTICAS: " Hablar del tiempo que se lleva o no se lleva haciendo algo. " Quejarse, reclamar, protestar.. CONTENIDOS LÉXICO-GRAMATICALES: · Llevar/ hace/ desde hace. · Usos del subjuntivo con expresiones impersonales: Es-era-fue-sería necesario-posible-importante infinitivo/ que presente-pasado de subj.

8. FUNCIONES LINGÜÍSTICAS: " Expresarse de forma general " Discutir. CONTENIDOS LÉXICO-GRAMATICALES: · Construcciones impersonales: Se/ uno/ la gente/ 2ª-3ª persona del plural. · Usos del subjuntivo con expresiones impersonales: (No) Es (era) verdad-cierto/ esta(ba) claro-demostrado que presente/ pasado indic./ subj. · Usos del subjuntivo con la expresión de la opinión: - (No) creo (creía) que presente/ pasado indic./ subj

9. FUNCIONES LINGÜÍSTICAS: " Expresar preocupación, sorpresa, tristeza, alegría Formular hipótesis. · Transmitir información, órdenes y peticiones. · Hablar de lo que tenemos o queremos tener · CONTENIDOS LÉXICO-GRAMATICALES: · Usos del subjuntivo con la expresión de sentimientos: Qué pena / bien/ rollo/ raro que presente/ perfecto/ pasado de subjuntivo · Usos del subjuntivo con la expresión de hipótesis: Es posible que-quizás- a lo mejor/ seguramente indicativo/ subjuntivo · Transmitir mensajes: Dijo que imperfecto/ condicional/ pasado de subj · Uso del relativo con antecedente real o no real: Tengo/ quiero un ... que presente de indicativo/ subjuntivo

10. FUNCIONES LINGÜÍSTICAS: " Expresa finalidad, condiciones y deseos. CONTENIDOS LÉXICO-GRAMATICALES: · Usos del subjuntivo para la expresión de la finalidad: para infinitivo/ que subjuntivo. ? · Si presente indic/ pasado-pluscuamperfecto subj. · Ojalá presente/ pasado/ pluscuamperfecto subj.

Bibliografía

- Francisca Castro: Uso de la Gramática Española. Nivel intermedio. Madrid: Edelsa, 2011.
- VV. AA.: Gramática básica del estudiante de español. Barcelona: Difusión, 2011.



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SPN 2240 Intermediate Spanish Conversation

Fall 2016 / Spring 2017

Prof. Luis Recio

Objetivos y descripción

Dentro de la estructura de la clase de gramática se dedicarán dos horas semanales a conversación, en las que se intensificará la práctica oral que se desarrolla normalmente en clase. El objetivo de este curso es que el estudiante aplique los contenidos comunicativos funcionales, léxicos y gramaticales que estudia y practica en una clase orientada específicamente a desarrollar su destreza comunicativa oral.

Metodología y actividades

Se llevarán a cabo actividades de comprensión, análisis, comentario, discusión y valoración de los aspectos lingüísticos, pragmáticos, históricos, sociales y culturales de películas, lecturas, canciones, artículos de prensa y otras fuentes sobre la realidad española

Los estudiantes elaborarán en grupos diferentes tareas que les permitirán integrar las distintas destrezas y movilizar todos los recursos y habilidades adquiridas para reaccionar, expresar sus opiniones, valorar, discutir, comparar con la cultura propia, observar y reflexionar sobre la cultura española, etc.

Ejemplo de situaciones

- Formas básicas de preguntas y sus respuestas.
- Vocabulario de situaciones.
- . Expresiones comunes de la calle.
- En la casa.
- En la calle.
- En un bar.
- En una tienda.
- En una agencia de viajes.
- Correos.
- Buscar una dirección.
- En una ciudad extraña.
- El tiempo.
- La vida en Sevilla.

Evaluación

Asistencia y participación	50%
Examen final	50%

La asistencia a clase es obligatoria. Se deducirá un 5% de la nota final por cada ausencia a clase no justificada.



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SPN 2200 Intermediate Spanish I / SPN 2201 Intermediate Spanish II

Fall 2016 / Spring 2017

Prof. M^a José Montero

Descripción del curso

Este curso pretende dotar al alumno de las herramientas lingüísticas necesarias para desenvolverse con independencia en la lengua española en situaciones cotidianas permitiéndole ser capaz de describir experiencias, acontecimientos, deseos, así como justificar brevemente sus opiniones o explicar sus planes. Comprender los puntos principales de textos en lengua estándar en situaciones de trabajo, estudio u ocio y poder producir textos sencillos y coherentes sobre temas que le son familiares.

Objetivos de aprendizaje

El alumno será capaz de: hablar de costumbres; describir con cierta precisión; interactuar adecuadamente en situaciones de la vida diaria; hablar de experiencias y acontecimientos pasados, estableciendo las relaciones entre ellos y reaccionando adecuadamente al escuchar lo ocurrido a otros; organizar un relato en pasado con cierta coherencia y cohesión; controlar la comunicación: repetir, preguntar, dudar, resumir, ampliar información; aconsejar y reaccionar ante un consejo; dar órdenes; expresar deseos para uno mismo y para otros y reaccionar adecuadamente a los deseos de otros; y expresar probabilidad.

Metodología y actividades

Se apoya en una metodología motivadora y variada que fomenta la implicación del alumno en el uso creativo de la lengua a lo largo de su proceso de aprendizaje.

Se ofrecen propuestas didácticas que facilitan el aprendizaje del estudiante en situaciones de uso de la lengua. Se proponen actividades que permitan abordar y ampliar aspectos socioculturales de la realidad española, posibilitando una práctica lingüística adicional, relacionados con los contenidos lingüísticos y temáticos tratados en las lecciones.

Libro de texto

Selección de temas y actividades léxico-gramaticales.

Contenidos

La enseñanza de todos los contenidos dependerá del ritmo de aprendizaje del grupo.

Lección introductoria:

Contenidos comunicativos: Presentar información personal propia y de otros. Hablar de hábitos cotidianos. Expresar y preguntar por la frecuencia. Hablar de preferencias.

Contenidos lingüísticos: Presente verbos regulares e irregulares. Pronombres reflexivos. Expresiones de frecuencia. Verbos: gustar, encantar, interesar.

Lección 1:

Contenidos comunicativos: Expresar habilidad. Expresar la duración de una acción comenzada en el pasado y que continúa o no en el presente. Hablar del pasado (1): expresar acciones habituales en el pasado, describir situaciones pasadas.

Contenidos lingüísticos. Ser bueno/malo para algo o para hacer algo,... Llevar + cantidad de tiempo + gerundio. Desde/Desde hace/Desde que +... Pretérito indefinido-pretérito imperfecto. Marcadores temporales.

Lección 2:

Contenidos comunicativos: Expresar la causa. Hablar del pasado (2): Describir la situación o las circunstancias en las que se produjo un hecho. Narrar hechos del pasado. 2

Contenidos lingüísticos: Pretérito imperfecto de estar + gerundio. Pretérito imperfecto-pretérito indefinido. Verbos recíprocos: conocerse, hacerse, caerse, darse. Conectores: por eso, como, al cabo de, en ese momento, pero, sin embargo, mientras, por un lado... por otro, al final, etc.

Lección 3:

Contenidos comunicativos: Hablar del pasado (3): experiencias personales y hechos pasados. Narrar hechos de nuestra vida. Expresar una acción pasada anterior a otra acción pasada. Interesarse por alguien y por su vida y reaccionar adecuadamente ante lo sucedido a otra persona. Expresar: alegría y satisfacción / tristeza y pena / sorpresa y extrañeza.

Contenidos lingüísticos: Pretérito perfecto. Pretérito pluscuamperfecto. Pretérito indefinido – Pretérito imperfecto. Dentro de + cantidad de tiempo. Cuantificadores, indefinidos: alguien, nadie, algo, nada, algún, alguno/a(s), ningún, ninguno/a(s). A los /las + cantidad de tiempo (+ de + infinitivo). Frases para expresar sentimientos: ¡Qué + sustantivo...!, ¡Cuánto + verbo...!, ¡Cómo + verbo...!. Verbos y expresiones con preposición: alegrarse/ estar harto/tener ganas/acordarse/estar encantado + de + infinitivo.

Lección 4:

Contenidos comunicativos: Hablar del pasado (4): Relatar sucesos, anécdotas y bromas. Especificar el número de veces que se realizó una acción y la duración de una acción o actividad pasada. Expresar simultaneidad en el pasado. Expresar una acción inminente que no se llegó a realizar. Expresar una acción pasada anterior a otra acción o a una situación pasada.

Contenidos lingüísticos: Contraste tiempos del pasado del indicativo.

Lección 5:

Contenidos comunicativos: Hablar del pasado (5): Hablar de experiencias personales y de las últimas vacaciones. Describir un lugar. Hacer comparaciones. Pedir y dar información cultural. Expresar probabilidad

Contenidos lingüísticos: Pretérito Perfecto – Pretérito Imperfecto – Pretérito Indefinido. Superlativo relativo. Interrogativos: qué-cuál/cuáles. Preposiciones + interrogativos. Deber de / Tener que + infinitivo.

Lección 6:

Contenidos comunicativos: Concertar citas. Describir y valorar una película.

Contenidos lingüísticos: Presente de subjuntivo. Ser / estar: valoraciones. Como/ Cuando / Adonde + presente de subjuntivo. Lo que + presente de subjuntivo.

Lección 7:

Contenidos comunicativos: Describir gestos/costumbres/comportamientos. Hablar de normas sociales. Valorar. Expresar gustos y sorpresa.

Contenidos lingüísticos: Ciertos usos de se; tú impersonal. Ser / estar. Es de mala educación/no está bien visto + infinitivo. Es lógico/natural/me parece gracioso + que + subjuntivo. Me gusta/encanta que + subjuntivo. Me sorprende/llama la atención + que + subjuntivo.

Lección 8:

Contenidos comunicativos: Expresar deseos sobre el futuro. Formular buenos deseos en determinadas situaciones sociales. Expresar planes. Secuenciar acciones futuras.

Contenidos lingüísticos: Presente de subjuntivo. Verbos de deseo (desear/querer/esperar/tener ganas de) + que + presente de subjuntivo. ¡Ojalá/Que + presente de subjuntivo! Oraciones temporales con subjuntivo: cuando/en cuanto + presente de subjuntivo + futuro simple. Futuro simple + hasta / después de + que + presente de subjuntivo.

Lección 9:

Contenidos comunicativos: Describir el carácter. Expresar parecidos. Hablar de relaciones personales. Expresar cambios de estado de ánimo.

Contenidos lingüísticos: Cuantificadores: demasiado, muy, bastante, más bien, poco/un poco, algo, nada. Llevarse bien/mal/regular con (alguien). Caer bien/mal/regular a (alguien). Parecerse a (alguien) en... No soporto/me da miedo/preocupa/molesta/pone nervioso /... + sustantivo/infinitivo/ que + subjuntivo. Me pongo contento / me enfado + cuando/si + indicativo.

Lección 10:

Contenidos comunicativos: Dar órdenes y consejos y reaccionar ante las mismas. Describir problemas. Proponer y sugerir. Ponerse en el lugar del otro.

Contenidos lingüísticos: Imperativo afirmativo y negativo. Verbos regulares e irregulares. Imperativo + pronombres. Imperativos fossilizados: venga, vaya, vamos, mira por dónde, no me digas... Tener que + infinitivo, hay que + infinitivo. Oraciones sustantivas: verbos de sentimiento e influencia + indicativo/ subjuntivo. Verbos de influencia + que + presente de subjuntivo: te pido que, te ruego, te exijo que... Aconsejar/ Recomendar + infinitivo/que + subjuntivo. Condicional simple. Yo, en tu lugar,/ yo que tú, + condicional simple. Dejar de + infinitivo; Seguir/continuar + gerundio.

Lección 11:

Contenidos comunicativos: Transmitir informaciones / preguntas / peticiones. Pedir que se transmita un mensaje.

Contenidos lingüísticos: Estilo indirecto: Dijo que + indicativo. Cambios de pronombres, marcadores temporales, etc. Decir / Querer / Pedir + que + presente de subjuntivo.

Lección 12:

Contenidos comunicativos: Describir una ciudad. Expresar opiniones y argumentarlas. Expresar acuerdo y desacuerdo.

Contenidos lingüísticos: Impersonalidad con se. Estar a favor/ en contra de + infinitivo/ que + subjuntivo. Creo/pienso/opino/me parece...+ que + indicativo. No creo/no pienso/no opino/no me parece... + que + subjuntivo. Conectores: pero, sin embargo, además, entonces.

Evaluación

Dado el carácter eminentemente práctico del curso, se valorará especialmente la asistencia, la participación activa en clase y la realización de las tareas y de las composiciones escritas. Para evaluar el progreso del estudiante, se realizarán dos exámenes: un examen parcial y un examen final.

El modelo de los exámenes se basa en: actividades de comprensión de lectura, de gramática y vocabulario, de expresión escrita y comprensión auditiva.

Actitud, participación y asistencia 20%

Tareas 20%

Composiciones 20%

Examen parcial 20%

Examen final 20% 4

La asistencia a clase es obligatoria. Los alumnos deben llegar a clase de forma puntual al inicio de la misma y después de los descansos que se pudieran producir, disponiendo del tiempo establecido por la profesora. Llegar tarde a clase 10 minutos tarde (o más) o salir antes de la hora de finalización de la clase se consideran faltas no justificadas y se marcarán como media falta.

Se deducirá un 5% de la nota final por cada ausencia a clase no justificada.

Bibliografía

Francisca Castro: *Uso de la Gramática Española*. Nivel intermedio. Madrid: Edelsa, 2011.

VV.AA.: *Gramática básica del estudiante de español*. Barcelona: Difusión, 2011.

Comportamiento en clase

Se valorará positivamente que los estudiantes participen activamente en las actividades del aula, que mantengan una actitud académica y respetuosa.

No se permite utilizar dispositivos electrónicos en clase, excepto que la profesora lo autorice expresamente.



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SPN 2240 Intermediate Spanish Conversation Fall 2016 / Spring 2017 Prof. M^a José Montero

Objetivos y descripción

Dentro de la estructura de la clase de gramática se dedicarán dos horas semanales a conversación, en las que se intensificará la práctica oral que se desarrolla normalmente en clase. El objetivo de este curso es que el estudiante aplique los contenidos comunicativos funcionales, léxicos y gramaticales que estudia y practica en una clase orientada específicamente a desarrollar su destreza comunicativa oral.

Metodología y actividades

Se llevarán a cabo actividades de comprensión, análisis, comentario, discusión y valoración de los aspectos lingüísticos, pragmáticos, históricos, sociales y culturales de películas, lecturas, canciones, artículos de prensa y otras fuentes sobre la realidad española

Los estudiantes elaborarán en grupos diferentes tareas que les permitirán integrar las distintas destrezas y movilizar todos los recursos y habilidades adquiridas para reaccionar, expresar sus opiniones, valorar, discutir, comparar con la cultura propia, observar y reflexionar sobre la cultura española, etc.

Ejemplo de situaciones

- Formas básicas de preguntas y sus respuestas.
- Vocabulario de situaciones.
- . Expresiones comunes de la calle.
- En la casa.
- En la calle.
- En un bar.
- En una tienda.
- En una agencia de viajes.
- Correos.
- Buscar una dirección.
- En una ciudad extraña.
- El tiempo.
- La vida en Sevilla.

Evaluación

Asistencia y participación	50%
Examen final	50%

La asistencia a clase es obligatoria. Se deducirá un 5% de la nota final por cada ausencia a clase no justificada.



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SPN 3955 Advanced Composition & Conversation I Fall 2016 / Spring 2017

Objetivos y descripción:

La finalidad de este curso es que el alumno, en el proceso de asunción de la gramática, llegue a sentir que su mayor o menor familiaridad con las estructuras del español no es necesariamente un fin en sí mismo, sino un medio eficaz que le podrá permitir desarrollar su competencia lingüística tanto a nivel oral como escrito.

Metodología y actividades:

Con el fin de ofrecer al alumno herramientas para participar de forma efectiva en cualquier tipo de situación, se procurará poner siempre en relación las explicaciones de los conceptos gramaticales con las habilidades comunicativas.

Para desarrollar la producción escrita del alumno, se trabajará tanto con la lectura, el análisis y el comentario de diversos textos, como con redacciones que le ayuden a fijar los conceptos gramaticales previamente explicados.

Asimismo, a fin de mejorar la confianza del alumno en su propia producción oral, se realizarán actividades tales como conversaciones, debates en grupo, discusiones o representaciones de situaciones de la vida diaria.

Dado el carácter eminentemente práctico de este curso, se valorará muy especialmente la asistencia y participación en clase.

Temario:

- Repaso completo del modo indicativo (con especial incidencia en los tiempos del pasado).
- Nuevos usos de "ser" y "estar".
- El subjuntivo: para expresar sentimiento, deseo, consejo, mandato, etc.
- El imperativo
- Pronombres de OD/OI
- Las preposiciones (en especial "por" y "para")
- Modismos y expresiones

Libro de texto:

Selección de temas y actividades léxico-gramaticales.

Evaluación:

Redacciones: 20%

Pruebas: 20%

Examen parcial: 20%

Examen final: 30%

Actitud, participación y tareas: 10%

La **asistencia** a clase es **obligatoria**. Cada falta de asistencia sin justificar se penalizará con un **5% menos de la nota final**.

La entrega de las **redacciones** y del **proyecto** deberá hacerse en las fechas marcadas por la profesora. Las entregas fuera de fecha se penalizarán con un **3% menos por cada día que pase**.

NOTA: Este programa podrá estar sujeto a cambios si las necesidades y evolución del curso así lo requieren.



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SPN 4930 Comparative Grammar Fall 2016 / Spring 2017

Course description

This course analyzes in depth those syntactical and grammatical points which are of particular interest for the students of Spanish at the advanced level. Different aspects from both languages are developed while trying to consolidate structural proficiency. Special emphasis is placed on providing the students with enough resources to avoid repetition of English grammatical structures when writing and speaking in Spanish or viceversa. Practical exercises are given and translations to and from both languages are an integral part of the course.

Grading System.

Participation	10%	Midterm	20%
Quizzes	50%	Final	20%

Class attendance is mandatory. 5% of the final grade will be deducted for every unjustified absence.

Textbook.

Martínez Rojas, Ignacio. Curso práctico de gramática comparada (inglés-español). Sevilla: ICS, 2010.

Grammar Topics.

1. The Article. Demonstrative Adjectives and Pronouns.
2. Word Formation and the attributive use of the Noun.
3. Adjectives.
4. Auxiliary and Modal Verbs.
5. There Be, Haber / To Be, Ser, Estar.
6. Verbal Tenses.
7. Relative Pronouns.
8. The -Ing Ending. Infinitive, Gerund and Past Participle.
9. Passive Voice.
10. Pronouns.
11. Preposition and Adverbs. Phrasal-Prepositional Verbs.
12. The Subjunctive.

Bibliography.

- Aguirre, Blanca & Consuelo Hernández. Curso de español comercial. Madrid:SGEL, 1996.
- Beigbeder, Federico. Nuevo diccionario politécnico de las lenguas española e inglesa. (2 vols.) Madrid: Ediciones Díaz de Santos, 1992.
- Borrego, J. y otros. El subjuntivo. Madrid: SGEL,1999.
- Butt, John & Carmen Benjamin. A New Reference Grammar of Modern Spanish. London: Hodder Arnold, 2004.
- Cárdenas, Jacobo & Emilio Fernández. Reading and Writing Science. Córdoba: Imprenta San Pablo, 1990.
- Collazo, Javier. Diccionario enciclopédico de términos técnicos. (3 vols) New York: McGraw-Hill, 2000.
- Dèfourneaux, Marc. Do you Speak Science? Madrid: AC, 2000.
- De Molina, J.A. & J. Ortega. Usos de ser y estar. Madrid: SGEL, 2003.
- De Vicente, Alicia & Barry Readman. Inglés para economistas. Madrid: Palas Atenea, 2004.
- El País. Libro de estilo. Madrid: Ediciones El País, 2003.
- Fernández, J.y otros. Curso intensivo de español: Gramática. Madrid: SGEL, 2000.
- Fernández Alvarez, Jesús. El subjuntivo. Madrid: Edi6,1999.
- Gelabert, M.J. y otros. Repertorio de funciones comunicativas del español. Madrid: SGEL,1998.
- Gómez, Josefa. Correspondencia comercial en español. Madrid: SGEL, 1999.
- Gran diccionario de la lengua española. Barcelona: Larousse Planeta, 2002.
- Heatwole, O. W. Comparative Practical Grammar of French, Spanish and Italian. New York: S. F. Vanni, 1977.
- Holt, Marion and Julianne Dueber. 1001 Pitfalls in Spanish. New York: Barron's Educational Series, 2003.
- Iglesias, Mario and Walter Meiden. Spanish for Oral & Written Review. New York: Holt, Reinhart & Winston, 1999.
- Lozano, J.M. Diccionario bilingüe de economía y empresa. Madrid: Editorial Pirámide, 1998.
- Martín, Ana María et al. El español de los negocios. Madrid, SGEL, 2004.

Martínez Rojas, Ignacio. Curso superior de español para estudiantes de habla inglesa. Sevilla: International College of Seville, 2001.

Francisco Matte. Gramática Comunicativa del español. 2 vols. Madrid: Edelsa, 2000.

Náñez, Emilio. Uso de las preposiciones. Madrid: SGEL, 2003.

Navas, Ricardo & Concha Moreno. Ser y Estar. Salamanca: Publicaciones del Colegio España, 2001.

Ortografía de la lengua española. Madrid: Espasa Calpe, 1999.

Oxford Spanish Dictionary. Oxford: Oxford UP, 2000.

Quirk, Randolph & Sidney Greenbaum. A University Grammar of English. London: Longman, 2000.

Sarmiento, Ramón y Aquilino Sánchez. Gramática básica del español. Madrid: SGEL, 1999.

Seco, Manuel y otros. Diccionario del español actual. 2 vols. Madrid: Aguilar, 1999.

Spinelly, Emily. English Grammar for Students of Spanish. Michigan: The Olivia & Hill Press, 2002.

Swan, Michael. Basic English Usage. London: Oxford, 2004.

Thomson, A.J. & A.V. Martinet. A Practical English Grammar. Oxford: Oxford UP, 2004.



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SPN 3340 Spanish for Spanish Speakers Fall 2016 / Spring 2017

Course Description

This course is designed specifically for native or heritage speakers of Spanish with oral proficiency but little or no formal training in the language. The course is designed to build on the language base students already possess. Their language is viewed as a valid means of oral communication. The primary purpose of the course is to develop reading and writing skills, although all of four language skills (listening, speaking, reading, and writing) are emphasized via cultural and community activities.

Textbook:

Reader compiled by the lecturer.

Grading System.

Participation 10%

Midterm 20%

Quizzes 50%

Final 20%

Class attendance is mandatory. 5% of the final grade will be deducted for every unjustified absence.

Grammar Topics.

1. The Article. Demonstrative Adjectives and Pronouns.
2. Word Formation and the attributive use of the Noun.
3. Adjectives.
4. Auxiliary and Modal Verbs.
5. There Be, Haber / To Be, Ser, Estar.
6. Verbal Tenses.
7. Relative Pronouns.
8. The -Ing Ending. Infinitive, Gerund and Past Participle.
9. Passive Voice.
10. Pronouns.
11. Preposition and Adverbs. Phrasal-Prepositional Verbs.
12. The Subjunctive.

Bibliography

- Butt, John & Carmen Benjamin. A New Reference Grammar of Modern Spanish. London: Hodder Arnold, 2011.
- Elliot, Raymond. Español para Hispanohablantes. Boston: McGrawhill, 1999.
- El País. Libro de estilo. Madrid: Ediciones El País, 2014.
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- Francés, María Elena y Rubén Benítez. Manual de gramática y ortografía para hispanos. Boston: Pearson, 2012.
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- González, Alfonso & Mirta González. Español para el Hispanohablante en los Estados Unidos. New York: University Press of America, 2001
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- Iglesias, Mario and Walter Meiden. Spanish for Oral & Written Review. New York: Holt, Reinhart & Winston, 1994.
- Lozano, J.M. Diccionario bilingüe de economía y empresa. Madrid: Editorial Pirámide, 1998.
- Marques, Sarah. La lengua que heredamos: Curso de Español para Bilingües. New York: Wiley, 2012.
- . Madrid, SGEL, 2014.
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- Oxford Spanish Dictionary. Oxford: Oxford UP, 2010.
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SPN 3381 Culture & Society of Spain Fall 2016 / Spring 2017

Course Description

The Culture and Society of Spain includes a study of Spanish life and character as it manifests itself in history, regional personality, celebrations, music, legendary figures and modern Spain. Special emphasis is given to the southern part of Spain, Andalucía, which conserves today the diverse cultural heritage of Europe, Africa and the Orient (Near and Middle East). ICS city visits and field trips are mandatory.

Text: Ghosts of Spain, "Travels Through a Country's Hidden Past" – Giles Tremlett. Faber & Faber Limited: London. 2012.

Grading System:

- Class attendance is mandatory. For every unexcused absence your grade will suffer a 5% penalty (up to 20%). If you must miss a class due to illness or emergency, take time later to go over the missed lecture notes with a friend who was present in class.
- Quizzes based upon readings from the text, attendance, participation & summary of "Your Sevilla" = 40% of Final Grade.
- Mid-term exam based upon class lecture notes and your notes on the skeleton outlines for each lecture.
- Mid-Term = 30% of Final Grade.
- Final exam based upon class lecture notes and your notes on the skeleton outlines for each lecture.
- Final Exam = 30% of Final Grade.

Bibliography (in library)

- Casas, Penelope. Tapas: The Little Dishes of Spain. New York: Knopf, 1985.
- Casas, Penelope. The Food and Wines of Spain. New York: Knopf, 1982.
- Camacho, Curro and Judy Cotter. Our Friend, John Fulton «Quixote». Sevilla: Imprenta Taurina Andaluza Cervantes, 2001.
- Fulton, John. Bullfighting. Sevilla: Quixote Classics Ed., 1992.
- Hooper, John. The New Spaniards. London: Penguin, 1986.
- Josephs, Allen. White Wall of Spain: Mysteries of Andalusian Culture. Pensacola: UWFP, 1992.
- Morris, Jan. Spain. London: Penguin, 1986.
- Morton, H.V. A Stranger in Spain. London: Methuen, 1983.
- Tremlett, Giles. Ghosts of Spain: Travels Through Spain and Its Silent Past. New York: Walker & Co., 2006.
- Yoors, Jan. The Gypsies of Spain. New York: Macmillan, 1974.

Course Schedule:

1. Introduction - Syllabus, Course Requirements, Welcome to Sevilla, "Judy's Suggestions."
2. Overview of Spanish History and Geography.
– *Cultural Visit: Parque Maria Luisa, Plaza de España, Museum of Popular Arts & Customs.*
3. Overview of Spanish History and Geography. (con't) – 17 "Autonomies", "Standard Spanish" ("El Castellano").
4. Regional Differences – Cantabrian Coast (Galicia & Asturias).
– *Cultural Visit: El Alcázar.*
5. Regional Differences – "The Levante" (Cataluña – Barcelona).
6. Regional Differences – Andalucía (Ronda).
7. Regional Differences - Andalucía – Dialect, Linguistic Peculiarities, Popular Expressions.
– **Reading Quiz #1**
– *Cultural Visit: Itálica.*
8. Regional Differences - Andalucía – Cuisine
9. Historical Influences - Roman & Arabic Legacy
10. Historical Influences - Legacy of Arabs & Jews.
– Mid-Term Exam.
11. Andalusian Festivals: Holy Weel, Pilgrimage to El Rocío, April Fair.
– *Cultural Visit: Cathedral and Giralda.*
12. Andalucía – Gypsies – True story of a gypsy boy.
13. Andalucía - Flamenco Dance and Song.
– *Cultural Visit: Museum Of Fine Arts.*
14. Spanish Character – Values, Lifestyles, Morality – Contrast & Comparison with U.S. – "Pride" & "Greed"
15. Spanish Character – Values, Lifestyles, Morality – Contrast & Comparison with U.S. – "Lust", "Sloth", "Anger"
– **Reading Quiz #2**
16. Modern Spain – Spanish Civil War, "Las 2 Españas", The Franco Years.
17. Modern Spain – Transition from Dictatorship to Democracy (1975 to early 1980's) – Problems & Progress.
18. "The New Spain" – Cultural Changes in the 21st Century, Emigration, Immigration, Terrorism.
19. "The New Spain" – Sexual Revolution, Role of the Monarchy, Spain in the News.
– *Cultural Visit: San Jorge Castle and Triana Market.*
– *Final Exam & Reading Quiz #3.*



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ARH 3351 The Art of Spain Fall 2016 / Spring 2017

Course Description: The Art of Spain includes the study of outstanding examples of architecture, painting and sculpture, emphasizing the early Roman & Moorish contributions, as well as the great Spanish painters: El Greco, Ribera, Murillo, Velázquez, Goya, Picasso, Miró, Dalí, and the architect Antonio Gaudí. ICS city visits and field trips are mandatory.

Text: The Arts in Spain - John Moffitt. London: Thames & Hudson, 2010.

Grading System:

1. Class attendance & visits are mandatory. For every unexcused absence, your grade will suffer a 5% penalty (up to 20%).
2. Quizzes based upon readings from the text, attendance, participation and "Mi Cuadro" from Sevilla's Museum of Fine Arts = 40% of Final Grade.
3. Mid-term exam based upon lecture notes and discussion of artistic images.
Mid-Term Exam = 30% of Final Grade.
4. Final Exam based upon lecture notes and discussion of artistic images.
Final Exam = 30% of Final Grade.

Bibliography

- All Sevilla (Córdoba, Granada, Málaga, etc.)
- Barral i Altet, Ed., Art & Architecture of Spain. Boston: Little, Brown & Co., 1998
- Irving, Washington. Tales of the Alhambra. M. Sánchez, Edi., 1974.
- "Judy's Suggestions" – on your flash-drive.
- Marlowe, Stephen. The Colossus. London: Macmillan, 1972.
- Smith, Bradley. Spain, A History in Art. New York: Doubleday, 1974.
- Stassinopoulos Huffington, Arianna. Picasso, Creator and Destroyer. New York: Simon and Schuster, 1988.

Course Schedule

01. Art History in Spain. Intro., Syllabus, Requirements.
02. Prehistory - Cave Paintings ("Arte Rupestre")
- Cultural Visit: Maria Luisa Park, Plaza de España, and Museum of Popular Arts.
03. Prehistory - "Arte Rupestre - Altamira" (cont.); Early Traders and Inhabitants – Celtíberos – "The Lady of Elche", "The Bulls of Guisando", Tartessos – "The Treasure of Carambolo."
04. Class at Archeological Museum of Seville.
- Cultural Visit: El Alcázar.
05. Roman Art & Architecture – Influence on subsequent periods: Romanesque, Renaissance, Neo-Classical
06. Arabic Art – Córdoba (Califal) - The Mosque ("La Mezquita"); Sevilla – (Almohade, Almorávide) – El Alcázar, La Giralda, La Torre del Oro; Granada (Nazarí) – La Alhambra, El Generalife.
07. "The Legacy of the Moors" – by Judy Cotter; Renaissance Architecture and Sculpture.
08. Renaissance Architecture and Sculpture (cont.). Gothic Art and Architecture.
- Cultural Visit: Itálica.
- Reading Quiz #1.
09. 16th Century – Dominico Theotocopulous "El Entierro del Conde de Orgaz."
10. El Greco (cont.). José Ribera – 17th Century.
Mid-Term Exam.
11. Bartolomé Esteban Murillo.
12. "The Renaissance Master" – Diego da Silva Velázquez - "Las Meninas."
13. Velázquez (cont.).
- Cultural Visit: Cathedral and Giralda
14. Francisco José de Goya - 18th-19th Century.
15. Goya (cont.)
- Cultural Visit: Fine Arts Museum.
16. Pablo Ruíz Picasso - 20th Century - Cubism – "Las Damas de Avignon."
17. Picasso – "Guernica."
- Reading Quiz #2.
18. Picasso's "Restless Century."
19. Salvador Dalí – 20th Century "surrealist" – painter of dream fantasies – "Freudianism in Art."
20. Dalí (cont.)
21. Antonio Gaudí - 19th-20th Century Architect, Sculptor - "Forms should emerge from nature, not be imposed upon it."
22. Joan Miró – 20th Century painter, sculptor – fanciful, often "child-like" and abstract imagery.
- Cultural Visit: San Jorge Castle and Triana Market.

- Final Exam.



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EUH 3141 The Mediterranean World Fall 2016 / Spring 2017

Course Description

This course is a survey of the Mediterranean world, an introduction to the political, and social-economical reality, cultural aspects, and to the region's geo-strategic importance. Special attention is given to regional differences, such as the North/South divide with emphasis on the EU program of economic integration of the Southern Mediterranean countries under the EU Neighborhood policy. The course examines the historical development of the area, the economics and politics, and an analysis of special cases: international migrations, nationalism, management of natural resources, religious conflicts. The format of the course is conversational and interactive, including class discussions on the day-to-day events as they occur.

Course Material

TBA.

Grading System

Participation	15%
Project & Presentation	25%
Midterm	25%
Final	35%

Oral participation is very important, and every student is expected to contribute. Class attendance is mandatory. For every unjustified absence, 5% will be subtracted from your final grade.

Project:

An essay (2-3 pages) on a topic chosen by the student, approved by the instructor. Students will give a short presentation (10 minutes) on their project

Course Schedule

1. Introduction.

Physical and Human Geography.

A general review of political, economical, social and religious aspects of the Mediterranean basin.

An introduction to geomorphologic aspects, as well as to climate, hydrology, natural parks, resources, and environment.

Mediterranean countries and regions.

2. Brief History of the Mediterranean.

Key concepts. The main periods of Mediterranean history.

The Arab World and Islam, the European Union, and Israel and Jewish presence.

3. Geo-strategic Aspects.

Introduction to geopolitics in the Mediterranean.

20th Century. The Cold War. 21st Century Euro-Med development.

The Euro-Med area and US relations

4. Demography and Development.

Migrations. Main demographic problems.

The relationship between population and development.

5. Mediterranean Europe.

The Wave of Democratization in the Late Twentieth Century.

European-Mediterranean agreements and cooperation.

The prospects for a European-Mediterranean Union

6. Economic, Social and Political Impact of Euro-Med Partnership

European and world trade

Social and environmental issues
Political understanding

7.- The Arab Spring 2011

Tunisia
Egypt
Libya
Siria

8. General Conclusions

Motivation and Objectives



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INR 3002 International Relations Fall 2016 / Spring 2017

Course Aims

To familiarize the students with the development, theoretical debates, and changing structural features of International Relations (or better, Global Politics) throughout the 20th Century and into the New Millennium: the evolution from a world neatly partitioned into rival states with "clear" national interests to one where, owing to the many challenges of globalization, not least the rising importance of non-state actors, old certainties regarding international society become questioned and new solutions required. Clearly, key to any understanding (as opposed to merely explanation) of the processes and dynamics prevalent within Global Politics is the concept of power. Its identification, and the analysis of the various forms it manifests itself is a central aspect of this course.

Course Material

TBA.

Grading System

Participation	15%
Project & Presentation	25%
Midterm	25%
Final	35%

Oral participation is very important, and every student is expected to contribute. Class attendance is mandatory. For every unjustified absence, 5% will be subtracted from your final grade.

Project:

An essay (4-5 pages) on a topic chosen by the student, approved by the instructor. Students will give a short presentation (10 minutes) on their project

Course Schedule

- 1.- Introduction to Course
 - Overview and terminology
 - Factors influencing Human Relations
 - Cultural, Religious and Ethnic factors
- 2.- The Evolution of International Society
 - The Age of Globalization
 - National objectives
 - International objectives
- 3.- 20th Century History
 - The Alliance Syndrome and self protection
 - 1900 - 1920
 - 1920 - 1945
 - Effects of WWII (post-war interests, objectives and policies, Yalta, Bretton Woods, UN)
- 4.- Cold War
 - Conflicting theories.
 - The arms race, The space race, 3rd world countries.
 - The disintegration of the USSR. Reasons and consequences.
- 5.- Post-Cold War International System
 - Competing Visions
 - Change or continuity?
 - Conflicting Political Ideologies
 - International terrorism

- 6.- Global Economy
 - Post-war world economy
 - US hegemony
 - Rise and fall of Bretton Woods system
 - OPEC and the power of Oil
 - The development of international finance.
 - Role of International Organizations (IMF, World Bank, WTO)
- 7.- Emerging Economic Patterns
 - The USA and the expansion of NAFTA
 - The European Community and expansion towards Africa and the Middle East
 - The Oriental Giants: China and India
- 8.- The Middle East
 - Historical background
 - Cultural/Religious/Political areas
 - Arab - Israel conflict
 - Islam - Western World conflict
- 9.- The Arab Spring 2011
 - Tunisia
 - Egypt
 - Libya
 - Siria
- 10.- Less Developed Countries
 - Systematic exploitation of the 3rd World?
 - International trade, debt, MNCs
 - Political-Economic-Social factors
- 11.- Environmental Issues
 - Global environmental change
 - Climate, Resources, eco-systems
 - Collective responses at international level
- 12.- The United Nations and International Order
 - Objectives and structure of UN
 - Organizational/operational problems
 - Relevance and efficiency of UN
- 13.- A final glimpse at the developments within Russia
 - The power struggle



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EUH 3090 Three Cultures: Christians, Muslims, and Jews in Spain Fall 2016 / Spring 2017

Description of the Course

This class will explore the nature, challenges and results of conflict and coexistence among Jews, Muslims, and Christians in medieval Spain. It will examine the breakdown of tolerance leading to the expulsions of Spanish Jews in 1492, Spanish Muslims by 1502, and the Moriscos of Spanish Muslim descent in 1609. Spain's subsequent involvement in Morocco will receive particular attention, as will the roles of Jews, Christians, and Muslims in present-day Spain. New perspectives will emerge on global issues from immigration to terrorism.

Consistent attendance and participation are essential for success in this course. Other requirements include a short paper (3-5 pages) and an oral presentation on the same topic, selected in consultation with the professor. The midterm and final exams will feature essay questions and the identification of key terms from the lecture outlines. ICS city visits and field trips are mandatory.

The final grade will be reduced by 5% for every unexcused absence.

Textbook

TBA.

Introduction + Cultural & Religious Frameworks

Judaism & Christianity in the Roman Empire

The Rise of Anti-Semitism in Visigoth Spain, Constable, 21-23

The Birth of Islam & The Islamic Conquest, Lowney, 29-40;

The Emirate of Córdoba, Documentary: Cities of Light: The Rise & Fall of Islamic Spain

The Caliphate of Córdoba and the Taifa Kingdoms,

Constable, ed., 51-55; Menocal 66-78.

Documentary: Cities of Light: The Rise & Fall of Islamic Spain

Seville under the Abbasids, Almoravids & Almohads, Constable, ed., 111-117; 173-179; 217-220.

Toledo and its School of Translators, Menocal, 130-146; Constable, ed., 269-275

"Reconquest" & The Rise of Intolerance,

Nirenberg, "Religious & Sexual Boundaries," in Meyerson, ed. 141-160

The fall of Granada, Constable, ed., 323-329

MIDTERM REVIEW

MIDTERM EXAM

The discovery of America and Spain, Menocal, "Al-Andalus and 1492" in Jayyusi, 483-504

Expulsion & Repression, 1492-1525, Cowans I, 15-27

Conversos facing the Inquisition

Kagan & Dyer, 21-35; Perry, "Moriscos & the Limits of Assimilation," in Meyerson, ed. 274-289.

Film: The name of the rose

Protestant Reformation

The Turkish Empire & The Expulsion of 1609, Cowans I, 145-151

Spanish identity. The Three Cultures in Spain seen by non-Spaniards,

Hillgarth, "After 1492", in Meyerson, ed. 309-322

Spain & Morocco, Cowans II: 105, 296-302

Sephardic Jews during World War II, Alexy, 73-83, 99-110

Jewish and Islamic Communities in Present-Day Spain

Alexy, 247-257; Articles: Salloum, "Muslim influence in Spain still felt in daily life"

Legal and illegal immigration in Spain, Film: Poniente

"Mezquita No": Granada, Córdoba and Seville

Article: Fuchs, "Pope asked to let Muslims pray in the Mosque-Cathedral of Cordoba", 2006;

Eigeland, "Granada's New Convivencia"

Global vs. local terrorism: ETA, Al-Qaeda & Spain

Articles: Burke, "Al Qaeda – a meaningless label", 2003;

O'Neill, "Does Al-Qaeda exist?", 2003; Film: The traitor

Alliance or Clash of Civilizations? + FINAL REVIEW,

Article: Huntington, "The clash of civilizations?", 22-49

FINAL EXAM

Course Evaluation:

Participation and attitude in class	10%
Homework/class assignments:	10%
Group presentation	25%
Midterm Exam:	25%
Final Exam:	30%

Structure of the quizzes, midterm and final exam: The exam and quizzes will be a combination of multiple choice, short questions one essay style question and article analysis.

Oral presentation:

Presentation evaluation:

Content: Does the presentation offer accurate, high quality information, interesting and synthesized in an original manner? 50%

Formal presentation: Is the information presented clearly and in a scholarly manner? Does the presenter use graphics, visuals and/or other supplementary materials? 20%

Is the presentation engaging? Does the presenter actively strive to involve the class in his/her presentation? Does she/he strive to hold the attention of the class? 30%

English expression

The students should express themselves -both orally and in writing- in good formal English. Particularly in the written partials and quizzes, as well as the presentations, good academic writing is essential. Bad, sloppy academic writing (misspellings, deficient syntax, etc.) will be penalized.

Attendance Policy: Attendance is obligatory. More than *four hours* of unexcused absence from class will endanger an officially certified completion of the course (grading + certificate). Medical absences are excused with the prompt receipt of proper documentation. It is expected that students arrive to class on time and that they return promptly to class after any given class break. Tardiness is figured into the absence policy.

Class Protocol: Students are required to be involved in class activities. They are expected to show their preparation by participating in discussions, by asking relevant questions, being critical and analytical with the contents presented in class as well as by sharing their ideas and opinions. In class the student is required to maintain a polite demeanor always and under every circumstance. *Students are asked not to eat in class and to put their cell phones on silence. With the exception being for class presentations, laptops are not to be used in class.*

Bibliography (books in the ICS library)

BOOKS

Alexy, Trudi. *The Mezuzah in the Madonna's Foot*. New York: Simon & Schuster, 1993.

Barakat, Halim. *The Arab World. Society, Culture, and State*. Berkeley: University of California Press, 1993.

Bango, Isidro G. *Remembering Sepharad. Jewish Culture in Medieval Spain*. Madrid: Seacex, 2003.

Constable, Olivia Remie, ed. *Medieval Iberia: Readings from Christian, Muslim & Jewish Sources*. Philadelphia: University of Pennsylvania Press, 1997.

Cowans, Jon. *Early Modern Spain. A Documentary History*. Philadelphia: University of Pennsylvania Press, 2003.

---- *Modern Spain. A Documentary History*. Philadelphia: University of Pennsylvania Press, 2003.

Díaz-Mas, Paloma. *Sephardim: The Jews from Spain*. George K. Zucker, trans. Chicago: The University of Chicago Press, 1992.

Gerber, Jane S. *The Jews of Spain*. New York: The Free Press, 1992.

Husain, Ed. *The Islamist*. London: Penguin Books, 2007.

Ibrahim, Raymond, ed. *The Al Qaeda Reader*. New York: Doubleday, 2007.

Jayyusi, Salma Kahadra, ed. *The Legacy of Muslim Spain*. Boston: Brill, 1992-1993. 2 volumes.

- Kagan, Richard L. and Dyer, Abigail. *Inquisitorial Inquiries. Brief Lives of Secret Jews & Other Heretics*. Baltimore: The Johns Hopkins University Press, 2004.
- Kennedy, Hugh. *Muslim Spain and Portugal. A Political History of al-Andalus*. Essex: Pearson Education Limited, 1996.
- Kepel, Gilles. *Beyond Terror and Martyrdom: The Future of the Middle East*. Cambridge, MA: Harvard University Press, 2008.
- Lewis, Bernard. *Cultures in Conflict: Christians, Muslims, and Jews in the age of Discovery*. Oxford: Oxford University Press, 1995.
- Lombard, Maurice. *The Golden Age of Islam*. Princeton: Markus Wiener, 2003.
- Lowney, Chris. *A Vanished World: Medieval Spain's Golden Age of Enlightenment*. New York: Free Press, 2005.
- Mann, Vivian B., Glick, Thomas F. and Dodds, Jerrilynn D. *Convivencia. Jews, Muslims, and Christians in Medieval Spain*. New York: The Jewish Museum, 1992.
- Menocal, María Rosa. *The Ornament of the World How Muslims, Jews & Christians Created a Culture of Tolerance in Medieval Spain*. Boston: Little Brown & Co., 2002.
- Meyerson, Mark D. *A Jewish Renaissance in Fifteenth-Century Spain*. Princeton: Princeton University Press, 2004.
- and English, Edward D., eds. *Christians, Muslims, and Jews in medieval and early modern Spain : interaction and cultural change*. Notre Dame, Ind. : University of Notre Dame Press, 2000.
- Meyuhas Ginio, Alisa, ed. *Jews, Christians & Muslims in the Mediterranean World after 1492*. London: Frank Cass, 2002.
- Nirenberg, David. *Communities of Violence. Persecution of Minorities in the Middle Ages*. Princeton: Princeton University Press, 1996. (pp. 166-199)
- Pacheco, Juan Antonio. *Andalucía y Marruecos. Culturas para el diálogo*. Sevilla: Mergablum, 2004.
- Riedel, Bruce. *The Search for al Qaeda: Its Leadership, Ideology, and Future*. Washington, D.C.: Brookings Institution Press, 2008.
- Smith, Colin et al., eds. *Christians and Moors in Spain, 1145-1617*. Warminster, Wiltshire, 1988-1992. 3 volumes.
- Vidal, César. *España Frente al Islam. De Mahoma a Ben Laden*. Madrid: Osobelena, 2004.
- Wallace-Murphy, Tim. *What Islam Did for Us. Understanding Islam's Contribution to Western Civilization*. London: Watkins, 2006.
- Watt, W. Montgomery and Cachia, Pierre. *A History of Islamic Spain*. Edinburgh: Edinburgh University Press, 1965, 1996.

ARTICLES

- Burke, Jason. "Al Qaeda". *Foreign Policy* 142 (May – June 2004), 18-26.
- Eigeland, Tor. "Granada's New Convivencia." *Saudi Aramco World* (September-October 2003), 12-20.
- Fuchs, Dale. "Pope asked to let Muslims pray in the Mosque-Cathedral of Cordoba." *The Guardian*, 29 December 2006.
- Huntington, Samuel P., "The clash of civilizations?", in *Foreign Affairs*, Summer 1993 – volume 72 no 3, s. 22-49.
- Radu, Michael. "The Fall of Spain?" *FrontPageMagazine.com*. March 16, 2004.

AUDIO-VISUALS

- Films: *The name of the rose* (1986); *Poniente* (2002); *The traitor* (2008)
- Documentary: *Cities of Light: The Rise & Fall of Islamic Spain*, PBS (2007)



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GEB 3955 International Business Fall 2016 / Spring 2017

Course Description

There is no longer any such thing as a purely national economy. The rest of the world is just too big to ignore, either as a market or as a competitor. The global economy is becoming ever more closely integrated - a process usually referred to as globalization. Cross-border trade and investment have continued to increase through the 1990s. Yet, differences in economic, political and socio-cultural environments around the world challenge managers with opportunities and risks. As new communication technologies and global migration are bringing diverse people closer together, debates about cultural identity and differences are becoming more prominent than ever. To help students understand the intricacy of the global economy, learning objectives of this course are: (1) to understand the current important trade and investment trends (2) to develop the ability to comprehend international economic and financial issues (3) to understand the role of cultural differences that affect international businesses (4) to learn how the foreign exchange market works and to understand the role of the global monetary system (5) to examine MNCs' strategies and behaviors to enhance competitiveness in the areas of manufacturing, marketing, and human resource management.

This course is designed to combine lectures with in-class group exercises and case discussion. Students will learn how to react to situations that multinational firms face in their international operations. On occasion, videos will be used to augment the lecture and stimulate class discussion.

The mean of attaining these objectives include a thorough study of class notes, case analysis, and in-class small group discussions. The textbook will be used as a guideline. Reading assignments will be given every day. Students will not be able to pass quizzes and examinations by just reading the textbook. Material for quizzes and examinations will be from lectures, cases, and group discussions.

Textbooks

- Ball, Donald. International Business. The Challenge of Global Competition. Pearson Education, 2011.
- Phatak, Arvind. International Dimensions of Management. South-Western College Publishing, 2011.

Grading System

Midterm Examination	25%
Final Examination	25%
Homework	5%
Quizzes	20%
Class Project	15%
Attendance & Participation	10%

Class Attendance is mandatory: A 5% will be deducted from your final grade for each unjustified absence.

Course Schedule

1. Introduction to International Business

- o FDI
- o Why is global trade growing?
- o Benefits of entering foreign markets
- o Concept of International Business
- o Different types of International Business

2. International Trade Theory

- o Composition of Global Trade
- o Comparative Advantage
- o International Product Life Cycle
- o Stages of Economic Development
- o Commercial Policy

3. The economic Environment I

- o Exchange Rates
- o Balance of Payments
- o International Monetary System

4. **The Economic Environment II**

- o Measuring the Size of the Market
- o Population
- o Income
- o GDP
- o Physical Endowment
- o Climate
- o Topography
- o Natural Resources
- o Infrastructure

5. **The Political-Legal Environment**

- o Political Risk
- o Macro vs. Micro Political Risk
- o Conflicts Between MNC and Host Governments
- o Strategies to avoid Political Risk
- o Expropriation Strategies

6. **The cultural Environment**

- o The concept of Culture
- o Culture and the International Manager
- o Values and Attitudes
- o Language
- o Religion
- o Aesthetics
- o Education
- o Protocol and Etiquette

7. **International Planning**

- o The concept of Planning
- o Internal Resource Audit
- o Evaluating International Environments
- o Developing Global Objectives
- o Developing International Strategies

8. **International Business Research**

- o The need of International Research
- o Domestic vs. International Research
- o Determining Research Objectives
- o Researching Foreign Markets' Potential
- o Primary vs. Secondary Research
- o International Information Systems

9. **International Marketing**

- o International Product Development
- o International Promotion
- o International Product Pricing

10. **International Logistics**

- o Problems in International Distribution
- o The logistics Function
- o International Transportation Modes
- o International Shipping Documentation

11. **International Human Recourse**

- o Sources of International Management
- o Selecting Managers for International Assignments
- o Selection Methods
- o Preparing managers for International Assignments
- o Compensating International Managers

12. **Global Strategies**

- o Strategic Alliances
- o Core Competency Leveraging
- o Counterattack
- o Glocalization

13. International Financial Management

- o Multinational Financial Activities
- o International Investing
- o International Taxation



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SPN 3011 Contemporary Spanish Literature Fall 2016 / Spring 2017

Descripción del curso:

Tipo de curso: teórico-práctico

En este curso se ofrecerá una introducción a la literatura española del siglo XX y XXI. Se hará énfasis en el contexto cultural y socio-histórico. Se analizarán textos de varios géneros literarios, haciendo hincapié en los movimientos a los que pertenecen. Algunos de los temas incluidos son: el modernismo, la generación del '89, el post-modernismo, la generación del 27, la literatura posterior a la guerra civil, y las nuevas tendencias literarias. Se leerán y analizarán obras de los siguientes autores: Miguel de Unamuno, Federico García Lorca, Miguel Mihura, Camilo José Cela, y Antonio Muñoz Molina.

También se van a leer poemas y fragmentos en prosa escritos por: Rubén Darío, Juan Ramón Jiménez, Antonio Machado, C. Laforet, A.M. Matute, o E. Vila-Matas.

Objetivos

-Lograr que los estudiantes conozcan, de manera progresiva, a los autores y las obras sobresalientes de los siglos XX y XXI, así como las características de los movimientos más importantes de estos siglos.

-Ejercitar a los alumnos en la lectura crítica de textos relevantes del siglo XX y XXI, situándolos en su contexto histórico-cultural.

Textos:

--Miguel de Unamuno: San Manuel, bueno, mártir. 1930. Cátedra

--Federico García Lorca: La casa de Bernarda Alba. 1936. Cátedra

- Miguel Mihura: Tres sombreros de copa. 1932. Cátedra

--Camilo José Cela: La familia de Pascual Duarte. 1942. Cátedra

--Antonio Muñoz Molina. El invierno en Lisboa. 1987. Seix Barral

EVALUACION

Participación, Informe de lecturas 25%

Miniensayos: 25% (el contenido y la extensión se anunciará durante las clases)

Examen Parcial 25%

Examen Final 25%

La participación en clase es fundamental en el curso. Cada estudiante tendrá que exponer sus opiniones críticas sobre los textos asignados. Es necesario que las lecturas se hagan antes de clase.

La asistencia a clase es obligatoria. Se descontará un 5% de la nota final por cada falta a clase no justificada.

Temario:

--Modernismo. La generación del 98.

--Las vanguardias y la generación del 27.

--La Segunda República y la guerra civil.

--La generación del medio siglo.

--La literatura de la España posfranquista

--Tendencias recientes de la literatura



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SPN 3381 CULTURA Y SOCIEDAD EN ESPAÑA Fall 2016 / Spring 2017

Objetivo de la asignatura:

El propósito de este curso es el de dotar al alumno de un panorama general sobre la realidad socio-cultural española. Para ello estudiaremos los rasgos más relevantes de la geografía de la península ibérica, aunque siempre huyendo de argumentos deterministas y a modo de breve introducción, así como el trasfondo histórico general en el que se encuadran los movimientos sociales y culturales españoles, deteniéndonos en aquellos aspectos históricos cuya influencia aún hoy día se hacen notar. Del mismo modo, para entender la cultura española es necesario conocer la dimensión del idioma de quienes la crearon. Por último, propondremos los retos más importantes con los que se habrá de enfrentar España en el más inmediato futuro.

Texto:

Por Determinar.

Valoración:

Examen Parcial	30%
Examen Final	40%
Participación	15%
Proyecto	15%

El proyecto será un trabajo por escrito sobre un tema de la sociedad o de la cultura españolas aprobado por el profesor.

La asistencia a clase es obligatoria. Por tanto, cada falta sin justificar bajará la Nota Final un 5%.

Temario

TEMA 1. España a través de su historia. Principales hitos históricos.

- Introducción: el marco geográfico.
- Hispania romana.
- Al-Andalus, los reinos cristianos y los judíos: las Tres Culturas.
- El Descubrimiento de América y el Imperio Español.
- El siglo XIX: el siglo de las guerras civiles y la pérdida del Imperio.
- El siglo XX: La II República y la última guerra civil española.
- La España Actual: la dictadura del general Franco y la democracia.

TEMA 2. Las tradiciones, fiestas y fenómenos socioculturales.

- Las tradiciones religiosas. La Semana Santa. La Navidad y los Reyes Magos. La veneración a la Virgen.
- Las fiestas laicas locales. San Fermín. La Feria de Sevilla.
- La pasión por el fútbol.
- Los toros.

TEMA 3. El arte Flamenco

- Origen, evolución y características.
- Los palos.

TEMA 4. La cocina española.

- La dieta mediterránea.
- La alta cocina española.

TEMA 5. El mapa religioso.

- La Iglesia Católica. Su historia en España y sus actuales relaciones con el estado.
- Las religiones minoritarias: evangélicos, musulmanes y judíos.

TEMA 6. La Constitución de 1978.

- Significado histórico.
- Principales hitos del nuevo sistema político.
- El sistema administrativo territorial: las provincias y las autonomías.

TEMA 7. España y la Unión Europea.

- Proceso de adhesión.
- Actual papel de España en la U.E.

Bibliografía escogida a consultar voluntariamente por el alumno:

- ANDRÉS-GALLEGO, J., *La historia de la Iglesia en España y en el mundo hispano*, Murcia, 2001.
- BENDALA GALÁN, M., *Tartesios, íberos y celtas*, Madrid, 2000.
- CABALLOS RUFINO, A. y otros, *Itálica arqueológica*, Sevilla, 1999.
- CÁRCEL ORTÍ, V., *Historia de la Iglesia en la España contemporánea (siglos XIX y XX)*, Madrid, 2002.
- DE LA CIERVA, R., *Historia de España (800.000 a. C. - 2002 d. C.)*, Madrid, 2001.
- GARCÍA DE CORTÁZAR, F., *Biografía de España*, Barcelona, 1998.
- GARCÍA DE CORTÁZAR, F y GONZÁLEZ VESGA, J.M., *Breve historia de España*, Madrid, 2005.
- GIBSON, I., *España*, Barcelona, 1993.
- GREUS, J., *Así vivían en Al-Andalus*, Madrid, 1988.
- INFANTE GALÁN, J., *La feria de Abril*, Sevilla, 1973.
- MARTÍN MORENO, A., *La Feria de Sevilla y su representación en el Museo Provincial de Bellas Artes / Angel Martín Moreno*, Sevilla, 1954.
- PÉREZ LUÑO, A. E., *La polémica sobre el nuevo mundo*, Madrid, 1992.
- PÉREZ-REVERTE, A., *Cabo Trafalgar*, Madrid, 2004.
- ROLDÁN, J.M., *Historia de España*, Madrid, 1992.
- ROVIRA, J., *Fiestas Populares*, Barcelona, 2010.
- ROVIRA, J., *Cancioneros populares*, Barcelona, 2010.
- UBACH, M., *Mitos y Leyendas*, Barcelona, 2010.
- VERNET, J., *Al-Andalus. El Islam en España*, Barcelona 1987.
- VERNET, J., *Lo que Europa debe al Islam de España*, Barcelona, 1999.
- WULF ALONSO, F., *Las esencias patrias. Historiografía e historia antigua en la construcción de la identidad española (siglos XVI-XX)*, Barcelona, 2003.



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FIN 3050 Finance of International Trade Fall 2016 / Spring 2017

Course Description

The course provides a general overview of the principal financial implications of international business and trade. Topic studies include: general introduction to international business and trade, currency exchange implications and other risk factors, new market barriers and opportunities; and, facets of trade procedures important to import/exporters and small businesses such as methods of payment and terms of payment, incoterms, costing and insurance of orders and sources of finance for exporters. Students will be required to relate the knowledge they have acquired regarding each section studied.

Required Reading

Required reading texts will be provided in electronic format.

Handouts: articles and case studies will be given during the course of the semester.

Grading

Participation	20%
Mid-Term	30%
Project	30%
Project Exam	10%
Final	10%

Attendance

Attendance is obligatory. A 5% of the final grade will be deducted for each unjustified absence.

Course Outline

Topic 1.- Why should a Company consider the possibilities of trading at international level?

Topic 2.- How can a Company get into new international markets?

Topic 3.- Who can assist the Company in finding out about foreign market potential?

Topic 4.- What possible barriers to International Trade can the Company have to face?

Topic 5.- What areas of difference exist between Domestic and International trading?

Topic 6.- What measures should a Company take before quoting for an Export order?

Topic 7.- What is a Cash-flow projection and what is its function?

Topic 8.- INCOTERMS and international standardization

Topic 9.- What are the possible methods of payment in an export transaction?

Topic 10.- How does a Letter of Credit work ?

Topic 11.- How can payment be guaranteed or advanced?

Topic 12.- How does a Franchise work?

Topic13.- Direct Foreign Investment



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ECO 3490 The Economies of the European Union Fall 2016 / Spring 2017

Course Description

This course surveys the historical development of the economy of the European Union, and, through the analysis of the past, present and future progression of European Integration, assesses the economic effects of the growth and enlargement of the EU, with specific reference to the different parameters of the economies of individual states.

Students will be required to understand the underlying reasons for European Union and the economic principles involved. A structured historical approach will lead to an appreciation of the present institutional framework on which the EU is built, and special attention will be paid to the ideology and practicality of achieving economic and monetary union.

The national economy of the member states will be studied within the framework of the EU as a whole, in order to assess the economic suitability for integration, the contribution of each state to the EU economy, and the benefits received in the different economic sectors as a result of membership of the EU. The impact of the enlargement of the EU to 25 members will be analysed in the light of the economic conditions prevalent in the 10 new member states. The EU will also be assessed as a major economic force at world level.

Course Outline

- A. Economic Concepts and Theory: Economic Theories of International Business including such concepts as free market efficiency, market entry barriers, diversification, risk management, economies of scale, etc.
- B. The European Union
 1. economic, political, cultural, historical factors
 2. member nations and their economies
 3. EU government jurisdiction and influence
- C. A Closer Look: current events that affect or signal significant changes in the economic and/or business markets in the EU.

Required Reading

- Reader: The European Union: A Guide for Americans (reader)
- International Business: The Challenge of Global Competition. McGraw Hill, 2011.
- The European Union: A Guide for Americans.
- Collected articles from *The Economist Magazine*. 2010-2013.

Grading

Exam 1	30%
Quiz 1	10%
Quiz 2	10%
Presentation	25%
Homework	5%
Attendance & Participation	20%
Final Exam	10%

Attendance is obligatory. A 5% of the final grade will be deducted for each unjustified absence.



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EUH 3052 History of Spain

Dr. Juan Durá

Fall 2016 / Spring 2017

COURSE DESCRIPTION

This course provides a basic knowledge of the history of Spain, placed within a European and Atlantic context. After evaluating the impact of Roman, Visigoth, and Muslim rule on Spain, we will consider Spanish contributions and responses to historical phenomena including the Renaissance, the Reformation, the Napoleonic Wars, the Enlightenment, industrialization, fascism, terrorism, and the European Community. Students will analyze primary sources in order to enter scholarly debates over aspects of Spanish history.

Success in this course demands consistent attendance and participation. Please bring comments and queries to class, along with the required reading (completed) for easy reference. Each student will deliver an oral presentation on a topic selected in consultation with the professor and complete a short essay (6-8 pages) on the same subject. The midterm and final exams will feature essay questions and the identification of key terms from the lecture outlines.

TEXTBOOK

A packet of maps, lecture outlines and required readings will be available for purchase in the library.

GRADING CRITERIA

The final grade will be determined as follows:

Attendance & Participation	20%
Oral Presentation	10%
Short Essay	20%
Midterm	20%
Final Exam	30%

The final grade will be reduced by 5% for every unexcused absence exceeding two.

COURSE SCHEDULE

Introduction. Cultural and geographic diversity.

Early Settlers & Traders: Iberians, Celts, Phoenicians & Greeks.

The Romans & their Legacy.

Visigoth Spain & the Spread of Islam.

The Caliphate of Cordoba.

The Taifa Kingdoms, Almoravids & Almohads.

The Christian Kingdoms & "Reconquest."

The "Catholic Monarchs."

Spain & the Americas.

Philip II & the Inquisition.

Favorites & Finances.

Golden Age or Decline?

MIDTERM EXAM

The Early Bourbons & the Enlightenment.

Napoleon & the Birth of Liberalism.

Liberalism & Reaction.

National & Political Identities.

Primo de Rivera.

The Second Republic.

The Civil War.

The Franco Regime.

The Transition to Democracy.

Ongoing Challenges: ETA & 'Al Qaeda-inspired' Terrorism (current news).

Ongoing Challenges: Gender Roles (current news).

FINAL EXAM

BIBLIOGRAPHY

- Barton, Simon. *A History of Spain*. 2nd edition. London: Palgrave Macmillan, 2009.
- Carr, Raymond, ed. *Spain: A History*. Oxford: University Press, 2000.
- Constable, Olivia. *Medieval Iberia: Readings from Christian, Muslim & Jewish Sources*. Philadelphia: University of Pennsylvania Press, 1997.
- Cowans, Jon. *Early Modern Spain. A Documentary History*. Philadelphia: U of Pennsylvania Press, 2003.
- *Modern Spain. A Documentary History*. Philadelphia: U of Pennsylvania Press, 2003.
- Pierson, Peter. *The History of Spain*. Westport, CT: Greenwood Press, 1999.
- Williams, Mark. *The Story of Spain*. Fuengirola (Málaga): Ediciones Santana, 2000.

INTERNET RESOURCES

English-language books on line:

<http://libro.uca.edu>

Primary sources:

http://eudocs.lib.byu.edu/index.php/History_of_Spain:_Primary_Documents

<http://vlib.iue.it/hist-spain/periods.html>

Medieval sourcebook:

<http://www.fordham.edu/halsall/Sbook.html>

Spanish legislation:

<http://www.cultura.mecd.es/archivos/lhe/index.html>

<http://www.congreso.gob.pe/index.htm>

More links:

<http://uweb.cas.usf.edu/ssphs/spainresources.html>

<http://emspanishhistorynotes.wordpress.com>

BUS 367-I: Doing Business in the European Union, Spain Focus

UHM Study Abroad Program in Seville, Spain 2017

Judith Mills Wong, MBA, CFP®

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Class materials available electronically

In-country contact information to be provided upon arrival

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Introduction

This course is intended students interested in living, conducting business in or with individuals and businesses in the European Union, with a focus on the Iberian Peninsula cultures. The course will address cross-cultural analysis of values and environmental constraints that shape business patterns and policies. We will examine the formal business structures and expected business practices of Europe in general and Spain in particular. We will also focus on the influence of history and cultural on business style. We will compare European business culture with other business cultures around the world including the United States and Asia.

Prerequisites for this course:

None.

TEXTBOOKS AND MATERIALS

Required:

1. Doing Business in Europe, 2nd Edition, Gabriele Suder, Sage Publications.
2. Mind Your Manners, Managing Business Culture in the New Global Europe, 3rd edition, John Mole
3. Case study: Spain, Straddling the Atlantic, Harvard Business Press
4. Two books or other sources from provided reading list of Spanish regional authors and/or researchers.
All materials will be available electronically

By the end of the course, you will be able to:

- Demonstrate knowledge of diversity of business and interpersonal styles, particularly as it relates to Spain and its role in Europe
- Communicate appropriately and effectively with diverse individuals and groups with a sensitivity to expected behaviors in European business settings.
- Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.
- Demonstrate awareness of your own cultural values and biases and how these impact your ability to work with others.
- Demonstrate knowledge of formal and informal expectations for working successfully cross-culturally in Spain and in other parts of the European Union.
- Identify and Contrast the social and business expectations of Spain with other European nations, with the United States and with Asian countries.

Class Structure:

The class will be divided into three sections. Each will involve background reading, classroom discussion and in-country observation. At the close of each section, students will prepare a written summary to solidify their learning from this section.

- **Part I** – Understanding European Business: Reading assignments from *Doing Business in Europe* and *Mind Your Manners*. This portion of the course is a survey of understanding of formal and informal business practices in Europe. The focus will be on understanding the diversity and uniqueness of European business cultures. Upon completion of the reading and discussion of section 1, students will be responsible for writing a 5 – 8 page paper comparing business environment, practices, culture and structure of a European country or region with business environment in the US and in Asia. Students will submit an outline, draft and final paper.

- **Part II** – Focus on Spain. Readings: Case study: Spain, Straddling the Atlantic and assigned sections of *Doing Business in Europe*. This portion provides a broad overview of economic and political developments in Spain from the 1940s to the present day. It examines the emergence of Spain from the Franco dictatorship and its convergence into a vibrant democracy. It highlights the role the European Union has played as a goal and constraint on how Spain developed economically and politically. It covers the Spanish labor market and the evolution of unemployment levels in Spain. Students will submit a review paper (5-5 8 pages) of some aspect of business practices in Spain including comparing and contrasting those with business within the US. Students will be expected to include personal observations from the on-site experiences in Spain to enrich their report. Students will submit an outline, draft and final paper.

- **Part III** – Understanding diversity within Spain. Students will choose and research one of Spain's unique regions, including researching the history, cultural differences, economic drivers and lifestyle of that area. Students are encouraged to read fiction and/or nonfiction by regional authors and specialists translated into English or, if the student has sufficient language level, in the native language. After reading and researching a chosen region of Spain, students will prepare a report on the region (5 – 8 pages), focusing on how the history and culture of that region has influenced its modern business environment. Students should use first hand knowledge acquired in country to enrich their reports. Students present their reports to the class for discussion and comparison.

CLASS SESSIONS

Classes will involve interactive discussion and analysis. You are responsible for preparing for class, working with others, participating in class discussion, and completing the writing assignments on time. Students will present their regional reports to the class in the last third of the semester.

COMMUNICATION GRADE

Discussion participation

Verbal communication skills are very important to business success. Your willingness and ability to present and support your ideas will be twenty points of your grade. Class participation incorporates the frequency, relevance, and quality of contributions to class discussion. The class discussions will provide a setting for learning to communicate appropriately and effectively with individuals from diverse cultural backgrounds. Class participation counts for 20 percent of your grade in this course.

EXAMS

There will be a midterm (10 percent) and final exam (10 percent). The exam will be based on the reading materials and will focus on understanding the cultural differences and similarities of business cultures. The exams will include multiple choice questions, short essay and interpretation questions.

COURSE GRADES

The class grade is based on:

Class participation	20 percent
Written reports (20 points each)	60 percent
Midterm	10 percent
Final Exam	10_percent

A written research paper on an approved topic can be substituted (with permission of instructor) for the midterm and final exam. If you wish to exercise this option, discuss it with the instructor in the first week of classes.

The letter grade will be based on a sum of points earned as follows: A = 90 and above, B = 80 to 89.99, C = 70-79.99, D = 60 to 69.99 and F = 0 to 59.99 points. As a writing intensive class, all writing projects must be completed to receive a passing grade.

BUS367-I Learning Outcomes Rubric

Goal	Exemplary	Satisfactory	Unsatisfactory
Demonstrate knowledge of diversity of business and interpersonal styles	Identifies and anticipates cultural implications of decision-making and interactions	Identifies primary effects of these influences on business decisions	Fails to identify cultural and interpersonal differences and/or their effect on business transactions
Demonstrate awareness of own cultural values and biases and how these impact their ability to work with others.	Demonstrates sensitivity to cultural norms in developing recommendations and presenting analysis to clients.	Incorporates cultural sensitivity into understanding and proposing solutions to business problems.	Fails to demonstrate understanding of cultural values and biases in a business problem. Applies only a single decision model.
Communicate appropriately and effectively with diverse individuals and groups	Demonstrates sensitivity to others in communication of ideas and opinions. Listens with understanding to opinions of others.	Takes differences in communication style into consideration in communicating with others	Fails to communicate appropriately in class discussions
Compare the effects of business environments in Europe, US and Asia	Demonstrates an understanding of business environments within European sub-sets, particularly Spain.	Demonstrates an understanding of the business culture of Europe and the US	Does not identify differences in business environments in different global areas.
Discuss complex ideas with others	Actively participates in discussions, articulating his/her positions and conclusions. Responds appropriately to unexpected queries regarding the issues	Actively participates in discussions, articulating his/her positions and conclusions.	Does not actively participate in discussions. Is not able to articulate his/her position.

Oral Discussion Rubric

The purpose of oral discussion is to learn and explore ideas through verbal exchange.

	Professional	Proficient	Threshold
Preparation for discussion	Student has prepared the material and is ready to lead in the discussion. Student has used personal observation or further research to develop a deeper understanding of the subject.	Student has studied the background material and is well prepared to discuss and raise questions based on the material	Student is prepared to discuss the case. Participates in the discussion.
Discussion of findings	Student accurately characterizes own opinions, appropriately queries others regarding. Assists others in understanding complexities of issues. Introduces issues from outside the case that have bearing on the issues.	Student accurately describes own opinions and responds to questions/challenges. Demonstrates understanding of implications of material. Identifies issues to be tested or explored.	Student accurately describes own opinions such that others can understand his/her process.
Organization	Ideas are well organized, prioritized, logically and cogently presented. Presentation of information is clear, cohesive and consistent. Transitions assist in understanding the order of thought.	Reporting is clear, well organized and logically presented. Method of presentation of ideas aides understanding.	Reporting is accurate but may be fragmented or without consideration of priority of issues.
Understanding of audience	Presents material with a sensitivity and understanding of the cultural background of audience. Tailors delivery to acknowledge the communication style of others.	Presents material in a culturally neutral manner, demonstrating sensitivity to cultural taboos and prohibitions.	Presents material without regard for cultural surroundings. Is intentionally or unintentionally rude or offensive to the cultural background of his/her audience
Presentation	Student is a discussion leader in the discussion. He/she presents own position and encourages others to respond. He/she engages and responds to alternate positions and contrast/compares with own.	Student volunteers his/her position on the subject. The position is presented clearly and supported by adequate explanation.	Student presents his/her position when called upon.

Written Communication Rubric

Written communication is the development and expression of ideas in writing.

	Professional	Proficient	Threshold
Context and Purpose for Writing	Clearly identifies the purpose and intended use of the report, with consideration of the audience giving sufficient detail to inform the reader. Explains potential complicating issues in sufficient detail.	Clearly explains the purpose of the report in a manner consistent with the audience.	States the purpose of the report. Demonstrates some attention to context, audience and purpose.
Content Development	Uses appropriate, relevant and compelling content to support conclusions and shape the report. Excludes irrelevant materials.	Uses appropriate, relevant content to explore ideas through most of the report.	Uses appropriate content to develop some of the ideas in the report.
Logical progression	A logical and compelling argument is well constructed through elegant use of language.	A logical argument is well constructed that ties the development of the report together. Ideas are presented in a logical succession. Transitions and links are used successfully to develop a logical progression. Paragraph organization aids understanding.	Ideas are presented without fully developing a logical progression of ideas.
Sources and evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas appropriate to business writing	Demonstrates an attempt to use credible and relevant sources to support ideas	Demonstrates an attempt to use sources to support ideas
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to business readers with clarity and fluency. Report is virtually error-free.	Uses straightforward language that conveys meaning to business readers in a respectful and serious tone. Language has very few errors.	Shows emerging awareness of business writing style. Rarely uses language that impedes meaning. Report has few errors in usage.

FIN305 Problems of Business Finance (WI), Spain

UHM Study Abroad Program in Seville, Spain 2017

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Class materials available through Lulima.
<https://lulima.hawaii.edu>

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Announcements for this class will be made through Lulima

Introduction

Problems of Business Finance (Business in Spain)

This course is intended both for business majors and for other students with an interest in financial management. The class uses the case method of instruction to review, reinforce, and further develop the concepts of corporate finance introduced in your basic business introductory courses. Cases have been selected to take advantage of your study in Spain and to introduce you to improve your understanding of business situations in the US, Europe and Internationally.

This class will begin with an overview of the business history of Spain, concentrating on the recent decades. We will review Spain's role in the European Union, its leadership and connections to the Spanish speaking world and its challenges and opportunities.

This class is designed to help students develop logical analysis and problem-solving skills and apply those skills in business settings. Students will study actual cases to analyze and understand business situations. Students will learn to professionally communicate their ideas both orally and in writing through executive summaries and case analyses.

Prerequisites for this course:

BUS314 (Basic Finance) or equivalent

Non-business students interested in taking this course may be admitted by consent of instructor. Non-business majors will have modified course requirements focusing on qualitative analysis and written assessment of cases.

By the end of the course, you will be able to:

- Articulate the importance of corporate goals, corporate governance and cultural imperatives in business challenges,
- Demonstrate awareness of one's own cultural values and biases and how these impact business interactions
- Communicate appropriately and effectively with diverse individuals and groups
- Investigate and analyze financial information to identify financial business challenges,
- Compare the effects of business environments in Europe and the US,
- Apply quantitative techniques and spreadsheet analysis to analyze business problems,
- Identify key assumptions and inputs to a problem,
- Demonstrate a logical and disciplined approach to solving problems encountered by financial managers,
- Discuss complex ideas with others, in discussion, in writing, and in group situations.

Proposed Cases:

- **Spain, Straddling the Atlantic** – This study provides a broad overview of economic and political developments in Spain from the 1940s to the present day. It examines the emergence of Spain from the Franco dictatorship and its convergence into a vibrant democracy. It highlights the role the European Union has played as a goal and constraint on how Spain developed economically and politically. It covers the

Spanish labor market and the evolution of unemployment levels in Spain.

- **The PCDA Project of Doctors Without Borders-Spain** – Pastillas Contra el Dolor Ajeno (PCDA) means Pills for Other People's Pain. This case outlines the methods of Medicins sans Frontieres to develop a physical product that could be used to raise funds for the organization's social initiatives. The PCDA was successfully launched in November 2010 as a unique innovation in Spain and around the world.
- **Imaginarium** – Imaginarium SA is a Spanish company that operates a chain of toy stores. This case considers the decision facing the company regarding its commercial strategy. The issues include the chain's internationalization and development program, the launch of a new web page with online sales, the development of Club Imaginarium.
- **Zara: Fast Fashion** – This case focuses on Inditex, an apparel retailer from Spain, which has set up an extremely quick response system for its ZARA chain. Instead of predicting months before a season starts what women will want to wear, ZARA observes what's selling and what's not and continuously adjusts what it produces and merchandises on that basis. Powered by ZARA's success, Inditex has expanded into 39 countries, making it one of the most global retailers in the world.
- **Miguel Torres SA: Ensuring the Family Legacies** – This case focuses on generational transition of a family owned Spanish vineyard. It addresses brand building, environmental responsibility, sustainability and distribution.
- **Competing for the Free Newspaper Industry in Spain: Metro vs. Que** – Metro News has successfully developed a position as one of the most important newspapers in Spain, at the same time enjoying an expansion into 16 countries worldwide. A new business model, sustained entirely by publicity revenues, and a fast-paced expansion, can, at least partially, explain this success. At the time of the case, Metro has to defend its positioning against the traditional press groups and other new entrants in the free press.

THE CASE METHOD

Cases and supplemental reading material will be made available electronically.

The first step of learning is to acquire facts, methods and theories. The next level of learning is to develop the ability to use those tools to analyze, make comparisons, synthesize ideas, and apply judgment. These abilities can be learned with the case method. Cases move beyond the first learning level by enabling you to assume the role of a person of responsibility.

The typical case is an investigation of a finance problem. Typically, students will need to define the problem, identify alternative actions, incorporate differing opinions and viewpoints, perform analyses, apply judgment to the results, propose a course of action, and be able to explain and defend it. The success of the case method depends upon the active, effective participation of the students. This experience will be most useful to you by getting involved and taking responsibility for your learning. This class requires your active participation.

In the first few cases, we will explore general concepts of business and the political environment for business in Spain and Europe. Discussion will center around how to apply and interpret business problems, think logically about solutions and consider alternatives.

CLASS SESSIONS

Classes will involve interactive discussion and analysis rather than lectures by the instructor. You are responsible for preparing for class, working with others, participating in class discussion, and completing the writing assignments on time. Please see the "How to Study and Discuss Cases " in your readings book to explain your role in case studies. You do not have to have all the answers before class, but you need to have prepared the material beforehand and be willing to participate in the discussion.

COMMUNICATION GRADE

Discussion participation

Verbal communication skills are very important to business success. Your willingness and ability to present and support your ideas will be twenty points of your grade. Class participation incorporates the frequency, relevance, and quality of contributions to class discussion. The class discussions will provide a setting for learning to communicate appropriately and effectively with individuals from diverse cultural backgrounds.

Written Assignments

- Case Analyses: We will cover several cases in this class. You will be responsible for some cases as a preparer and for some cases you will be the responder. (This assignment will be done in the first two weeks of class.) The preparer will analyze the case and write a case analysis, identifying the major issues, describing the findings and making recommendations. Although all persons should be well versed in each case, the preparers will be expected to lead the classroom case discussion.

The responder and instructor will provide feedback on drafts and students will revise and resubmit for final case. Writing style will focus on writing for business situations. Formal business report style will be stressed. This work makes up 60 percent of your grade.

EXAMS

There will be a midterm (10 percent) and final exam (10 percent). The exam will be based on the concepts and analysis used in the cases. The exam will include multiple choice questions, short answer and interpretation questions.

COURSE GRADES

The class grade is based on:

Class participation	20 percent
Case analysis	60 percent
Midterm	10 percent
Final Exam	10_percent

A written research paper on an approved topic can be substituted (with permission of instructor) for the midterm and final exam. If you wish to exercise this option, discuss it with the instructor in the first week of classes.

The letter grade will be based on a sum of points earned as follows: A = 90 and above, B = 80 to 89.99, C = 70-79.99, D = 60 to 69.99 and F = 0 to 59.99 points. As a writing intensive class, all writing projects must be completed to receive a passing grade.

TEXTBOOKS AND MATERIALS

Required:

1. Harvard Business Publishing casebook. When you enroll in this course, you will be given instructions for purchasing the material online.
2. Handouts and articles provided

FIN305 Learning Outcomes Rubric

Goal	Unsatisfactory	Satisfactory	Exemplary
Articulate the importance of corporate goals, corporate governance and cultural imperatives in business challenges	In analysis of cases, fails to identify the effects of these influences on business decisions	Identifies primary effects of these influences on business decisions	Identifies and anticipates cultural implications of decision-making in making case recommendations
Demonstrate awareness of own cultural values and biases and how these impact their ability to work with others.	Fails to demonstrate understanding of cultural values and biases in a business problem. Applies only a single decision model.	Incorporates cultural sensitivity into understanding and proposing solutions to business problems.	Demonstrates sensitivity to cultural norms in developing recommendations and presenting analysis to clients.
Communicate appropriately and effectively with diverse individuals and groups	Fails to communicate appropriately in class discussions	Takes differences in communication style into consideration in communicating with others	Demonstrates sensitivity to others in communication of ideas and opinions. Listens with understanding to opinions of others.
Investigate and analyze financial information to identify financial business challenges	Does not use standard business analytical tools to identify and analyze issues	Performs adequate analysis of financial information to identify business problems	Performs in-depth analysis of financial information to analyze and propose solutions to business problems
Compare the effects of business environments in Europe, US and other areas	Does not identify differences in business environments in different global areas.	Demonstrates an understanding of the business culture of Europe and the US	Demonstrates an understanding of several business global environments and applies that knowledge to case resolution
Demonstrate a logical and disciplined approach to solving problems encountered by financial managers.	Analysis is scattered and/or not logical. Conclusions are not supported by findings	Case reports demonstrate a logical and well-supported argument leading to the conclusion	Case reports demonstrate a logical and well-supported argument leading to the conclusion. Reports are exceptionally well written.
Discuss complex ideas with others	Does not actively participate in discussions. Is not able to articulate his/her position vis-à-vis the case.	Actively participates in discussions, articulating his/her positions and conclusions.	Actively participates in discussions, articulating his/her positions and conclusions. Responds appropriately to unexpected queries regarding the case issues

Critical Thinking Rubric

Critical thinking is the habit of mind characterized by the comprehensive exploration of issues and ideas before formulating a conclusion

	Professional	Proficient	Threshold
Explanation of issues	Issue/problem is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/problem is stated by description that leaves out some key issues or leaves some ambiguities unexplored.	Issue/problem is stated but without sufficient clarification or description. Description includes irrelevant ideas that distract from the problem definition.
Evidence	Information is taken from reliable sources with enough interpretation to develop a comprehensive analysis. Viewpoints of experts are questioned thoroughly. Findings are examined and tested.	Information is taken from sources with enough interpretation to develop a coherent analysis. Viewpoints of experts are questioned. Findings are considered in context and limitations are identified.	Information is taken from sources without any interpretation/evaluation. Viewpoints of experts are taken as fact. Findings are accepted without sensitivity testing or interpretation in context.
Examination of assumptions and findings	Thoroughly, systematically and methodically analyzes own and other's assumptions and findings in developing and presenting a position.	Identifies own and others' assumptions, questioning them when appropriate. Incorporates most findings into development of a position.	Shows an emerging awareness of present assumptions. Begins to incorporate findings into position.
Explanation of position	Specific position is comprehensive, taking into account the complexities of the issue/problem. Limits of the position are acknowledged. Others' viewpoints are synthesized within the position.	Specific position acknowledges different sides of the issue.	Specific position is stated but is simplistic and does not fully consider the complexities.
Conclusion	Conclusion and related outcomes are logical and reflect the student's informed evaluation and ability to place evidence and perspectives in priority order.	Conclusion is logically tied to a range of information including opposing viewpoints; related outcomes are identified clearly.	Conclusion is tied to some of the information included; related outcomes may be oversimplified; the logical support for the conclusion may not clearly explained.

Oral Discussion Rubric

The purpose of oral discussion is to learn and explore ideas through verbal exchange.

	Professional	Proficient	Threshold
Development of case understanding	Student actively participates in defining problems of the case. Readily identifies areas that may need exploring. Engages others in conversation.	Student participates in identifying problems, ideas, issues for the case. Asks questions for clarification and raises issues for instruction on techniques.	Student is prepared to discuss the case. Participates in the discussion.
Discussion of findings	Student accurately characterizes own findings, appropriately queries others regarding findings. Assists others in understanding complexities of issues. Introduces issues from outside the case that have bearing on the issues.	Student accurately describes own findings and responds to questions/challenges. Demonstrates understanding of implications of findings. Identifies issues to be tested or explored.	Student accurately describes own findings and methods such that others can understand his/her process.
Organization	Reporting is well organized, prioritized, logically and cogently presented. Presentation of information is clear, cohesive and consistent. Transitions assist in understanding the order of thought.	Reporting is clear, well organized and logically presented. Method of presentation of ideas aides understanding.	Reporting is accurate but may be fragmented or without consideration of priority of issues.
Presentation of case	Student is a discussion leader in the presentation of the case. He/she presents own position and encourages others to respond. He/she engages and responds to alternate positions and contrast/compares with own.	Student volunteers his/her position on the case. The position is presented clearly and supported by adequate explanation.	Student presents his/her position when called upon.

Written Communication Rubric

Written communication is the development and expression of ideas in writing.

	Professional	Proficient	Threshold
Context and Purpose for Writing	Clearly identifies the purpose and intended use of the report, with consideration of the audience giving sufficient detail to inform the reader. Explains potential complicating issues in sufficient detail.	Clearly explains the purpose of the report in a manner consistent with the audience.	States the purpose of the report. Demonstrates some attention to context, audience and purpose.
Content Development	Uses appropriate, relevant and compelling content to support conclusions and shape the report. Excludes irrelevant materials.	Uses appropriate, relevant content to explore ideas through most of the report.	Uses appropriate content to develop some of the ideas in the report.
Logical progression	A logical and compelling argument is well constructed through elegant use of language.	A logical argument is well constructed that ties the development of the report together. Ideas are presented in a logical succession. Transitions and links are used successfully to develop a logical progression. Paragraph organization aids understanding.	Ideas are presented without fully developing a logical progression of ideas.
Sources and evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas appropriate to business writing	Demonstrates an attempt to use credible and relevant sources to support ideas	Demonstrates an attempt to use sources to support ideas
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to business readers with clarity and fluency. Report is virtually error-free.	Uses straightforward language that conveys meaning to business readers in a respectful and serious tone. Language has very few errors.	Shows emerging awareness of business writing style. Rarely uses language that impedes meaning. Report has few errors in usage.