



# INTERNATIONAL COLLEGE OF SEVILLE

Porvenir 15, Seville-41013- Spain  
Phone (#34) 95-423-3838

[www.ics-seville.org](http://www.ics-seville.org)  
[info@ics-seville.org](mailto:info@ics-seville.org)

**SPN 1120 Beginning Spanish I**  
**SPN 1121 Beginning Spanish II**  
Spring 2019  
Profesora: María José Montero

## Descripción del curso

Este curso está dirigido a estudiantes sin conocimientos previos del idioma. El objetivo es proporcionar a los estudiantes las herramientas lingüísticas necesarias para desenvolverse en situaciones reales en la lengua española, permitiéndole ser capaz de comprender y utilizar expresiones cotidianas de uso frecuente, frases sencillas, presentarse a sí mismo y a otros y dar y pedir información básica personal y establecer contactos sociales básicos.

## Objetivos de aprendizaje

Este curso tiene como objetivos capacitar a los alumnos para:

- Comprender y utilizar expresiones cotidianas de uso muy frecuente, así como frases sencillas destinadas a satisfacer necesidades de tipo inmediato.
- Presentarse a sí mismo y a otros, pedir y dar información personal básica sobre su domicilio, sus pertenencias y las personas que conoce.
- Relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad y esté dispuesto a cooperar.

## Metodología y actividades

El método de aprendizaje es dinámico, impulsando a los alumnos a utilizar activamente la lengua interactuando con sus compañeros de clase y trabajando en grupo.

La lengua de intercambio en clase es el español para permitir a los estudiantes un contacto constante con la lengua española.

Las actividades propuestas van de la más guiada a la más libre para que en el proceso de aprendizaje el estudiante, poco a poco, interiorice lo que va aprendiendo.

## Libro de texto

Cada alumno recibirá un *pendrive* el día de su orientación donde encontrará el dossier del curso recopilado por la profesora. Es necesario comprar este dossier porque se usará a diario en clase.

## Contenidos

Lección preparatoria: mis primeras clases de español

Lección 1: Saludos y presentaciones

Lección 2: Origen y procedencia

Lección 3: Información personal

Lección 4: ¿Tú o Usted?

Lección 5: Mi familia

- Lección 6: Objetos
- Lección 7: Mi pueblo, mi ciudad
- Lección 8: Mi casa y mi habitación
- Lección 9: Gustos
- Lección 10: Mi barrio, horarios públicos y el tiempo
- Lección 11: Un día normal
- Lección 12: El fin de semana
- Lección 13: El trabajo
- Lección 14: ¿Sabes nadar?
- Lección 15: ¿Qué hiciste ayer?

### **Bibliografía**

- Alba, Á. y otros: *Prisma. Comienza. Método de Español para Extranjeros. Nivel A1*. Ed. Edinumen. Madrid, 2002.
- Álvarez Martínez, M.Á. y otros: *Nuevo Sueña. Español Lengua Extranjera. Niveles 1 y 2*. Ed. Anaya. Madrid, 2015.
- Alonso Raya, R. y otros: *Gramática Básica del Estudiante de Español A1-B1*. Ed. Difusión. Barcelona, 2005.
- Borobio, V.: *Ele Actual A1*. Ed. SM. Madrid, 2012.
- Castro, F. y otros: *Nuevo Ven 1. Español Lengua Extranjera*. Libro del Alumno. Ed. Edelsa. Madrid, 2003.
- Castro Viúdez, F. y otros: *Nuevo Español en marcha. Nivel Básico. A1 y A2*. Ed. SGEL. Madrid, 2014.
- Cerrolaza, M. y otros: *Planet@ E/LE*. Libro de referencia gramatical. Fichas y ejercicios. Ed. Edelsa. Madrid, 2006.

### **Evaluación**

- Asistencia, participación y actitud: 20%
- Tareas: 20%
- Controles: 10% (fechas a determinar por la profesora)
- Examen parcial: 20% (21 de marzo de 2019)
- Presentación oral: 10% (13 de mayo de 2019)
- Examen final: 20% (14 de mayo de 2019)

Considerando el carácter intensivo del curso, se valorará la asistencia, la participación activa en clase, así como la realización de las tareas en clase y en casa. La entrega de las tareas asignadas deberá hacerse en las fechas marcadas por la profesora. Las tareas fuera de plazo se reducirán con un 2% menos por cada día.

### **Asistencia**

La asistencia a clase es obligatoria. Se reducirá un 5% por cada ausencia no justificada de la nota final. Si un estudiante falta a clase o llega tarde a clase, es necesario contactar con un compañero de clase o su profesora sobre la materia estudiada en clase, así como realizar las tareas asignadas.

### **Modelo de exámenes**

Se realizarán controles previos a los exámenes. El modelo de los controles y exámenes escritos se basa en: ejercicios de gramática (instrucciones como: conjugar tiempos verbales, completar verbos en la forma

adecuada del tiempo, seleccionar el verbo adecuado, etc.) y actividades de comprensión lectora/auditiva y de expresión escrita, similares a los ejercicios practicados en clase.

### **Presentación oral**

En la presentación oral, cada estudiante debe hacer una presentación en *power point*, *prezi* o *youtube* (fotos, música, videos...) en la clase (5-10 minutos). Debe describir oralmente su experiencia vivida en el semestre desde su llegada a Sevilla hasta el día de su presentación (la ciudad de Sevilla, la familia de acogida, compañeros de estudio, amigos, la escuela, las visitas culturales y excursiones que ha hecho dentro y fuera de España, lo que más le ha gustado, lo que menos le ha gustado, choque cultural...) con el objetivo de demostrar la competencia lingüística adquirida durante el curso.

La presentación debe enviarse al email de la profesora [mjpreciados@gmail.com](mailto:mjpreciados@gmail.com) antes del 13 de mayo de 2019. Para la calificación de la presentación oral, se considerarán los siguientes criterios: fluidez, coherencia y cohesión, variedad y corrección gramatical e interacción con el grupo.

### **Normas de clase**

Se considerará muy positivamente que los estudiantes participen activamente en la clase y que mantengan una actitud académica y respetuosa.

Durante la clase no está permitido comer, ni usar dispositivos electrónicos (teléfono móvil, tablet, computadora, auriculares, etc.), excepto para usar el diccionario y en las actividades que lo requieran por la profesora expresamente.

Es de buena educación pedir permiso a la profesora para salir de clase por alguna razón justificada.

Además, es importante llegar puntual a clase al comienzo de la clase y después de la pausa. El estudiante no podrá entrar en la clase si llega tarde más de cinco minutos, excepto por causas justificadas.

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



# INTERNATIONAL COLLEGE OF SEVILLE

Porvenir 15, Seville-41013- Spain  
Phone (#34) 95-423-3838

www.ics-seville.org  
info@ics-seville.org

## **SPN 1000 Elementary Spanish Conversation**

Spring 2019

Profesora: María José Montero

### **Descripción del curso**

El objetivo de este curso es dotar al alumno de las capacidades básicas necesarias para ser eficaz en la comunicación, poniendo en práctica los conocimientos lingüísticos adquiridos en el curso de *Beginning Spanish*. El alumno será independiente comunicativamente en situaciones habituales de la vida diaria. La conversación se trabajará semanalmente, en las que se intensificará la práctica oral.

### **Objetivos de aprendizaje**

- Presentarse. Deletrear palabras.
- Dar y pedir la hora.
- Preguntar y decir la profesión.
- Hablar sobre la familia.
- Describir el físico y el carácter de una persona.
- Iniciar una conversación telefónica.
- Preguntar a alguien cómo se siente. Hablar de cómo se siente uno mismo.
- Ir de compras. Decir qué ropa lleva otra persona. Pedir en una tienda. Preguntar el precio.
- Hablar de preferencias.
- Pedir y solicitar un servicio en un restaurante. Hablar de comidas.
- Describir una casa.
- Expresar ubicación.
- Felicitarse a alguien.
- Hablar del tiempo atmosférico.
- Hablar de planes y proyectos.
- Concertar una cita.

### **Temario**

- Información personal.
- Descripciones.
- La hora.
- Conversaciones telefónicas.
- Sentimientos y emociones.
- Las compras.
- Las comidas.
- La casa. La localización.
- El tiempo atmosférico.
- Planes.

**Nota Final**

Conversación: 100%

**Normas de clase**

Se considerará muy positivamente que los estudiantes participen activamente en la clase y que mantengan una actitud académica y respetuosa.

Durante la clase no está permitido comer, ni usar dispositivos electrónicos (teléfono móvil, tablet, computadora, auriculares, etc.), excepto para usar el diccionario y en las actividades que lo requieran por la profesora expresamente.

Es de buena educación pedir permiso a la profesora para salir de clase por alguna razón justificada.

Además, es importante llegar puntual a clase al comienzo de la clase y después de la pausa. El estudiante no podrá entrar en la clase si llega tarde más de cinco minutos, excepto por causas justificadas.



# INTERNATIONAL COLLEGE OF SEVILLE

Porvenir 15, Seville-41013- Spain  
Phone (#34) 95-423-3838

www.ics-seville.org  
info@ics-seville.org

## **SPN 2200 Intermediate Spanish I** **SPN 2201 Intermediate Spanish II**

Spring 2019

Profesor: Luis F. Recio Díaz

[lfreciodiaz@gmail.com](mailto:lfreciodiaz@gmail.com)

### **Descripción del curso:**

El objetivo del curso es que, a un nivel intermedio, el estudiante pueda conocer y reconocer las formas y estructuras lingüísticas del español, relacionarlas con sus funciones comunicativas correspondientes, y usarlas en su producción oral y escrita de una manera pragmática y socialmente adecuada. Así, deberá ser capaz de relacionarse correctamente con hablantes nativos, desenvolverse con independencia en situaciones cotidianas, describir experiencias, acontecimientos, deseos, justificar sus opiniones o explicar sus planes y comprender los puntos principales de textos en situaciones de trabajo, estudio u ocio al producir textos sobre temas que le son familiares.

En el curso se realizará la capacidad participativa y creativa del estudiante en el proceso de aprendizaje. En dicho proceso, el estudiante asume el protagonismo por medio de la actuación en un contexto comunicativo real. La integración de las destrezas lingüísticas será la base de todo el trabajo práctico planteado en clase. La cultura, además, se integra en el curso como un componente esencial de la lengua. Se facilitará también el conocimiento de los aspectos pragmáticos y socioculturales necesarios para una interacción correcta y apropiada con los hablantes nativos monolingües de español. 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 en el aprendizaje y la adquisición de 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, funcionales, pragmáticos y socioculturales. Los estudiantes realizarán tareas escritas motivadas por el propio proceso de aprendizaje y vinculadas a las diferentes funciones y recursos lingüísticos del español.

Se estudiarán y practicarán las estructuras lingüísticas específicas (morfológicas, sintácticas y léxicas) y las normas pragmáticas y socioculturales que se utilizan para la realización correcta y apropiada de diferentes actos de habla del español. Como parte del trabajo de clase se

realizarán actividades que ayuden a los estudiantes a desenvolverse de manera correcta y apropiada en las situaciones comunicativas que aspiran a cubrir las necesidades de un estudiante que pretende establecer sus primeros contactos sociales en español, 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 pragmáticamente adecuada y socialmente aceptada en las diferentes situaciones comunicativas.

### **Criterios de evaluación**

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.

**ASISTENCIA Y PARTICIPACIÓN:** asistencia y puntualidad, interés, participación activa en clase y en las actividades fuera del aula, cumplimentación de la tarea asignada.

**CONTROLES:** Previos a los Examen Parcial y Final se realizarán controles que tendrán la estructura: 1. Actividades morfosintácticas y léxico-semánticas para evaluar su competencia lingüística. 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.

**COMPOSICIONES:** En las composiciones se evaluará: Contenido (ideas, desarrollo), organización (coherencia y cohesión), gramática (corrección gramatical, variedad de estructuras) y vocabulario (variedad léxica).

**EXAMEN PARCIAL Y FINAL:** El examen parcial se realizará en la semana 6 del curso, y el examen final se realizará el último día del curso de la semana 12, que tendrán la misma estructura: 1. Actividades morfosintácticas y léxico-semánticas para evaluar su competencia lingüística. 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.

### **Contenidos y programación**

#### **Semana 1:**

**Competencia lingüística:** • Presente indicativo regular e irregular. • Presente subjuntivo regular e irregular. • (No) Creo que presente +indicativo/subjuntivo. • (No) Quiero/ espero + infinitivo/ que + presente de subjuntivo. • (No) me gusta/molesta + infinitivo/ que + presente de subjuntivo.

**Competencia pragmática y sociocultural:** • Información personal. • Expresar opinión, deseos y sentimientos en presente.

#### **Semana 2:**

**Competencia lingüística:** • Quedar/quedarse. • Hay/está. • Imperativo •

**Competencia pragmática y sociocultural:** • Hablar del tiempo. • Sugerir una actividad, citarse con alguien. • Hablar de distancias, de cómo se va. -Dar consejos.

### **Composición 1**

#### **Semana 3:**

**Competencia lingüística:** • Demostrativos. • Posesivos. • La comparación. • Ser/ estar. • Gustar/parecer/caer. • (No) Creo/ me parece que que + indicativo/ subjuntivo.

**Competencia pragmática y sociocultural:** • Solicitar un servicio. • Comprar. • Pedir. • Comparar. • Expresar acuerdo y desacuerdo. • Discutir. • Describir. • Expresar gusto • Hablar de otros.

#### **Control 1**

#### **Semana 4:**

**Competencia lingüística:** • Formas y usos del P. Perfecto. • Llevar/hace/desde hace • Formas y usos del P. Imperfecto.

**Competencia pragmática y sociocultural:** • Hablar del tiempo que se lleva o no se lleva haciendo algo. • Describir en pasado. • Hablar de acciones habituales, continuas o anticipadas en pasado. • Transmitir lo que han dicho otros en pasado.

#### **Semana 5:**

**Competencia lingüística:** • Formas y usos del Pretérito I. • Formas y usos del P. Pluscuamperfecto • Contraste de pasados en español: P. Perfecto, P. Imperfecto, Pretérito I. y P. Pluscuamperfecto

**Competencia pragmática y sociocultural:** • Hablar de acciones que ocurrieron una vez, durante un tiempo limitado o que suponen un cambio en pasado • Hablar de una acción pasada anterior a otra también pasada • Narrar

### **Composición 2**

#### **Semana 6:**

**Revisión semanas 1, 2, 3, 4 y 5**

**Preparación examen parcial**

#### **Examen Parcial**

#### **Semana 7:**

**Competencia lingüística:** • (No) quería-quise-querría+ infinitivo/ que + pasado de subjuntivo. • (No) me gustó- gustaba-gustaría+ infinitivo/que +pasado subjuntivo.

**Competencia pragmática y sociocultural:** • Expresar deseos y sentimientos en pasado y en futuro.

#### **Semana 8:**

**Competencia lingüística:** • Cuando/ tan pronto como/ hasta que + presente de subjuntivo. • Uso del relativo con antecedente real o no real: Tengo/ quiero un... que...+ indicativo/ subjuntivo.

**Competencia pragmática y sociocultural:** • Referirse al futuro • Hablar de lo que tenemos o queremos tener:

### **Composición 3**

#### **Semana 9:**

**Competencia lingüística:** • Tienes que / (no) debes + infinitivo • Te recomiendo-aconsejo/ es mejor-necesario + infinitivo/ que + subjuntivo • Imperativo afirmativo y negativo • Para + infinitivo/ que + subjuntivo • Por y para

**Competencia pragmática y sociocultural:** • Dar instrucciones, órdenes y consejos. • Aconsejar y recomendar. • Expresar finalidad y causa.



## **Control 2**

### **Semana 10:**

**Competencia lingüística:** • Con tal de que/ siempre que/ a menos que + subjuntivo. Si + presente indicativo/ pasado de subjuntivo.

**Competencia pragmática y sociocultural:** • Expresar condiciones posibles en el futuro e imposibles en el presente.

### **Semana 11:**

**Competencia lingüística:** • Impersonal: Se/ uno/ la gente/ 2ª persona singular-3ª persona plural. • (No) Creo/ Es verdad que + indicativo/ subjuntivo.

**Competencia pragmática y sociocultural:** • Expresarse de forma general. • Discutir, argumentar.

## **Composición 4**

### **Semana 12:**

**Revisión semanas 7, 8, 9, 10 y 11**

**Preparación examen parcial**

**Examen Final**

## **BIBLIOGRAFÍA**

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

- VV. AA.: Repertorio de funciones comunicativas del español, versión bilingüe español-inglés.

SGEL, Madrid.



# INTERNATIONAL COLLEGE OF SEVILLE

Porvenir 15, Seville-41013- Spain  
Phone (#34) 95-423-3838

www.ics-seville.org  
info@ics-seville.org

## **SPN 2240 Intermediate Spanish Conversation**

Spring 2019

Prof: Luis F. Recio Díaz

[lfreciodiaz@gmail.com](mailto:lfreciodiaz@gmail.com)

### **Descripción**

Es un curso de nivel intermedio para estudiantes de español que quieren alcanzar competencia oral, comunicativa, pragmática y sociocultural en el que en la clase los estudiantes practicarán la interacción con los hablantes en cada situación comunicativa específica. El objetivo del curso es que el estudiante aprenda y adquiera de modo progresivo y continuado durante el transcurso del semestre todos los elementos lingüísticos, las funciones comunicativas y las normas pragmáticas y socioculturales que le garanticen el éxito real en el uso comunicativo e interactivo del español y lleguen al final de su estancia en el extranjero como individuos competentes que puedan desarrollarse en el futuro en español.

### **Objetivos:**

Al final del curso, los estudiantes deberán ser capaces de comunicarse e interactuar para:

- Expresar e interactuar información personal.
- Expresar opinión, deseos y sentimientos en presente.
- Hablar del tiempo.
- Sugerir una actividad, citarse con alguien.
- Hablar de distancias, de cómo se va.
- Solicitar un servicio.
- Comprar.
- Pedir.
- Comparar.
- Expresar acuerdo y desacuerdo.
- Describir.
- Expresar gusto
- Hablar de otros.
- Hablar del tiempo que se lleva o no se lleva haciendo algo.
- Describir en pasado.
- Hablar de acciones habituales, continuas o anticipadas en pasado.
- Transmitir lo que han dicho otros en pasado.
- Hablar de acciones que ocurrieron una vez, durante un tiempo limitado o que suponen un cambio en pasado.
- Hablar de una acción pasada anterior a otra también pasada.
- Narrar.
- Expresar deseos y sentimientos en pasado y en futuro.
- Referirse al futuro
- Hablar de lo que tenemos o queremos tener:

- Dar instrucciones, órdenes y consejos.
- Aconsejar y recomendar.
- Expresar finalidad y causa.
- Expresar condiciones posibles en el futuro e imposibles en el presente.
- Expresarse de forma general.
- Discutir, argumentar.

### **Metodología y actividades**

En cada sesión de clase se presentará material real y actual (textos contemporáneos de diferentes ámbitos específicos del español, vídeos de noticias, debates, publicidad, películas y series españolas de televisión, etc.) y se trabajará en el análisis y práctica de las estructuras lingüísticas, las formas morfológicas, sintácticas y léxicas, las funciones comunicativas y las normas pragmáticas y socioculturales que le permitan comunicarse e interactuar correcta y adecuadamente en español.

Las actividades en el aula (diálogos, dramatizaciones, debates, presentaciones orales que sean significativas y motivadoras para el estudiante) facilitarán a los estudiantes el entendimiento de los comportamientos comunicativos de la sociedad en la que están viviendo. Las actividades estarán relacionadas directamente con el momento específico de su experiencia vital en el extranjero, y estarán dirigidas fundamentalmente a la puesta en práctica de todo lo aprendido y practicado dentro del aula. Se realizarán entrevistas a nativos de español sobre temas de actualidad, reportajes (sobre diferentes aspectos socioculturales de Sevilla, sobre noticias, etc.) que deberán presentarse en clase (el uso del vídeo será fundamental) para su posterior visionado, comprensión, análisis, comentario, discusión y valoración de los aspectos lingüísticos, comunicativos, pragmáticos, históricos, sociales y culturales.

### **Criterios de evaluación**

Asistencia y participación 50%

Examen final 50%

**EXAMEN FINAL:** La prueba oral se realizará el último día del curso y se evaluará la competencia oral y la capacidad del estudiante de comunicarse e interactuar correcta y apropiadamente (interacción, fluidez, pronunciación, gramática y vocabulario) y aplicar sus conocimientos pragmáticos, comunicativos, funcionales, léxicos y gramaticales.

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



# INTERNATIONAL COLLEGE OF SEVILLE

Porvenir 15, Seville-41013- Spain  
Phone (#34) 95-423-3838

www.ics-seville.org  
info@ics-seville.org

## **SPN 3955 Advanced Composition & Conversation I**

Spring 2019

Profesora: M<sup>a</sup> Cruz Rubiales Navarro

### **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:**

Se entregará al alumno un *pendrive* donde encontrará un *Cuaderno de Ejercicios* recopilado por la profesora y que será el libro que se usará en clase a diario.

**Evaluación:**

Redacciones (2): 20%

Pruebas (2): 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 la evolución del curso así lo requieren.



# INTERNATIONAL COLLEGE OF SEVILLE

Porvenir 15, Seville-41013- Spain  
Phone (#34) 95-423-3838

www.ics-seville.org  
info@ics-seville.org

## INR 3002 International Relations

Spring 2019

Lecturer: John Boyle

### 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 Text:** Course dossier compiled by the instructor to be provided on Pendrive.

Additional recommended readings will be indicated throughout the course Reader compiled by the lecturer.

### Grading System

Mid-Term Exam	Participation	Course Project	Final Exam
25%	15%	25%	35%

### ICS Attendance Policy:

Class attendance is mandatory. For every unjustified absence 5% will be deducted from the Final Grade.

### Course Schedule. (Some themes will require two sessions)

	Theme	Content
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/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
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 Syria
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 glimpse at the developments within Russia	The power struggle The popular response The importance for the West
14	Current concerns with extremist fundamentalist terrorist movements.	The Paris assassinations Rise of terrorism threats National & International security and control measures
15	Current processes in need of solution	Brexit and the Future of the European Union Refugee crisis in Europe



# INTERNATIONAL COLLEGE OF SEVILLE

Porvenir 15, Seville-41013- Spain  
Phone (#34) 95-423-3838

www.ics-seville.org  
info@ics-seville.org

## **SPN 3381 Culture & Society of Spain**

Spring 2019

Lecturer: John Boyle

**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). The dramatic change in Spanish politics and society since the establishment of the Democracy in 1975 is still impacting on Spanish character and attitudes. Membership of the European Union since 1986 has provided a basis for a solid economy but problems of corruption, regional identity and the Spanish stress-free posture when faced with problems or opportunities has hindered the progressive progress at political and economic level.

**CourseText:** Course dossier elaborated by the instructor to be provided on Pendrive. Additional recommended readings will be indicated throughout the course.

### **Grading System:**

Mid-term	Participation	Course project	Final Exam
25%	15%	30%	30%

### **ICS Attendance Policy:**

Class attendance is mandatory. For every unjustified absence 5% will be deducted from the Final Grade. Programmed Cultural Visits and Day or Overnight excursions are obligatory for this Course. The above ICS Attendance Policy will apply.

### **Course Schedule:**

<u>Session</u>	<u>Content</u>
<u>1</u>	Spanish Geography, Regional Diversity
<u>2</u>	Romans, Visigoths and Moors
<u>3</u>	Andalucía: Character, Dialect, Linguistic Peculiarities, Cuisine
<u>4</u>	The Moorish legacy in Andalucía
<u>5</u>	The Reconquest and the Spanish Empire
<u>6</u>	Structure of Spanish Society through the ages
<u>7</u>	20th Century Spain, an Introduction
<u>8</u>	The Spanish Civil War
<u>9</u>	Regional differences & Characteristics and their consequences
<u>10</u>	The Transition to Democracy
<u>11</u>	Mid-Term Exam
<u>12</u>	Democratic Spain. Spain on the world stage
<u>13</u>	Toros. The Bullfight.



<u>14</u>	Customs, Rites and Festivals. Holy Week & Feria in Seville
<u>15</u>	The Spanish Character today
<u>16</u>	Politics and Regionalism
<u>17</u>	Education, Health and Social Welfare
<u>18</u>	Values, Lifestyle and Morality
<u>19</u>	The Economy
<u>20</u>	How can we sum up the reality of Spain?
<u>21</u>	Exam Revision
<u>22</u>	FINAL EXAM



# INTERNATIONAL COLLEGE OF SEVILLE

Porvenir 15, Seville-41013- Spain  
Phone (#34) 95-423-3838

www.ics-seville.org  
info@ics-seville.org

## **ARH 3351 The Art of Spain**

Spring 2019

Lecturer: Duda Popovic

**Description of the Course:** The Art of Spain includes the study of outstanding examples of architecture, painting and sculpture, emphasizing the early Roman and 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 (Córdoba and Granada) are mandatory.**

### **Learning Objectives:**

- Gain a broad understanding of the relationship between the art, the individual and society.
- Build a basic art history terminology for conducting visual and formal analysis and critiquing a variety of works of art using that vocabulary.
- Discuss works of art in their appropriate contexts: aesthetic, historical, archaeological, social, philosophical, political, economic, etc.
- Demonstrate an ability to identify and describe the most representative artworks of Spanish art.

### **Course Plan**

1. Introduction, Pre-History, The Cave art of Altamira, Paleolithic and Neolithic Periods, early inhabitants, traders and colonizers
2. Roman contributions and legacies, quick view of Early Christian and Visigoth influence
3. Islamic Art in Al-Andalus. Caliphate of Cordoba: The Great Mosque of Cordoba; The Taifas and Almohads: The Giralda of Seville, Torre del Oro in Seville; The Nasrid Kingdom of Granada: The Alhambra of Granada; Mudejar Architecture, Cultural Fusion
4. Architecture – Romanesque, Gothic, Renaissance
5. El Greco: biography, styles and techniques, masterpieces

**•Mid-Term Exam** (Thursday, 03/21/2019)

6. Golden Age, Baroque Masters: Velázquez, Ribera, Zurbarán, Murillo: biographies, styles and techniques, masterpieces
7. Neoclassicism/Romanticism, Goya: biography, styles and techniques, masterpieces
8. 20<sup>th</sup> Century Art, Picasso: biography, styles and techniques, periods (Blue, Rose, African, Cubism, Classicism, Surrealism), War in Spain: Guernica, masterpieces
9. Modernism, 20<sup>th</sup> Century Architecture, Gaudí: biography, styles and techniques, masterpieces
10. Surrealism, Dalí and Miró: biography, styles and techniques, masterpieces

**•Final Exam** (Tuesday, 05/14/2019)

**Course Readings:** [Provided on USB drive](#) (syllabus, resources and course pack reader included)

**Course requirements:**

- Attend all classes punctually, including mandatory city visits and field trips.
- Complete class readings, homework and/or reading assignments.
- Assigned readings must be completed before the day of the lecture.
- Give oral presentations (individual and/or group) based on topic given in class and/or Field Trips and City Visits.
- Complete one mid-term exam and one final exam.

**Grading:**

Mid-term exam: 25%

Final exam: 30%

Participation: 15%

Oral Presentations: 20%

Class Attendance: 10%

**Class Absence Policy:** For every unjustified absence (city visits and field trips inclusive), 5% will be subtracted from the final grade.

**Attendance:**

Attendance will be taken at the beginning of each class. Being late twice will count as one absence. More than two absences will negatively affect your participation grade and/or class attendance.

**Class Notes:**

Taking notes is very important and should be practiced throughout the semester. It is advisable to make clear and detailed notes for revision purposes, as anything discussed in the class lectures, readings, field trips and museum visits may appear on exams.



# INTERNATIONAL COLLEGE OF SEVILLE

Porvenir 15, Seville-41013- Spain  
Phone (#34) 95-423-3838

www.ics-seville.org  
info@ics-seville.org

## **GEB 3955 International Business**

Spring 2019

Lecturer: Annette Morcos

### **Course Description**

This course will provide students with the foundations necessary to understand the nature of international business and how it differs from a purely domestic one. It will introduce concepts and theories that explain global trade. It will also assess the economic, political, legal, cultural and ethical factors that affect multinational enterprises and influence their decision to internationalize as well as consider the role governments, central banks, financial market and individuals, amongst others, have in shaping the international business environment. Students will develop an understanding of the challenges multinational firms have in leveraging their capabilities and competencies to create competitive advantages that allows them to compete in a global market.

### **Course Learning Objectives**

Upon a successful completion of the course, students should be able to:

- Discuss key terms and concepts related to international business
- Define the phenomena of globalization, develop an understanding of the forces driving it, and list arguments for and against globalization.
- Develop an understanding of culture, and analyze the effects of the cultural environment of a country on international business
- Discuss different political, legal and economic systems and their effect on international business.
- Discuss the role of the key public policy, ethical and environmental issues in international business
- Understand and apply international trade theories to explain the dynamics of international trade, foreign direct investment and national competitive advantage
- Make educated suggestions about how to address many of the challenges and opportunities found in an international business setting
- Develop an understanding of how the international financial system works and its implications for international business
- Identify and explain changes, on a firm level, required for a successful participation in international business activities

### **Instructional Material**

Reader (compiled by lecturer)

### **Grading**

Attendance, participation 15%

Quizzes 10%

In-class Mini Individual Projects 10%

Group project and presentation 25%

Midterm Exam 20%

Final Exam 20%

**Course Calendar (subject to change):**

Week #1 (February 5 & 7)

- Introductions
- Globalization and the International Business Imperative
- Politics, Law and Business Ethics

Week #2 (February 12 & 14)

- Politics, Law and Business Ethics continued
- International Trade and Investment Theories

Week #3 (February 19 & 21)

- Business – Government trade relations
- Cross-Cultural issues in Business

Week #4 (February 26, February 28 - holiday)

- Cross-Cultural issues in Business continued

Week #5 (March 5 & 7)

- Economic Development of countries continued
- Regional Economic Integration

Week #6 (March 12 & 14)

- Foreign Direct Investment

**Deliverables: Submission of first part of group project – March 12**

Week #7 (March 19 & 21)

- International Monetary System
- Analyzing international opportunities
- **March 21 Midterm**

Week #8 (March 26 & 28)

- Analyzing international opportunities
- Selecting and Managing Entry Modes

Week #9 (April 2 & 4)

- Selecting and Managing Entry Modes
- Developing and Marketing products (distribution and pricing)

Week #10 (April 9 & 11)

- Developing and Marketing products (distribution and pricing)
- International operations management

Week # 11 (April 15 – 19 No classes – Holy Week)

Week # 12 (April 23 & 25)

- International operations management
- International strategy and organization

**Deliverables: Submission of second part of group project – April 23**

Week # 13 (April 30, May 1 – holiday)

- International strategy and organization
- Presentations

Week # 14 (May 6 – 10 No Classes – Feria)

Week # 15 (May 14)

- Presentations
- **Final Exam**

### **Course Policies and Procedures:**

Attendance is mandatory. There will be a 5% reduction in mark for every unexcused absence. 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. Students arriving more than 5 minutes late will be denied participation in the class.

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.

### **Examination Make-up Policies:**

All students are expected to take examinations and turn it homework at the scheduled times.

### **Assignments:**

All assignments are due on the date for which they have been assigned. Assignments turned in "by hand" will not be accepted and grammatical errors will be penalized.

**IMPORTANT: This is a tentative schedule. The instructor has the right to make any modifications as needed.**



# INTERNATIONAL COLLEGE OF SEVILLE

Porvenir 15, Seville-41013- Spain  
Phone (#34) 95-423-3838

www.ics-seville.org  
info@ics-seville.org

## **GEB3671 Doing Business in the European Union, Spain Focus**

Spring 2019

Instructor: Dr. Elizabeth Davidson

[edavidso@hawaii.edu](mailto:edavidso@hawaii.edu)

### **Introduction**

This course is intended for students interested in living in or conducting business in the European Union, with a focus on the Iberian Peninsula cultures and business contexts. The course addresses cross-cultural analysis of values, governance and environmental constraints that shape business opportunities, practices 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 culture 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; textbooks available via Amazon.com and in Kindle format; Harvard Business Press sells copyright to the case study documents)

**Required** [student purchase online; available on USB drive]

1. **Mind Your Manners, Managing Business Culture in the New Global** Europe, 3<sup>rd</sup> edition, John Mole  
Kindle edition (\$16.00 USD)  
ISBN-13: 978-1857883145 / ISBN-10: 1857883144  
[https://www.amazon.com/Mind-Your-Manners-Managing-Business-ebook/dp/B00555FMI0/ref=sr\\_1\\_1?s=digital-text&ie=UTF8&qid=1541986236&sr=1-1&keywords=mind+your+manners+john+mole](https://www.amazon.com/Mind-Your-Manners-Managing-Business-ebook/dp/B00555FMI0/ref=sr_1_1?s=digital-text&ie=UTF8&qid=1541986236&sr=1-1&keywords=mind+your+manners+john+mole)  
  
**Paperback edition (\$24 USD)**  
ISBN-13: 978-1857883145 / ISBN-10: 1857883144  
[https://www.amazon.com/Mind-Your-Manners-Managing-Business-dp-1857883144/dp/1857883144/ref=mt\\_paperback?\\_encoding=UTF8&me=&qid=1541986236](https://www.amazon.com/Mind-Your-Manners-Managing-Business-dp-1857883144/dp/1857883144/ref=mt_paperback?_encoding=UTF8&me=&qid=1541986236)
2. **Doing Business in Spain**, by Lothar Katz. (Part of *Doing Business in ... series*)  
Kindle edition only (\$1.99)  
[https://www.amazon.com/Doing-Business-Spain-Book-40-ebook/dp/B00M6WRRTM/ref=sr\\_1\\_1?ie=UTF8&qid=1542578400&sr=8-1&keywords=Doing+Business+in+Spain+%28Doing+Business+in](https://www.amazon.com/Doing-Business-Spain-Book-40-ebook/dp/B00M6WRRTM/ref=sr_1_1?ie=UTF8&qid=1542578400&sr=8-1&keywords=Doing+Business+in+Spain+%28Doing+Business+in)
3. **Europe in 12 Lessons**. (published by European Commission; available on USB drive)
4. **The European Union**. (published by the European commission; available on USB drive)
5. **Doing Business in Europe, 3<sup>rd</sup> Edition, Chapter 5** (p. 157-206), Gabriele Suder, Sage Publications (Chapter 5 free online; available on USB drive)

### **Recommended**

**Doing Business in Europe**, 3<sup>rd</sup> Edition, Gabriele Suder, Sage Publications. (2018 available Nov 18)  
Kindle Edition (\$47 USA)  
ISBN-13: 978-1526420732 ISBN-10: 1526420732  
[https://www.amazon.com/Doing-Business-Europe-Gabriele-Suder-ebook-dp-B07C5NQQNC/dp/B07C5NQQNC/ref=mt\\_kindle?\\_encoding=UTF8&me=&qid=1541884039](https://www.amazon.com/Doing-Business-Europe-Gabriele-Suder-ebook-dp-B07C5NQQNC/dp/B07C5NQQNC/ref=mt_kindle?_encoding=UTF8&me=&qid=1541884039)

**The EU in 2017** (published by the European commission; available on USB drive)

### **Other materials**

Students will seek out and use other materials from Internet sources to complete country reports

### **A beginning list of sources of information**

These sources will help you with your Country Comparison report (#1) and Spain report (#2). You will have to dig deeper to do the regional comparison reports (#3) but the data are there!

IMF Country report <https://www.imf.org/en/countries>

WTO Country report <http://stat.wto.org/CountryProfile/WSDBCountryPFReporter.aspx?Language=E>  
Be sure to also check out the "How's Life in \_\_\_\_" section and the Better Life Index. With this tool you can compare countries on many aspects.

OECD <http://www.oecd.org/regional/regional-policy/country-profiles.htm>

Transparency International <https://www.transparency.org/country>

World Happiness Report <http://worldhappiness.report/ed/2018/>

Each country will have a central website managed by the government that provides information and statistics.

Follow news articles about your countries.

***Each student is to find and share with the class at least one other site that provides reliable information about countries***

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

- Describe and discuss the 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 sensitivity to expected behaviors in European business settings.
- Analyze social and business opportunities and issues with consideration of culturally diverse viewpoints.
- Acknowledge your own cultural values and biases and how these impact your work with others generally and in business settings.
- Demonstrate knowledge of formal and informal expectations for working successfully cross-culturally in Spain.
- 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 European Commission reports, *Doing Business in Europe Chapter 5*, and *Mind Your Manners*. This portion of the course is a survey of formal and informal business practices in Europe. The focus will be on understanding the diversity and uniqueness of European business cultures as well as the common business practices that have developed through the European Union. Upon completion of the reading and discussion of section 1, students will be responsible for writing one 5 – 8 page paper comparing business environment, practices, culture and structure of a European country or region with business environment in the US. Students will submit an outline, draft and final paper. This paper addresses
  - the ethical, legal and regulatory environment of the compared countries
  - the demographic, economic, and political structures of compared countries
  - adopts one of the 'doing business perspective' (start a new business/entrepreneurship in EU; franchise in EU; expand a US firm into EU; individual freelancer in the EU) and summarizes and supports at least 5 major recommendations to succeed in the country studied.
- **Part II** – Focus on Spain. Readings: *Doing Business in Spain*, along with EU commission reports and online resources (including the Spanish Government's websites). 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 and covers the Spanish labor market and the evolution of unemployment levels in Spain. Students will submit a review paper (5 -8 pages) of some aspect of



business practices in Spain including comparing and contrasting those with business within the US and with one of the European countries studied in Part 1. *This includes*

- *comparing and contrasting ethical, legal and regulatory environmental conditions in Spain with other EU nations*
- *comparing demographic, economic, and political structures.*
- *includes personal observations from the on-site experiences in Spain to enrich their report.*
- *adopts one of the 'doing business perspective' (start a new business/entrepreneurship in Spain; franchise in Spain; expand a US firm into Spain; individual freelancer in the Spain) and summarizes and supports at least 5 major recommendations to succeed in this IB venture..*

- **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. 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:** Attending class is mandatory. Students who miss more than one class without acceptable excuse (e.g. sickness) will lose 5% of course grade per class missed. Classes will involve discussion and analysis. Students 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.

**Participation in course discussions: Verbal communication skills are very important to business success, including the willingness and ability to present and support your ideas. 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. Discussions and reports will include students' experiences and impressions of cultural, historical, and geographical differences from the ICS planned excursions. Therefore, missing the excursions without an approved excuse (i.e. illness) will result in a reduced class participation grade.**

**EXAMS: There will be a final exam (15 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**

Class participation	25 % (includes class attendance and mandatory ICS trips)
Written reports & presentation	20 % each / 60% total
Final Exam	15%

The letter grade will be based on a sum of points earned as follows:

A (93 and above)	C+ (76-79.9)	D- (60-62.9)
A- (90-92.9)	C (73-75.9)	F (less than 60%)
B+ (86-89.9)	C- (70-72.9)	
B (83-85.9)	D+(66-69.9)	
B- (80-82.9)	D (63-65.9)	

#### **Overview of topics and class schedule (Draft! Topics and dates may be revised)**

Students are expected to attend all classes and be prepared to contribute. Students will turn in outline of reports (which country, which topics) for feedback, then a draft. Students can revise/improve draft for final submission. All students will present at least one report in class; if time allows all students present.

Week of	Topic, activities	Week of	Topic, activities
Feb 4	Begin Part 1: Culture and business history of Europe	Mar 25	Part 2 continues; Spanish business climate and economy
Feb 11	Cultural and Geographic regions of Europe (historical; today)	Apr 1	Part 2 continues; doing business in Spain <b>Outline and drafts of Spain reports due (#2)</b>

Feb 18	Development of the European Union, growth and change	Apr 8	Begin part 3: Regional differences; <i>In-depth Spanish comparison report due (#2)</i> ; in class discussion and presentation
Feb 25	Institutional and regulatory bodies (Feb 28 is Andalusian Day)	Apr 15	<b>HOLY WEEK No class (April 14-21)</b>
Mar 4	Europeanization of Business; What is the GDPR? <i>Outline and drafts of Country comparison reports due (#1); in class discussion and presentation</i>	Apr 22	Continue Part 3 Spanish Regional differences;
Mar 11	De-Europeanization of EU?	Apr 29	<i>In-class discussion &amp; presentation; Outline and drafts of Regional reports due (#3)</i>
Mar 18	Begin Part 2; History and legacy of Spain. (Mar 20-21 mid terms) <i>Country comparison reports due (#1); Presentations</i>	May 6 May 13-14	<b>April fair May 4-11. No classes</b> <i>Final exam; Final Regional Reports due;</i>

### Highlights of major events and assignment due dates.

- Reading assignments will be given once we arrive.
- We will incorporate in-class searching for some information so try to bring your laptops to class.
- **Classes** are discussion-focused. Come prepared and don't skip!
- Attendance at **cultural events** is required for UHM students. This is included in your participation grade.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Jan 28	29	30 Arrival	31 Orientation	Feb 1	2	3
4 Class begins	5	6	7	8 FT Alcázar	9	10
11	12	13	14	15 FT Itálica	16 FT Córdoba	17
18	19	20	21	22 FT Plaza de América / España	23	24
25	26	27	28 Andalusian Day (holiday)	Mar 1 FT Catedral	2	3
4	5 Outline Report #1 (#1)	6	7 Draft Report #1 (#1); class discussion	8 FT Granada	9 FT Granada	10
11	12	13	14	15	16	17
18	19	20 Midterms	21 Midterms Final Report #1; in class presentation	22 Museo de Bellas Artes	23	24
25	26	27	28	29	30	31
Apr 1	2 Outline of Report 2 due (#2)	3	4 Draft of report 2 do	5 FT Morocco	6 FT Morocco	7 FT Morocco
8	9	10	11 Final report 2 due; class presentations	12	13	14 Palm Sunday
15	16	17	18	19 Good Friday	20	21 Easter
22	23 Outline of report 3 due	24	25 Draft of report 3 due	26	27 FT Ronda	28
29	30 Class review day for Final exams	May 1	2 Final report 3 due	3 Triana market / San Jorge Castle	4 April Fair	5
6	7	8	9	10	11	12
13 Finals	14 Finals Final exam	15 Program ends	16	17	18	19

## GEB3671 Learning Outcomes Rubric

<b>Goal</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
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.



# INTERNATIONAL COLLEGE OF SEVILLE

Porvenir 15, Seville-41013- Spain  
Phone (#34) 95-423-3838

www.ics-seville.org  
info@ics-seville.org

## **MAN 3321 Project Management, Spain**

Spring 2019

Instructor: Dr. Elizabeth Davidson

edavidso@hawaii.edu

### **Introduction**

Much of the work done today is organized around projects -- launching a new product, setting up a new social program, organizing a community event, establishing a new business, implementing a new information system for a firm, government, or community group, setting up a new retail location, and so on. The project manager (PM) coordinates the personnel and activities of a project to ensure the project meets the business requirements within time and budgetary constraints.

To be successful, the PM needs a variety of skills and knowledge to manage technical, organizational and social aspects of the project. This knowledge base is referred to as the Project Management Body of Knowledge (PMBOK). This class covers key concepts, practices, tools and techniques of the nine areas of the PMBOK outlined by the Project Management Institute common to all projects. The course extends this focus to consider how project management techniques are used in cross cultural project settings and how cultural expectations may result in different types of "best practices" for managing projects.

This course is intended both for business majors and for any students with an interest in project management to develop analysis and problem-solving skills and apply those skills in project settings. This class will begin with an overview of project management processes, tools, and techniques, and the unique challenges of cross-cultural project coordination. The case assignments are set in Spain to highlight these questions. Students will learn to professionally communicate ideas in writing through issue summaries and case analyses. Students will apply concepts, tools and techniques to develop a project during the semester.

The class uses a combination of in-class exercises and homework to learn project management techniques and tools, case studies of real projects, discussion of current project events and activities, and a small group project planning assignment. Cases will take advantage of study abroad in Spain. Students should draw from knowledge gained in the study abroad program in Spain in their work in the class..

### **Project management concepts, practices, tools and techniques covered:**

- Project design & project selection
- Project initiation and definition (stakeholders, chartering, baseline project plans)
- Defining and managing project scope
- Work breakdown structures and project estimation
- Project schedules and budgets
- Identifying and managing project risks
- Project communication and reporting
- Managing organizational change in project environments
- Managing the human side of project
- Project implementation, closure and evaluation

- Cross cultural project management issues and concerns

**Prerequisites for this course:**

None.

**By the end of the course, the student will be able to:**

- Articulate key project management “best practices” and techniques.
- Demonstrate awareness of one’s own cultural values and biases and how these impact the ways in which projects are developed and carried out.
- Communicate appropriately and effectively with diverse individuals and groups
- Investigate and analyze business, organizational and social settings to design project approaches.
- Apply project management tools and techniques.
- Identify key assumptions and inputs to a well-developed project plan.
- Demonstrate a logical and disciplined approach to solving project management problems.
- Discuss complex ideas related to project management in writing and in the group discussions.
- Design and develop high-quality project management documents in written business format.

**Required readings:**

- **Textbook: The Fast Forward MBA in Project Management**  
(Fast Forward MBA Series) (copyright 2016) by [Eric Verzuh](#)

Kindle Edition (about \$16.00 US)

[https://www.amazon.com/Fast-Forward-MBA-Project-Management-ebook/dp/B018YWBG3A/ref=tmm\\_kin\\_swatch\\_0?encoding=UTF8&qid=1541902057&sr=1-3](https://www.amazon.com/Fast-Forward-MBA-Project-Management-ebook/dp/B018YWBG3A/ref=tmm_kin_swatch_0?encoding=UTF8&qid=1541902057&sr=1-3)

ISBN 978-1-119-08667-3 (PDF) ISBN 978-1-119-08658-1 (epub)

ISBN 978-1-119-14822-7 (hardback) ISBN 978-1-119-08657-4 (paperback)

- Additional handouts, in-class and homework exercises, and short readings will be provided electronically during the course by Dr. Davidson

**CLASS SESSIONS**

**Students are expected to attend all class sessions as class time will be used for active learning.**

Class time will typically involve a short lecture on project management practices, tools and techniques followed by hands on problem solving and interactive discussion and analysis. Class time will also be used for writing workshops and sharing issue reports, individual projects, and cases. Students are responsible for preparing for class by reading assigned chapters and doing homework exercises, for working with others on team efforts, for participating in class discussion, and for completing the writing assignments.

**In-class exercises: Learning project management techniques will largely be done through hands-on and in class exercises. Students will apply project management techniques to small problems and try out software tools. Some assignments will be completed as homework and require turning in the results.**

**In-class discussions: The class discussions provide a setting for learning to communicate appropriately and effective with individuals from diverse cultural backgrounds. This class will be centered around the discussion, analysis and reporting of project management**

**cases. Class participation includes the frequency, relevance, and quality of contributions to class discussions and exercises.**

**Learning through writing:** The class will be offered as writing intensive with the expectation that students will learn to write and communication in ways relevant to the project manager -- clear, concise and effective. Students will learn about project management through writing exercises in which they analyze project management situations and produce typical project management documents. Each student will write a minimum of 16 double-spaced pages (approximately 250 words/page) or 4,000 words, across the class assignments. Writing assignments include (i) brief issue reports that highlight project management issues in current projects identified in Seville or elsewhere in Spain; (ii) a case study report; and, (iii) an integrated project planning assignment that builds on individual assignments to produce a comprehensive project proposal. UHM students must complete all writing assignments successfully to receive writing intensive credit.

**Course assignments:**

- **Project management issue write-ups:** Project events are reported in the news every day. Each student will select an article that discusses some aspect of project management and write an analysis approximately **300 – 400 words long** (1 double-spaced page). Students are encouraged to select events relevant to their study abroad experience. We will practice in class and critique a sample analysis. Student work will be graded on the fit of topic, thoughtfulness and writing quality (correct grammar, clear sentences; good flow). See the writing rubric below. To receive credit, the student must:
  - Select an article *relevant to the project management topic and to the study abroad context and no more than 3 years old*;
  - Write a summary (approximately 250 – 400 words) that
    - briefly identifies key elements of the project (who, what, when, where, why of the project)
    - identifies and explains two (2) project management concepts relevant to the article
    - recommends briefly what a project manager should learn from the experience reported
    - is grammatically correct and does not plagiarize (no copying sentences from the article)
    - includes a complete and accurate citation for the article.
  - Submit the summary electronically and bring an e-copy or hardcopy to class; and,
  - Participate in the in-class group exercise to review and critique each other's analysis.
- **Project management exercises and homework:** We will practice project planning and management techniques in class. Some problems require the use of software; students are encouraged to bring a laptop computer to the class. These are learning exercises and will be evaluated on effort, participation, and quality of the assignment turned in.
- **The project experience and project plan:** The best way to learn-about project management is to do it! We will focus on the project planning and initiation stages to plan a project and to produce the project management documents needed to launch the project. Students will work in small groups on an assigned (or self-selected) project and will develop the project documents in stages throughout the semester. Each "deliverable" will be submitted in draft form, students will workshop the draft with Dr. Davidson and other students. The draft will be revised and included in the final report. Each team member must have identifiable responsibilities for the project plan as part of the writing grade.

Students will present the project plan in the last classes. The project planning documents will be about 7-8 formatted pages (about 2500 words). The report will be formatted in a business style *not as an essay*, e.g., using appropriate headers or sub-headers and single space with bullet points as needed. A sample report will be available and further instructions will be available in class.

- **Exam:** There will be a mid-term exam to assess students' understanding of project management techniques and concepts. The exam will be short-answer and/or multiple choice.
- **Case Analyses:** Students are responsible to read and prepare cases for in-class discussion. Students will write up one of the cases as a case report (see below). The instructor will provide feedback and students will be allowed to revise and resubmit the case report. Formal business writing and reporting style will be stressed. The written case analysis should include the following elements:
  - Executive overview: Start with a brief overview of what your report will highlight.
  - Case summary/background: Briefly summarize key aspects of the case such as what the overall project entailed, why it was important or challenging, what the current status is, and what open issues are. This should synthesize the whole case and be *written in your own words*.
  - Project management analysis: Select three (3) project management topics that are highlighted in this case. This could include an aspect that was handled poorly, done particularly well, or is particularly challenging. Topics could include (among others; also see the textbook):
    - Identifying and engaging the stakeholders
    - Planning the project
    - Managing and controlling the budget
    - Communicating within the project and with others
    - Identifying and managing risks
    - Planning for and managing change to the scope of the project
    - *At least one of the three topics must specifically address the "Spain connection" (e.g., cross cultural issues, geographic challenges, economic issues).*
  - Recommendations and conclusions: Assume you are advising the project sponsor and manager. What are the next steps you recommend for this project and what aspects of project management are most critical to focus on?
  - The report should be about 1500 – 2000 words long (equivalent to about 5-7 double spaced pages). The report will be formatted in a business style *not as an essay*, e.g., using appropriate headers or sub-headers and single space with bullet points as needed. (A sample report will be available.)

### Course grades

Class participation (includes all case discussions, in class and at home homework, writing workshops in class; attendance in class matters along with attendance at ICS cultural events!!)	25%
Project management issue reports (5 points each/3 assignments)	15%
Case analysis (1 written case from case selections)	20%
Midterm	10%
Project experience presentation and report (drafts, final report)	30%



The letter grade will be based on a sum of points earned as follows:

A (93 and above)	C+ (76-79.9)	D- (60-62.9)
A- (90-92.9)	C (73-75.9)	F (less than 60%)
B+ (86-89.9)	C- (70-72.9)	
B (83-85.9)	D+(66-69.9)	
B- (80-82.9)	D (63-65.9)	

**Overview of topics and class schedule (Draft! Topics and dates may be revised)**

Week of	Topic, activities	Week of	Topic, activities
Feb 4	Intro to project management	Mar 25	Estimating project costs; managing costs
Feb 11	Defining the project; engaging stakeholders	Apr 1	Managing to the project plan and revising plan; <b>2<sup>nd</sup> team project report due</b>
Feb 18	Project charter and initial planning; <b>1<sup>st</sup> Issue Report</b> ; writing workshop	Apr 8	Scope management; change control <b>case discussion (in class discussion)</b>
Feb 25	Risk management; <b>1<sup>st</sup> team project report due</b> (Feb 28 is a holiday)	Apr 15	<b>HOLY WEEK</b>
Mar 4	Risk management; Work breakdown structures; <b>2<sup>nd</sup> Issue Report</b> ;	Apr 22	Measuring and reporting status; communicating in the team <b>case discussion (A &amp; B)</b>
Mar 11	Scheduling; <b>Mid-term exam</b>	Apr 29	<b>Project presentations</b> and class review
Mar 18	Estimating and revising schedules; <b>3<sup>rd</sup> Issue Report</b>	May 6	<b>HOLIDAY WEEK</b>
		May 13-14	<b>Final projects due in lieu of final exam;</b>

**Course schedule planning (subject to change)**

- In each class we will learn about and try different project management techniques. There may be small take-home assignments due from the class to complete these assignments or prepare for the next class.
- For writing intensive exercises:
- We will do a workshop on the first report (Feb 19), which can be resubmitted.
- The case report will be turned in as a draft, then revised and resubmitted before finals.
- The project document will be turned in as 2 'deliverables', revised, then submitted as a whole, final document on the day of the course final. No in-class final exam.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Jan 28	29	30 Arrival	31 Orientation	Feb 1	2	3
4 Class begins	5	6	7	8 FT Alcázar	9	10
11	12	13	14	15 FT Itálica	16 FT Córdoba	17
18	19 1 <sup>st</sup> Issue Report; writing workshop	20	21	22 FT Plaza de América / España	23	24
25	26 1 <sup>st</sup> team project report due	27	28 Andalusian Day (holiday)	Mar 1 FT Catedral	2	3
4	5	6	7 2 <sup>nd</sup> Issue Report	8 FT Granada	9 FT Granada	10
11	12	13	14	15	16	17
18	19 3 <sup>rd</sup> Issue Report	20 Midterms	21 Midterms	22 Museo de Bellas Artes	23	24
25	26	27	28	29	30	31
Apr 1	2	3	4 2 <sup>nd</sup> team project report due	5 FT Morocco	6 FT Morocco	7 FT Morocco
8	9	10	11 case discussion	12	13	14 Palm Sunday
15	16	17	18	19 Good Friday	20	21 Easter
22	23 case discussion (A)	24	25 case discussion (B)	26	27 FT Ronda	28
29	30	May 1	2 Project presentations	3 Triana market / San Jorge Castle	4 April Fair	5
6	7	8	9	10	11	12
13 Finals	14 Finals final projects due	15 Program ends	16	17	18	19

## 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.



# INTERNATIONAL COLLEGE OF SEVILLE

Porvenir 15, Seville-41013- Spain  
Phone (#34) 95-423-3838

www.ics-seville.org  
info@ics-seville.org

## **EUH 3090 Three Cultures: Christians, Muslims, and Jews in Spain**

Spring 2019

Lecturer: Rocío Rojas-Marcos

### **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.

### **Textbook**

Reader compiled by the lecturer.

### **Course Schedule**

Readings must be completed and brought, with comments and questions, to the relevant class session indicated below.

- Introduction
- Judaism & Christianity in the Roman Empire
- The Romans in Spain
- The rise of anti-Semitism in Visigothic Spain
- The birth of Islamic Spain
- The Caliphate of Córdoba
- Toledo. When It Was the Center of the World by Maria Rosa Menocal
- The Taifa Kingdoms
- The Almoravids and The Almohads
- Toledo and its School of Translators
- ¿The "Reconquest"?
- Fall of Granada
- The Empire in all its dimensions
- Mid-term Exam

- Expulsions and repressions
- The Inquisition
- Orientalism: Spanish mentality from 18th to 20th century
- Internationality of Spain
  - Political appreciation of interculturality
  - Jewish & Islamic Communities in present day Spain
  - Immigration: clash of cultures
  - Tolerance, Integration, terrorism in Modern Spain
  - Final Exam

**Course Evaluation:**

Participation, attitude in class, quizzes:	25%
Individual presentation	25%
Midterm Exam:	25%
Final Exam:	25%

**Structure of the quizzes, midterm and final exam:** The exam and quizzes will be a combination of short questions, or one essay style question.

**Attendance Policy:** For every unjustified absence, 5% will be subtracted from the final grade. Field trips to Cordoba and Granada and Cultural visits are compulsory attendance. They will be considered unjustified absences and therefore 5% of the final grade will be subtracted.

**Oral 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%

**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.

**Recommended Reading**

Safran, Janina M. **Defining Boundaries in al-Andalus.** (Muslims, Christians and Jews in Islamic Iberia) Cornell University Press, 2013. 246 pages.

**Available 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.

*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:

Poniente (2002) *The traitor* (2008)

Syriana (2005)

Azur & Asmar: *The Princes' Quest* (2006)

Documentary:

Maria Rosa Menocal: *Toledo When It Was the Center of the World*

*Cities of Light: The Rise & Fall of Islamic Spain*, PBS (2007)