



# INTERNATIONAL COLLEGE OF SEVILLE

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

www.ics-seville.org  
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## **SPN 1120 / SPN 1121 Beginning Spanish Fall 2021**

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**

El alumno recibirá el *textbook* (en digital y en papel) del curso.

### **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%

Quizzes: 10% (fechas a determinar por la profesora)

Examen parcial: 20% (21 de octubre de 2021)

Presentación oral: 10% (14 de diciembre de 2021)

Examen final: 20% (16 de diciembre de 2021)

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**

Considerando el carácter intensivo del curso, se valorará la asistencia, la participación activa en clase y la realización de las tareas en clase y en casa. La asistencia a clase es obligatoria. Se reducirá un 5% de la nota final por cada ausencia a clase no justificada. 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 (quizzes) 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* (material audiovisual) 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, los compañeros de estudio, los amigos, la escuela, las visitas culturales y excursiones, lo que más le gusta y lo que menos le gusta de su experiencia en el extranjero, el choque cultural...) con el objetivo de demostrar la competencia lingüística adquirida durante el curso.

La presentación debe enviarse al email de la profesora [spanishwithmj@gmail.com](mailto:spanishwithmj@gmail.com)

antes del 14 de diciembre de 2021. 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.

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.



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## **SPN 1000 Elementary Spanish Conversation Fall 2021**

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.
- Felicitar 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.

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



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

Fall 2021

Profesor: Luis F. Recio Díaz

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

### **Descripción del Curso**

Es un curso de nivel avanzado para estudiantes anglohablantes de español que quieren alcanzar un máximo de competencia lingüística, comunicativa, pragmática y sociocultural durante su estancia en el extranjero. El objetivo del curso es que, en conexión directa con su recorrido vital durante su experiencia en el extranjero, y mediante una instrucción exhaustiva con actividades dentro y fuera del aula, 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 del español. Así mismo, se fija como objetivo del curso que los estudiantes lleguen al final de su estancia como individuos sobradamente competentes que puedan desarrollarse en el futuro en diferentes áreas del español.

### **Objetivos y Metodología**

En un contexto comunicativo claro y redundante, 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 permitan comunicarse e interactuar correcta y adecuadamente en español. De esta manera, el estudiante irá descubriendo, advirtiendo, formulando y comprobando hipótesis, y disfrutando de oportunidades que faciliten el conocimiento y el aprendizaje.

Las actividades prácticas se desarrollarán dentro y fuera del aula. 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, y les permitirán contextualizar cualquier situación de comunicación. Las actividades fuera del aula (individuales y en grupo) 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.

## **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 subjuntivo regular e irregular. • (No) Quiero/ espero + infinitivo/ que + presente de subjuntivo. • (No) me gusta/molesta + infinitivo/ que + presente de subjuntivo.

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

## **Semana 2:**

**Competencia lingüística:** • (No) Creo/ me parece que + indicativo/ subjuntivo.

**Competencia pragmática y sociocultural:** • Expresar opinión y discutir • Comparar. • Expresar acuerdo y desacuerdo.

### **Composición 1**

## **Semana 3:**

**Competencia lingüística:** • Ser/ estar. • Gustar/parecer/caer.

**Competencia pragmática y sociocultural:** • 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:** • Referirnos a un pasado reciente y Saber SÍ/NO en el pasado sin referencia específica de tiempo • 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-quisiera-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.
- **YouTube channel: Improve your Spanish con Luis**

<https://www.youtube.com/channel/UCub8cqRkemhLvzYcFDeQeEw>



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

**Fall 2021**

**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.

**Course Text:** 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>Content</u>
Spanish Geography, Regional Diversity
Romans, Visigoths and Moors
Andalucía: Character, Dialect, Linguistic Peculiarities, Cuisine
The Moorish legacy in Andalucía
The Reconquest and the Spanish Empire
Structure of Spanish Society through the ages
20th Century Spain, an Introduction
The Spanish Civil War

Regional differences & Characteristics and their consequences
The Transition to Democracy
Mid-Term Exam
Democratic Spain. Spain on the world stage
Toros. The Bullfight.
Customs, Rites and Festivals. Holy Week & Feria in Seville
The Spanish Character today
Politics and Regionalism
Education, Health and Social Welfare
Values, Lifestyle and Morality
The Economy
How can we sum up the reality of Spain?
Exam Revision
FINAL EXAM



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

**Fall 2021**

**Instructor: *Duda Popovic***

### **Description of the Course**

The Art of Spain course 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.

### **Course 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, Paleolithic and Neolithic Periods, The Cave art of Altamira + Roman contributions and legacies.
  2. 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; Mudéjar Architecture, Cultural Fusion.
  3. Architecture – Romanesque, Gothic, Renaissance.
  4. El Greco: biography, styles and techniques, masterpieces.
  5. Golden Age, Baroque Masters: Ribera, Velázquez, Murillo: biographies, styles and techniques, masterpieces.
  6. Neoclassicism/Romanticism, Goya: biography, styles and techniques, masterpieces.
  7. 20<sup>th</sup> Century Art, Picasso: biography, styles and techniques, periods (Blue, Rose, African, Cubism, Classicism, Surrealism), War in Spain: Guernica, masterpieces.
  8. Modernism, 20<sup>th</sup> Century Architecture, Gaudí: biography, styles and techniques, masterpieces.
  9. Surrealism, Dalí and Miró: biography, styles and techniques, masterpieces.
- Mid-Term Exam (Thursday, 10/21/2021)
  - Final Exam (Thursday, 12/16/2021)

**Course Readings:** Provided on USB drive and/or directly by the instructor

## **Course Requirements Overview**

- Complete weekly reading and/or visual media assignments
- Complete assigned essays and/or response papers (due dates to be determined)
- Give oral presentations based on previously agreed upon topic
- Complete a midterm exam and a final exam

### **Formal Analysis Essay**

In the first half of the course you are expected to compose a formal analysis. This is a crucial exercise, designed to teach you learn how to look critically at art for the rest of the semester.

For more details on this assignment and instructions on how to compose a formal analysis, refer to the writing about art guidelines provided by the instructor.

### **Museum Response Paper**

Towards the end of the semester, you will be responsible for visiting an art museum (physically if possible or virtually in case of restrictions due to the pandemic) and completing a corresponding paper. In this 3-4 page paper, you will carefully describe and critically analyze a work of art.

The museum paper guidelines will be posted later in the semester.

The only outside sources to be used are readings and class notes. This is not a research paper, so do not consult other sources. You are expected to construct your own analysis, derived from what you see and what you have learned in this course.

### **Oral Presentation**

Throughout the course you will be asked to prepare oral presentations on a chosen artist/work of art. The presentation should include a slide presentation (PowerPoint, Google Slides, etc.)

### **Grading:**

Mid-term exam: 25%

Final exam: 30%

Assignments: 15%

Oral Presentations: 15%

Participation: 10%

Attendance: 5%

### **Policies**

**ICS city visits and field trips (Córdoba and Granada) are mandatory.**

### **Late Work and Make-up Exams**

Unless prior arrangements are made, no late assignments will be accepted.

Exceptions will be made in the case of emergencies, and late penalties will be made on a case-by-case basis.

### **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.

## **Academic Integrity**

The consequences of scholastic dishonesty are very serious. Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from.
- Create citations whether you are paraphrasing authors or quoting them directly.
- Do not fabricate information or citations in your work.



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## **EUH 3141 The Mediterranean World**

Fall 2021

Lecturer: Rocío Rojas-Marcos

### **Course Description**

This course is an approach of the Mediterranean world, an introduction to the political, and socioeconomic 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 continuing effects of the Arab Spring uprisings will receive special attention as will the emergence of the Islamic State, its influence and its place within an Arab/Islamic context. The format of the course is conversational and interactive, including class discussions on the day-to-day events as they occur.

### **Course Material**

Reader compiled by the lecturer.

### **Grading System**

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.

**Participation and daily work 50%**

**Final exam 50%**

### **1.- Introduction.**

Physical and Human Geography

### **2. Brief History of the Mediterranean.**

- The Egyptians

- The Greeks
- The Romans
- The Arabs
  - Al-Andalus

### **3. Imperialism**

### **4. The Middle East**

### **5. Palestine- Israel**

### **6. The Mediterranean reality today**

- Migration conflict





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**GEB 3955 Internatonal Business**  
**Fall 2021**  
**Prof. John Boyle**

## **Course Description**

Although international business has been important for decades, its impact on our lives has been more visible in the recent years. Many businesses, that in the past were traditionally considered to be "local" in nature, are now impacted to varying degrees by issues such competition from low cost foreign sources, multi – cultural marketing requirements, and web – based commerce that crosses traditional market boundaries. As a result today's business leaders must be capable of exploring new opportunity frontiers while dealing with challenges from distant places.

This course will provide an overview of the challenges facing businesses as they compete on the global playing field. We shall start the course focusing on the economic foundations of international business. Next we will consider the main forces that shape business across countries: political, economic, cultural and legal forces.

The intention of this course is to provide the student with a comprehensive understanding of the fundamentals of international business and the key factors that must be considered in the development of a well-conceived, global business. Particular attention will be given to socially and environmentally responsible business practices and the importance of developing competent intercultural communication techniques.

## **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	15%
Mid-Term	20%
Project	35%
Final Exam	30%

## **Attendance**

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

## **Course Outline**

- 1.- The Money-Go-Round
  - Why use money?
  - The 4 agents of the economy
- 2.- Business set-up and development
  - Why set up a business?
  - Key points in business set-up
- 3.- Implications of running a business
  - Product, Price, Place, Promotion
- 4.- Why consider the possibility of trading abroad?
- 5.- Differences between trading at home and trading abroad
- 6.- Special skills needed to trade abroad
- 7.- Key areas in trading abroad
- 8.- How to find foreign markets
- 9.- Methods of entering foreign markets
- 10.- Exporting
  - Quoting, Credit, Payment
- 11.- Franchising
- 12.- DFI
- 13.- Barriers to International Trade
- 14.- Global Trading Groups
  - The development of the EU
- 15.- Intercultural Communication



# INTERNATIONAL COLLEGE OF SEVILLE

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## **FIN 3050 Finance of International Trade**

**Academic Year:** Fall 2021

**Lecturer:** Roberto Castro

### **Course Description**

This course focuses on understanding the theory of international finance and on its real world applications from a business point-of-view. Topics in financial management, viewed primarily from the perspective of managers doing business overseas, include the management of foreign exchange exposure, foreign direct investment decisions, and multinational capital budgeting. Since multinational corporations face risks and not only opportunities, financial management also involves the design of appropriate strategies to hedge the company from actual and potential risks through the use of the different types of financial assets available for this purpose. Special attention will be given to the economics fundamentals of the Euro currency.

**Required Reading:** Compiled by lecturer

### **Course Schedule**

#### **Unit 1: Globalization**

- Introduction
- What Is Globalization?
- Forces Driving Globalization
- Debate over Culture, Sovereignty and the Environment

#### **Unit 2: Political Economy of Free Trade**

- Explain why governments sometimes intervene in trade.
- Outline the instruments that governments use to promote trade.
- Describe the instruments that governments use to restrict trade.
- Summarize the main features of the global trading system

### **Unit 3: Foreign Direct Investment**

- Describe the worldwide pattern of foreign direct investment (FDI).
- Summarize each theory that attempts to explain why FDI occurs.
- Outline the important management issues in the FDI decision.
- Explain why governments intervene in FDI.
- Describe the policy instruments governments use to promote and restrict FDI.

### **Unit 4: Regional Economic Integration**

- Outline the levels of economic integration and its debate.
- Describe integration in Europe and its enlargement.
- Describe integration in the Americas and its prospects.
- Summarize integration in Asia and elsewhere

### **Unit 5: International Financial Markets**

- Explain the importance of the international capital market.
- Describe the main components of the international capital market.
- Outline the functions of the foreign exchange market.
- Explain the different types of currency quotes and exchange rates.
- Describe the instruments and institutions of the foreign exchange market.

### **Unit 6: International Monetary System**

- Describe the importance of exchange rates to business activities.
- Outline the factors that help determine exchange rates.
- Explain attempts to construct a system of fixed exchange rates.
- Describe efforts to create a system of floating exchange rates.

### **Course Procedures:**

Students are expected to read the assigned readings (chapter and outside readings) prior to the class when they will be discussed. There will be problems or cases assigned for most classes. Many of these will be designated to be handed-in. Homeworks will be submitted typed and are due at the end of the classes for which they are assigned.

### **Grading:**

Attendance and participation (engagement in class discussion) 33%

Handed-in homework 33%

Final Project (2000 words) 34%

University of Hawaii, Shidler College of Business  
Department of Information Technology & Management  
and  
International College of Seville  
**BUS 367-I: Business Study Abroad / Communicating Complex Ideas in International  
Business, Spain Focus  
Fall 2021**

Professor: William F. Donahue  
Office: ICS (office hours by appointment only)  
Txt & Tel: (808) 383-5534  
Email: [donahuew@hawaii.edu](mailto:donahuew@hawaii.edu)  
Course Time: TBD  
Course Location: ICS Facility

### **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 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; textbooks available via Amazon.com and in Kindle format; Harvard Business Press sells copyright to the case study documents)

1. [\*Mind Your Manners, Managing Business Culture in the New Global Europe, 3<sup>rd</sup> edition\*](#), John Mole
2. [\*Doing Business in Spain\*](#), by Lothar Katz. (*Part of Doing Business in ... series*)
3. [\*Europe in 12 Lessons\*](#). (Published by European Commission)
4. [\*The European Union\*](#). (Published by the European commission; available on USB drive)
5. [\*Talking to my Daughter about the Economy or, How Capitalism Works – and How it Fails\*](#) by Yanis Varoufakis
6. [\*Capitalism, Alone\*](#) by Branko Milanovic

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. Also, readings of two of Europe's leading economists, with emphasis on how they express complex ideas will be considered. 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)	

### **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.



**BUS367- 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.

**University of Hawaii, Shidler College of Business**  
**Department of Information Technology & Management**  
**and**  
**International College of Seville**  
**ITM 321: Project Management Fundamentals**  
**Fall 2021**

Professor: William F. Donahue  
Office: ICS (office hours by appointment only)  
Txt & Tel: (808) 383-5534  
Email: [donahuew@hawaii.edu](mailto:donahuew@hawaii.edu)  
Course Time: TBD  
Course Location: ICS Facility

Introduction and Overview of the Course

Project Management is a framework for thinking and set of skills that is as old as the first human endeavors, but it is emerging as a concept in-itself and as an increasingly codified body of knowledge that can be mastered and practiced.

Much of the work done in businesses today is organized around projects - establishing a new business, launching a new product, or implementing a new information system. Every functional area of a business does projects, and often a single project involves multiple areas.

The project manager (PM) coordinates the diverse 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 sufficient breadth of knowledge to manage the technical, organizational and social aspects of the project.

This class covers the concepts and techniques historically common to all types of projects as well as specific project planning and control techniques that we expect to persist over time. Information technology initiatives are a major focus of this course. We will also emphasize the challenges of managing projects in virtual and global organizational settings.

Finally, we will look at where Project Management is headed and explore a normative, critical analysis of the categories and concepts which should be fostered, and those which should be discarded.

Topics Covered:

- Project design & project selection
- Project initiation and definition
- Defining project scope
- Work breakdown structures and project estimation
- Project schedules and budgets
- Risk management
- Project communication and reporting

- Managing organizational change in project environments
- Managing the human side of project management
- Project implementation, closure and evaluation
- AI in project management
- “Mega Projects”
- **Role of European Union in Project Selection, Development, Oversight and Financing**
- **“A Tale of Two Railroads” – Project Management Histories of Spain’s Renfe passenger rail system and Hawaii’s Honolulu Area Rapid Transportation system examined from a PM perspective**
- **Prince2 Project Management Approach vs. Project Management Institute: Europe vs. The World?**

Course Materials:

- [Project Management by Adrienne Watt](#) (provided free under Creative Commons License)
- [Mission Economy by Mariana Mazzucato](#)
- Readings and Audio/Visual Materials provided on [Google Team Website](#)
- Supplementary notes on some topics, assignments and grading rubrics, and case study files provided on Google Team Website

Course Requirements & Grading:

Grading	Points
<u>In-class participation</u> : You will be expected to answer questions, present arguments to support your viewpoint, and participate in topic discussions. The purpose is to give you practice at a skill that business executives must use every day – engagement in analytical discussion. If you miss a class, consider engaging me in an A/V call or email or text discussion of the topics covered in order to earn the points.	30
<u>Quizzes and Exams</u> : Students will take quizzes as well as a mid-term and final exam to allow them and the Lecturer to determine how well they are grasping the subject matter.	30
<u>Presentation</u> : Each student will prepare and deliver an in-class presentation (~15 minutes) on <b>a topic which the student has academic or professional experience or interest, and which has been approved by the Lecturer.</b>	20

<u>Writing projects:</u> Students will complete several short-to-middle size assignments which will require the use of several business/project management formats, as well as the expository essay format.	20
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About your Instructor: Mr. Donahue has 30 years of experience in leading and managing IT and other projects in various business environments, including both publicly traded and closely held for-profit companies, non-profit enterprises, and government agencies. He has been involved in a number of healthcare and IT startups as well. In addition to his business experience, Mr. Donahue holds a JD and has practiced corporate law, healthcare law, and regulatory law.

**I reserve the right to vary this schedule based on class needs and progress**

Class Sessions	Topics
Preliminary Matters	<ul style="list-style-type: none"> <li>● Overview of Course</li> <li>● Project Management - A Deconstructionist View</li> <li>● Pre-Project Management Thinking: Decision Bias</li> <li>● Project vs. Process</li> <li>● Project Lifecycle</li> </ul>
Elements of Project Management I	<ul style="list-style-type: none"> <li>● The Project Charter</li> <li>● Elements of a Project Plan</li> <li>● <b>Project Plan Development Process: EU Environment</b></li> <li>● <b>Project Plan Development Process: Spain as a “Nation of Nations” Environment</b></li> <li>● Projects within an Organizational Context</li> <li>● The Human Side of Project Management</li> <li>● <b>Project Teams Across the EU and across the Globe</b></li> <li>● <b>Managing Multi-Lingual Project Teams – the “New Normal?”</b></li> <li>● Identifying Project Type and Planning Accordingly</li> <li>● Formal Project Planning</li> <li>● Project Selection and Approval</li> <li>● Making the Business Case: Measurable Organizational Value</li> <li>● Project Leadership</li> </ul>
Elements of Project Management II	<ul style="list-style-type: none"> <li>● Work Breakdown Structure</li> <li>● Estimating Tasks</li> <li>● <b>Estimating Costs in Constant Currency</b></li> <li>● <b>Estimating Costs in Cross-National Currency Arrangements</b></li> <li>● Scoping Issues</li> <li>● Budget Issues</li> <li>● Scheduling Issues</li> </ul>
Agile Project Management	<ul style="list-style-type: none"> <li>● Adaptive Approaches to Project Planning and Management</li> <li>● Scrum and its Progeny</li> <li>● Information Technology Project Management Reconceived</li> </ul>
Quality, Control, and Closure	<ul style="list-style-type: none"> <li>● PMI and Certification</li> <li>● Project Reporting</li> <li>● Project Implementation</li> <li>● Monitoring, Controlling, Quality and Communication</li> <li>● Project Closure</li> <li>● Recovering from Project Failure</li> </ul>
Megaprojects & the Future of	<ul style="list-style-type: none"> <li>● Mega Projects</li> <li>● <b>Spain &amp; Hawaii: How our rail projects demonstrate the</b></li> </ul>

Project Management	<p><b>differences in the Project Management Environments</b></p> <ul style="list-style-type: none"> <li>● Artificial Intelligence in Project Management</li> <li>● Future of Project Managements</li> <li>● Topic TBD based on time availability</li> </ul>
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**BUS321- Learning Outcomes Rubric**

Goal	Exemplary	Satisfactory	Unsatisfactory
Demonstrate knowledge of Decision Sciences as it pertains to Project Management	Identifies role of cognitive bias in decision making process and how to overcome obstacles to good decision making	Identifies basic influences of cognitive bias on business decisions	Fails to understand the of cognitive bias or their role in decision making
Demonstrate knowledge of Project Management Resource Planning Techniques	Fully understands all aspects of resource inventory and implications of diverse resource aspects	Demonstrates a basic understanding of financial and human resources involved in Project Management	Fails to demonstrate an understanding of resources within a Project Management context
Demonstrate knowledge of Project Team Management	Fully understands how Project Teams Function and how to manage the operations of remote and co-located teams	Understands basic Project Team Management tools and techniques	Fails to understand even basic Project Team Management concepts
Understands how Project Management will develop within the near-term time horizon, including the role AI will play in that process	Demonstrates an understanding of the dynamic forces impelling the development of Project Management as well as AI's impact on the process	Demonstrates at least a rudimentary understanding of where the field of Project Management will be in the next five to eight years	Unable to trace the outlines of the future of the field in any meaningful sense
Understand how Project Management functions within a Spain/EU Context by means of comparison with US Project Management environment	Actively participates in discussions and presentations which demonstrate culturally sensitive understanding of Project Management in the Spain/EU context	Actively participates in discussions, articulates modest degree of cultural clarity regarding Spain/EU Project Management environment	Does not actively participate in discussions. Is not able to articulate an understanding of cultural differences in Project Management environment

