

**UNDERGRADUATE
INCOMING STUDENTS**



SYLLABUS
SPECIALY DESIGNED COURSES
CAMPUS SANTIAGO
2018

UNIVERSIDAD ADOLFO IBÁÑEZ
RELACIONES INTERNACIONALES

NOTES

1. If the Syllabi is written in English this indicates that the course is taught in English.
2. If the Syllabi is written in Spanish this indicates that the course is taught in Spanish.
3. The courses in this document have limited enrollment quotas for Exchange students.
4. This courses have been designed for foreign students. Never the less Chilean students might enroll in this courses taught in English.
5. Some Syllabus might be modified by Professors before official enrollment. Main content of the courses will remain.
6. Specially Designed Courses finish the semester before Pregrado Courses, their exams are included in the period of classes.
7. This document does not include Pregrado Courses. In order to obtain a Pregrado syllabi please request them from rrii@uai.cl

| CODE | COURSE | UAI CREDITS | CONTACT HOURS |
|--|---|-------------|---------------|
| LATIN AMERICA AND CHILE STUDIES | | | |
| HIS316 | ENCOUNTERS AND REVOLUTIONS: LATIN AMERICA IN THE ATLANTIC WORLD | 3 | 45 |
| LAS323 | THE IMPACT OF GLOBALIZATION IN LATIN AMERICA | 3 | 45 |
| LAS333 | A JOURNEY THROUGH LATIN AMERICAN FILMS | 3 | 45 |
| LAS349 | IDEOLOGIES AND POLITICAL THINKING IN MODERN LATIN AMERICA | 3 | 45 |
| BUSINESS IN LATIN AMERICA | | | |
| ECO333 | LESSONS OF ECONOMIC GROWTH IN LATIN AMERICA | 3 | 45 |
| MGT333 | STARTING UP IN LATIN AMERICA | 3 | 45 |
| MGT334 | DOING BUSINESS IN LATIN AMERICA | 3 | 45 |
| MKT334 | CONTEMPORARY LATIN AMERICAN MARKETING STRATEGIES | 3 | 45 |
| SPANISH LANGUAGE COURSES | | | |
| SPAN100 | ESPAÑOL BÁSICO | 4,5 | 67 |
| SPAN211 | ESPAÑOL INTERMEDIO: COMUNICACIÓN | 3 | 45 |
| SPAN221 | ESPAÑOL INTERMEDIO: GRAMÁTICA | 3 | 45 |
| SPAN341 | ESPAÑOL AVANZADO: NEGOCIOS | 3 | 45 |
| SPAN340 | ESPAÑOL AVANZADO: CULTURA CHILENA | 3 | 45 |

(click on the course to go to the page)

| | |
|---|-----------|
| LATIN AMERICA AND CHILE STUDIES | 5 |
| A JOURNEY THROUGH LATIN AMERICAN FILMS | 5 |
| THE IMPACT OF GLOBALIZATION IN LATIN AMERICA | 7 |
| IDEOLOGIES AND POLITICAL THINKING IN MODERN LATINA AMERICA | 10 |
| ENCOUNTERS AND REVOLUTIONS: LATIN AMERICA IN THE ATLANTIC WORLD | 13 |
| BUSINESS IN LATIN AMERICA | 17 |
| LESSONS OF ECONOMIC GROWTH..... | 17 |
| STARTING UP IN LATIN AMERICA | 20 |
| DOING BUSINESS IN LATIN AMERICA | 26 |
| CONTEMPORARY LATIN AMERICAN MARKETING STRATEGIES..... | 29 |
| SPANISH LANGUAGE COURSES | 31 |
| ESPAÑOL BÁSICO | 31 |
| ESPAÑOL INTERMEDIO: COMUNICACIÓN | 35 |
| ESPAÑOL INTERMEDIO: GRAMÁTICA | 39 |
| ESPAÑOL AVANZADO: NEGOCIOS | 42 |
| ESPAÑOL AVANZADO: CULTURA CHILENA | 43 |

LATIN AMERICA AND CHILE STUDIES

A JOURNEY THROUGH LATIN AMERICAN FILMS LAS 333 | 3 credits

DESCRIPTION

The course will provide some academic tools to the students in order to understand the narrative structure of a movie, and it will examine a set of latinoamerican films, by looking into key aspects of the regional idiosyncrasy. Some of these movies are: *El Hijo de la Novia* (Argentina), *Estación Central* (Brasil), *Machuca* (Chile), *Ciudad de Dios* (Brasil), *Nueve Reinas* (Argentina).

OBJECTIVES

- To develop the ability to watch a movie from a critical perspective
- To discover the filmmaker's particular view towards Latin America
- To analyze the cinematic language used by the filmmaker in order to convey his particular vision

METHODOLOGY

Seminar-style classes. Along with watching the films, the professor will present certain topics. He will seek also to generate a dialogue with the Students and encourage them to keep a critical vision to support their own ideas. The students' participation, therefore, is crucial.

EVALUATIONS

The final grade will result from the following evaluations:

| | |
|----------------------|-----|
| Oral presentations: | 40% |
| Class participation: | 30% |
| Final exam: | 30% |

- **Oral presentations:** each student will do (individually or in groups) at least two oral presentations (no more than seven minutes) about a particular subject regarding the films and topics developed in class. These presentations could be done by using Power Point and will be evaluated from the content displayed, the language used by the student, and by the answers to a question asked by the instructor at the end of the presentation. This exercise is intended to complement what has already been discussed in class. The rest of the class will also be part of the student evaluation.
- **Class participation:** students must participate actively, not only through comments which will complement the themes of class, but also by sharing doubts and questions, in order to keep a fluid dialogue, when necessary, with the instructor and his/her classmates. Given the nature of this course, class participation becomes important and this will be reflected on its percentage for the final grade. In order to encourage class participation, the professor will

propose at the end of every class a topic to discuss at the beginning of the next one (sometimes students will be asked to bring their answers in writing).

- **Final exam:** each student will present (individually or in groups) a Latin-American movie, not studied in this course-, to the class. They should do with them a similar exercise to what we have done with the other movies.

ATTENDANCE

Given the nature of this course, attendance is of vital importance. The student must have, at the end of the course, at least 75% of attendance. Any lower percentage will mean failure due to non-attendance. Unexplained absences will also influence the class participation grade.

- ❖ All foreign students at UAI may miss only 3 academic hours (3 class modules) without any kind of sanction. From the fourth academic hour of absence, the final grade will be affected, discounting 0.5 pts for each absence.
- ❖ For example, starting from the 4th absence, if a student has a final grade of 7.0, it will drop immediately to 6.5. A 5th non-attendance will deduct 1.0 pts from the final grade (from 7.0 to 6.0) and a 6th non-attendance will deduct 1.5 pts from the final grade (from 7.0 to 5.5).
- ❖ From the 7th absence, the student will fail the class automatically.
- ❖ Excluded from this rule are justifications duly reported in case of health problems and activities of the exchange program (for example, academic trips).
- ❖ This rule will affect only the courses of the Specially Designed Courses (in English) and Spanish Language courses at UAI. PREGRADO courses continue with a 75% attendance policy.

BIBLIOGRAPHY

- Bazin, Andre. *¿Qué es el cine?* Madrid, Rialp, 2001.
- Estévez, Antonella. *Luz, cámara, tradición: el rollo del cine chileno 1993 – 2003*. Santiago, LOM, 2005.
- Gubert, Roman. *Historia del cine*. Barcelona, Lumen, 2001.
- Huayhuaca, Juan Carlos. *Enigma de la pantalla. Ensayos sobre cine*. Universidad de Lima, Lima, 1989.
- Jost, Françoise. *El ojo cámara. Entre film y novela*. Buenos Aires, Catálogos, 2002
- Lumet, Sydney, *Así se hacen las películas*, Madrid, Rialp, 2004.
- Marino, Alfredo. *Cine argentino y latinoamericano: una mirada crítica*. Buenos Aires, Nobuko, 2004.
- Tarkovsky, Andrei. *Esculpir en el tiempo. Reflexiones sobre el arte, la estética y la poética del cine*. Madrid, Rialp, 2002
- Vogler, Christopher, *The writer's journey. Mythic structure for writers, 3rd. edition*. Michael Wiese Productions, 2007.

THE IMPACT OF GLOBALIZATION IN LATIN AMERICA

LAS 323 | 3 credits

DESCRIPTION

This course will approach to Globalization through Latin American history. We will first review significant aspects of Latin American history that have contributed to sketching the current regional picture, from colonialism to the establishment of new republics. Afterward, we will explore the contemporary political situation modeled by Globalization and its economic effects in Latin America. Finally, we will analyze the challenges faced and responses given by Latin American countries in the context of globalization.

AIMS

This course aims for students to:

1. Understand how Globalization has influenced and shaped Latin American processes.
2. Develop critical thinking and the skills to discuss current events and processes in Latin America from an informed perspective, and thanks to the gain of knowledge from the previous historical processes.
3. Improve writing and oral skills by writing analytical essays and participating in discussions during the semester.

METHODOLOGY

1. Formal lectures
2. Oral presentations by the students
3. Class discussion
4. Paper assignments

ATTENDANCE

- ✓ All foreign students at UAI may miss only 3 academic hours (3 class modules) without any kind of sanction. From the fourth academic hour of absence, the final grade will be affected, discounting 0.5 pts for each absence.
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- ✓ Excluded from this rule are justifications duly reported in case of health problems and activities of the exchange program (for example, academic trips).
- ✓ This rule will affect only the courses of the Specially Designed Courses (in English) and Spanish Language courses at UAI. PREGRADO courses continue with a 75% attendance policy.

ASISTENCIA DE ESTUDIANTES A CLASES

- ✓ Todo estudiante extranjero en la UAI puede faltar sólo 3 horas académicas (3 módulos de clases) sin ningún tipo de sanción. A contar de la 4ta hora académica de inasistencia se verá afectada la nota final descontándose 0.5 pts por cada inasistencia.
- ✓ Por ejemplo, a la 4ta inasistencia, si un alumno tiene nota final 7.0 inmediatamente bajará a 6.5. Una 5ta inasistencia descontará 1.0 pts de la nota final (de 7.0 a 6.0) y una 6ta inasistencia descontará 1.5 pts de la nota final (de 7.0 a 5.5).
- ✓ Desde la 7ma inasistencia se considerará al alumno reprobado automáticamente.
- ✓ Se excluye de esta regla las justificaciones debidamente reportadas por problemas de salud y actividades propias del programa de intercambio (por ejemplo, excursiones académicas).
- ✓ Esta regla afectará sólo a los cursos de los Specially Designed Courses (en Inglés) y Enseñanza de Idioma Español en la UAI. Los cursos de PREGRADO siguen con la política de 75% de asistencia a clases.

EVALUATIONS

20% Essay
20% Required reading
25% Oral Presentation
35% Final Exam

CLASS DETAILS:

UNIT I

- ✓ Globalization theories
- ✓ Latin America a historical and cultural approach
- ✓ Latin America identity as a result of Globalization

UNIT II

- ✓ 19 th century: the stablishment of new republics
- ✓ 20 th century: the aftermath of 1929 in Latin America
- ✓ ISI model

UNIT III

- ✓ After the Cold War: unipolarity or multipolarity
- ✓ The Pink Wave – Caudillism
- ✓ Characteristics of a globalized country, what is new?

BIBLIOGRAPHY

- Acemoglu, D. (2010). Why is Latin America poor? Based on *Why Nations Fail*. Centro de Estudios Públicos
- Bethell, L. (1984). *The Cambridge History of Latin America*. New York: Cambridge University Press.

- Bulmer-Thomas, V. (2003). The Economic History of Latin America since Independence. United Kingdom: Cambridge University Press.
- Cepal (2016). Latin America and the Caribbean in the World Economy. The Region amid the tensions of globalization.
- Ferguson, N. (2011). Civilization. The West and the Rest. London: Penguin Books.
- Fontaine. A. (1998). The United States and the Soviet Union in Chile. Centro de Estudios Públicos.
- Fukuyama, F. (1992). The End of History and the Last Man. New York: Macmillan Inc.
- Huntington, S. The Clash of Civilizations and the Remaking of World Order.
- Kuwayama, M. (1992). Latin America and the internationalization of the world economy. Chile: CEPAL Review N°46.
- Libertad y Desarrollo. (2008). Indigenous policy: Where are we headed?
- Prebisch, R. (1988). Dependence, Interdependence and Development. CEPAL Review N°34.
- Skidmore, T. E., Smith, P. H. and Green, J. N. (2010) Modern Latin America. New York and Oxford: Oxford University Press.

IDEOLOGIES AND POLITICAL THINKING IN MODERN LATIN AMERICA

LAS 349 | 3 credits

DESCRIPTION

This course delves onto the complex history of Latin America in 19th and 20th centuries through the study of the role of ideologies and political thinking in the nation-state building process. Students will gain a grasp of the complex dynamics of political development in Latin America, which has been characterized by the interplay between foreign ideologies and local political traditions. Starting from the independence process, this course examines the formation of local political traditions such as *caudillismo* and *indigenismo* and the adoption and adaptation of ideologies such as Liberalism, Nationalism, Marxism, Anarquism and Fascism. A major focus will be on the processes by which these traditions and ideologies were confronted and contested, such as revolutionary movements, dictatorships and democratic regimes.

AIMS

This course aims for students to:

1. Understand the main social, political and cultural issues of Modern Latin America from a historical, social and political perspective.
2. Develop the skills to discuss events and processes of Modern Latin America from an informed perspective concerning political traditions and ideologies.
3. Have the opportunity to examine significant primary texts on Modern Latin America, and develop the skills to draw sound conclusions from various primary sources.
4. Develop critical thinking and the capability to understand the political, cultural and social diversity of Latin America.
5. Improve writing and oral skills by writing analytical essays and debates during the semester.

METHODOLOGY

1. Formal lectures
2. Class discussion on interpretative essays and major topics on ideologies, political traditions and movements in Latin America.
3. Analysis and discussion of primary sources and documentaries on the major topics of the course
4. Oral Presentations by the students.

STRUCTURE

- 1. The Independence movements (1808-1830)**
 - a. Tradition vs Modernity
 - b. Colonialism and anti-colonialism
 - c. Liberalism and Republicanism
 - d. The role of Constitutions in the making of the new republics
 - e. The military and the formation of a new ruling elite
- 2. Building nations (1830-1900)**
 - a. The role of foreign models (and powers)
 - b. The emergence of *Caudillos*
 - c. Between caudillismo and liberalism
 - d. War, violence and nationhood in nineteenth century Latin America
 - e. The *Porfiriato* in Mexico: Positivism and Liberalism
- 3. Nationalism, Revolutions and Populism (1900-1945)**
 - a. Imperialism and Latin America
 - b. Local responses: *arielismo*, *indigenismo* and nationalism
 - c. The Mexican and Bolivian revolutions
 - d. A new local tradition: Populism in Latin America
 - e. Democracy and democratization
- 4. Latin America and the Cold War (1945-1990)**
 - a. Foreign ideologies, local adaptations
 - b. The Cuban Revolution and its impact
 - c. Salvador Allende and the *Unidad Popular*
 - d. Dictatorships and the irruption of neo-liberalism
 - e. Guerrilla movements
- 5. Latin America Today (1990-2017)**
 - a. Democracy and Human Rights
 - b. *Chavismo* and Venezuela
 - c. *Indigenismo* and Bolivia
 - d. Peace negotiations in Colombia
 - e. Chile: the 'jaguars' of South America?

EVALUATIONS

Written Test 1 15%
Essay 15%
Written Test 2 15%
Oral presentation 15%
Final Exam 40%
Final Grade 100%

FORMAL REQUIREMENTS

Students must check *webcursos* weekly for class updates and instructions.

Students must bring their materials printed and studied before class. All guides are available on *webcursos*.

There will be no late assignment submissions, without exceptions.

All documents submitted to the class must use A.P.A, Harvard or Chicago format for bibliographic references.

CLASS ATTENDANCE

All foreign students at UAI may miss only 3 academic hours (3 class modules) without any kind of sanction. From the fourth academic hour of absence, the final grade will be affected, discounting 0.5 pts for each absence.

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From the 7th absence, the student will fail the class automatically.

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ENCOUNTERS AND REVOLUTIONS: LATIN AMERICA IN THE ATLANTIC WORLD
HIS 316 | 3 credits**DESCRIPTION**

This course uses the notion of the Atlantic World as a backdrop for analyzing Latin America's place in world history. During the term, we will study diverse and representative topics in Latin American history from the 15th to 19th centuries—a period shaped by European expansion and the resulting complex interplays between people and environments. Our main emphasis will be on interaction, exchange and circulation of ideas, goods and people within the Atlantic World—a geo-historical concept comprised of Europe, Africa and the Americas. The contents are organized both chronologically and thematically. Following some introductory sessions devoted to the basic concepts of the unit, we will study the topics listed in the syllabus. The methodology consists of formal lectures combined with class discussions and activities. The assessment includes two tested reading assignments, one essay, and a final exam.

AIMS

- a) To understand Latin America's place in world history and its contribution to the formation of the Atlantic World.
- b) To understand the persisting impact of the conquest, colonization and colonialism in Latin America.
- c) To recognize how diverse Latin American societies were before and how they changed after 1492.
- d) To encourage students to think critically and reflexively from a historical perspective.
- e) To recognize the multiple dimensions—economic, political, ideological, social and cultural—of historical analysis.
- e) To challenge students to think about how historical knowledge is created.

EVALUATIONS

There are two in-class written tests on the mandatory readings listed in the syllabus. There is also an essay about *1492: Conquest of paradise* (a Ridley Scott movie, 1992) and a reading about the relationship between history and film.

Written Test 1 20%

Essay 20%

Written Test 2 20%

Final Exam 40%

Final Grade 100%

The final exam is mandatory and it corresponds to the 40% of the final grade. All contents are evaluated in the exam.

FORMAL REQUIREMENTS

- Class participation is encouraged.
- The exam is mandatory. Any absence must be authorized by the *Pregrado* (Undergraduate) office.
- Bear in mind that the classroom is an academic space. Electronic devices, e.g., cellphones or tablets should not be used unless extremely necessary.

CLASS ATTENDANCE

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CONTENTS

- I.- Theories and concepts: approaches and challenges
 - a.- America, the Americas and Latin America
 - b.- European expansion, discovery, conquest and colony
 - c.- The Atlantic World: A geo-historical concept under construction
 - d.- Does Chile form part of the Atlantic World?
- II.- The European expansion in the 15th century
 - a.- Political, social and economic context
 - b.- Geographical and technical improvements
 - c.- Portuguese expansion in Africa
 - d.- The Catholic monarchs and 15th century Spain
- III.- Christopher Columbus and the 'discovery' of America
 - a.- Spanish travels prior to 1492 and the conquest of the Canary islands
 - b.- Christopher Columbus: origins and (the unknown) destiny
 - c.- The Columbus project: The travels of Columbus and their impact in Europe
 - d.- The 'invention' of (Spanish)America
- IV.- The conquest of America and the shaping of a colonial society
 - a.- America before the Conquest
 - b.- Hernan Cortes, Francisco Pizarro and the (rapid and easy) conquest of the empires
 - c.- The Conquest of Chile and the *araucano* resistance: an exception?
 - d.- The shaping of a (racist) colonial society
- V.- The networks of the Atlantic World
 - a.- Religious life and evangelization
 - b.- Myths, chronicles and representations
 - c.- Trade, Mining and agriculture
 - d.- Slavery and immigration
- VI.- The revolutionary cycle and the end of the Atlantic World
 - a.- What is a "revolution"?

- b.- The American Revolution
 - c.- The Haitian Revolution
 - d.- The Spanish American revolutions
 - VII.- The outcome of the encounters
- Europe, Africa and America: Encounter, colonialism and interdependency in the Atlantic World

READINGS

Written Test # 1: 5 September

-John Thornton, *A Cultural History of the Atlantic World, 1251-820*. New York, Cambridge University Press, 2012, chapters 5, 6 and 7.

- Felipe Fernández de Armesto, *The Americas. A History of a Hemisphere*. London, Phoenix Books, 2004, chapters 1, 2, 3, and 4.

Essay: 26 September

Movie

-*1492: La conquista del paraíso*, by Ridley Scott, 1992.

Reading

-Peter Burke, *Eyewitnessing: The uses of images as historical evidence*. London, Reaktion Books, 2001, pages 11-24, 177-213 & 227-241.

Written Test # 2: 24 October

- Richard Graham, *Independence in Latin America. Contrasts and Comparisons*. Austin, University of Texas Press, 2013.

-Thomas Benjamin, *The Atlantic World: Europeans, Africans and Indians in their shared history, 1400-1900*. New York, Cambridge University Press, 2009, chapters 10 and 13.

BUSINESS IN LATIN AMERICA

LESSONS OF ECONOMIC GROWTH IN LATIN AMERICA ECO 333 | 3 credits

INTRODUCTION

In the economic field, Latin America is considered as an “experimental lab” of several policies. Most of the countries in the region share the same language, culture, and experiences; however, they do not show the same economic development.

This course is focused on examine the economic growth in Latin America, since the Pre-Columbian period until our days. We will analyze historic, institutional and local contexts of economic development in the region (such as colonialism, the use of natural resources and industrialization, and political changes), in order to understand why there are several disparities in the continent.

At the end of this course, students are expected to understand the main problems of the region, and how these problems challenge the path to be developed countries.

COURSE FORMAT

Each lecture is designed to discuss a main topic and work with it in a discussion. However, in order to obtain a whole understanding of the topic discussed, additional assignments will be assigned to the class. At the end of each topic, students are expected to prepare a presentation in groups related to the assigned lecture.

In addition to work in class, students are expected to prepare an essay about a selected topic related to the course. This paper is due the last week of class. Furthermore, there is scheduled a final exam only. Dates will be announced at the beginning of the first lecture. 2

Attendance is important for your succeed in this course. I know as an exchange student you would like to visit several places in Chile as a tourist. However, it is important to plan your time. In order to pass this course you will have to attend a **minimum of 80% of all lectures during the semester.**

Finally, there is a University-wide policy on academic integrity, which will be followed and enforced in this course. Every student is expected to abide by the university's honor pledge. Tests and individual assignments are to be completed only by the individual student (or groups) whose name(s) is (are) on the work. Tests will be closed book and notes. Use of websites or other sources that provide test banks or reviews of material in this course other than those authorized by the instructor is strictly prohibited. If there are any questions about conformity to the policy please check with me in advance.

GRADES

Presentations – 30%

Participation in class – 10%

Essay - 30%

Final Exam – 30%

Schedule of presentations, essays, and final exam will be posted the first week of class. Please make any arrangements to be present during these days. Any personal issue (sickness, injuries, etc.) must be authorized by the Undergraduate Academic Secretary Office during the first 48 hours since the problem cease. In case you fail to assist to the final exam, and the reason is approved by the University, you will be allowed to take a mock exam.

STUDENT'S CLASS ATTENDANCE

- All foreign students at UAI may miss only **3 academic hours** (3 class modules) without any kind of sanction. From the **fourth academic hour of absence**, the final grade will be affected, **discounting 0.5 pts for each absence.**
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ASISTENCIA DE ESTUDIANTES A CLASES

- Todo estudiante extranjero en la UAI puede faltar sólo 3 horas académicas (3 módulos de clases) sin ningún tipo de sanción. A contar de la 4ta hora académica de inasistencia se verá afectada la nota final descontándose 0.5 pts por cada inasistencia.
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- Se excluye de esta regla las justificaciones debidamente reportadas por problemas de salud y actividades propias del programa de intercambio (por ejemplo, excursiones académicas).

- Esta regla afectará sólo a los cursos de los Specially Designed Courses (en Inglés) y Enseñanza de Idioma Español en la UAI. Los cursos de PREGRADO siguen con la política de 75% de asistencia a clases.

COURSE SCHEDULE (subject to change) – PRELIMINARY

1. Introduction.

2. Theories of Economic Development

- 2.1. Historical Perspectives of Development
- 2.2. Economic Growth and Development in LAC
- 2.3. Human Development in LAC

3. Income distribution and poverty in LAC

- 3.1. Income distribution in LAC
- 3.2. Poverty Measures in LAC
- 3.3. Inequality, selected cases (LAC)

4. Public Policy and Development in LAC

- 4.1. Public Policy and Development
- 4.2. Women in Development
- 4.3. Economic Crisis

Readings:

Meier, G, Stiglitz, J (Eds). *Frontiers of Economics of Development, Future in Perspective*. In "Nobel Prize Reflections" (Klein, North, Samuelson, Sen, Solow, pp.491-517). World Bank. June 2002. 4

DESCRIPTION

"Starting Up in Latin America: Do you have what it takes?" aims to develop the mindset, tools and skills required to understand complex challenges in this region, craft innovative solutions, and create startup business models that can stand in the real world. We want you to experience the process that most entrepreneurs face in Latin America when creating their own startups, with an emphasis on the opportunities that the public and private sectors offer to support them through this exciting journey.

At UAI, we truly believe in the power of entrepreneurs, innovators and leaders to help Latin America thrive and overcome challenges related to unsolved problems. Spoiler alert: this is a hands-on course. We will do practical stuff in class and we will go to the field to explore problems, test our assumptions, and get insights from real-world people (users). We will reflect about our Latin American context and culture, and think about starting up a sustainable, scalable, and creative way to solve a tough problem.

OBJECTIVES

- You will learn about the current context and complexities of the Latin American region, and diagnose problems and challenges that require creative and innovative solutions.
- You will experience the process of conceiving, developing and delivering a robust business model for a startup in Latin America, given specific cultural and institutional constraints.
- You will understand the opportunities that Latin American ecosystems and hubs provide to entrepreneurs and innovators for scaling startups to achieve positive impact.

EVALUATIONS

At UAI, all our grades are determined on 1.0-7.0 scale, and you pass with a 4.0 minimum:

- Individual attendance and active participation (20%)
- Individual Startup Journal (20%)
- Term Project
 - o Deliverables (20%)
 - o Mid-Term Presentation (20%)
 - o Final Presentation (20%)

COURSE SCHEDULE

| Session | Content |
|---|---|
| Unit I: Exploring needs and problems in Latin America | |
| Week 1 Understanding Latin America and its Startup ecosystem (I) | <ul style="list-style-type: none"> • What brings <i>you</i> here? Defining your (initial) purpose. • Entrepreneurship and innovation in Latin America: Case Studies. <p>Read/watch before class:</p> <ul style="list-style-type: none"> • What is a Startup? (I) https://youtu.be/Ro4DOOMuTMg • Case Study: Algramo https://www.fastcompany.com/3039604/algramo https://vimeo.com/104942937 (click on "CC" for English subtitles) • Case Study: Freshwater https://www.youtube.com/watch?v=ZDdnfPPA6DY https://www.youtube.com/watch?v=xu_SE0YYc5Y • Case Study: Recorrido.cl https://www.youtube.com/watch?v=u7VJc8BSiEg https://www.recorrido.cl/en |
| Week 2 Understanding Latin America and its Startup ecosystem (II) | <ul style="list-style-type: none"> • Political, social and economic context in Latin America. • Making sense of start-ups and business models in Latin America. • Frameworks and methodologies for entrepreneurship and innovation. <p>Read/Watch before class:</p> <ul style="list-style-type: none"> • OECD Startups in Latin America: http://www.oecd.org/dev/americas/Startups2016-Assessment-and-Recommendations.pdf • Startup investing in Latin America: https://techcrunch.com/2017/05/19/a-new-era-for-startup-investing-in-latin-america/ • Available in Webcursos: The Economist, "<i>Latin America's disappointing economic growth</i>" (July 2017) • What is a Startup? (II) https://youtu.be/bGhmBlkbGL8 https://youtu.be/NBdO_S2jzIQ https://youtu.be/oFyZan4hQmE https://youtu.be/xBLDFsj153s |

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| Week 3 Fieldwork preparation | <ul style="list-style-type: none"> • Exploring problems to solve. • Introduction to visual methods for needfinding and problem solving within the Latin American context. <p>Read/watch before class</p> <ul style="list-style-type: none"> • 4 Lessons on Latin American Startup Culture https://www.entrepreneur.com/article/297227 • Brainstorm problems, not solutions: http://99u.com/articles/52335/brainstorm-questions-not-solutions • How to make a toast: https://www.ted.com/talks/tom_wujec_got_a_wicked_problem_first_tell_me_how_you_make_toast • Ries, Eric. <i>"The Lean Startup"</i>. Part II (Introduction) & Chapter 3. |
| Week 4 Fieldwork (I) | <ul style="list-style-type: none"> • Individual fieldwork in Santiago (no class-independent fieldwork) • Needfinding: finding tough problems to solve. <p>Read/Watch before going to the field:</p> <ul style="list-style-type: none"> • Preparation for Fieldwork: Observation https://www.youtube.com/watch?v=fSFLyO3IyFs |
| Unit II: Diagnosing and defining challenges | |
| Week 5 Getting on the balcony | <ul style="list-style-type: none"> • Deliverable: Problems brainstorm • The need for a user-centered mindset and <i>Design Thinking</i> methods. • The HMW Method: <i>"How might we...?"</i> <p>Read/Watch before class:</p> <ul style="list-style-type: none"> • Maurya, Ash. <i>"Scaling lean"</i>. Chapter 1. • Design Thinking https://youtu.be/UAlnLaT42xY • How Might We (transforming problems into challenges): https://hbr.org/2012/09/the-secret-phrase-top-innovato |
| Week 6 User-centered Design methods | <ul style="list-style-type: none"> • Drafting users (<i>Personas</i>) • Empathy • Jobs To Be Done • Deliverable: Project Term Hypothesis <p>Read/Watch before class:</p> <ul style="list-style-type: none"> • Brown, Tim. <i>"Change By Design"</i>. Chapter 2. • Personas: https://www.alexandercowan.com/tutorial-personas-problem-scenarios-user-stories/ • Jobs To Be Done: http://www.newmarketsadvisors.com/uploads/7/0/3/6/70366435/jtbd_chapter_4.pdf https://www.forbes.com/sites/stephenwunker/2012/02/07/six-steps-to-put-christensens-jobs-to-be-done-theory-into-practice/#54a371e81f63 |

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| <p>Week 7 Fieldwork (II)</p> | <ul style="list-style-type: none"> • Testing your hypothesis in the real world (no class-independent fieldwork). • Preparation for Mid-Term Presentation. <p>Read/Watch before going to the field:</p> <ul style="list-style-type: none"> • Preparation for Fieldwork: Interview http://uxmastery.com/how-to-improve-your-interview-skills/ |
| <p>Week 8 Mid-Term Presentation</p> | <ul style="list-style-type: none"> • Mid-Term Presentation • Students will present their work and will answer three questions: <ul style="list-style-type: none"> ○ What problem did you find? ○ So What? Why is this problem so relevant? ○ Now What? How will you iterate your problem definition? • Feedback from instructor |
| <p>Unit III: Solving and delivering solutions</p> | |
| <p>Week 9 Creative Ideation</p> | <ul style="list-style-type: none"> • What is creativity, and why is it important for generating solutions? • Creative Ideation session: Term Project concept ideation <p>Read/Watch before class:</p> <ul style="list-style-type: none"> • TED Talks on creativity and play: https://www.ted.com/talks/tim_brown_on_creativity_and_play https://www.ted.com/talks/stuart_brown_says_play_is_more_than_fun_it_s_vital#t-1012202 • Case Study: Granjeros (B Corps) https://www.youtube.com/watch?v=J4eKO7E8sH4 • Maurya, Ash. "Scaling lean". Chapter 1. |
| <p>Week 10 Prototyping</p> | <ul style="list-style-type: none"> • Deliverable: Project Term concept ideation • Conceiving our solutions within the Latin American context. • Prototyping <p>Read/Watch before class:</p> <ul style="list-style-type: none"> • Brown, Tim. "Change By Design". Chapter 4. • Rapid Prototyping (Google for Entrepreneurs) https://www.youtube.com/watch?v=JMj0zqJ544M https://www.youtube.com/watch?v=KWGBGTGryFk |
| <p>Week 11 Fieldwork (III)</p> | <ul style="list-style-type: none"> • Testing and refining your solution on the field (no class- independent fieldwork) <p>Read/Watch before going to the field:</p> <ul style="list-style-type: none"> • Preparation for Fieldwork: Prototype and MVP https://www.forbes.com/sites/darden/2016/06/07/how-to-design-your-next-minimum-viable-product-3-case-studies/#4cd6c395733b |
| <p>Week 12 Start Up & Business models in practice</p> | <ul style="list-style-type: none"> • Deliverable: Refined prototype • Business model workshop (I): crafting your startup model <p>Read/Watch before class:</p> <ul style="list-style-type: none"> • Ries, Eric. "The Lean Startup". Chapter 6. |

| Unit IV: Scaling your startup in Latin America | |
|--|--|
| Week 13 Startup ecosystem in Chile | <ul style="list-style-type: none"> • Entrepreneurship and Innovation ecosystems in Latin America. • Case study of Chilean public, nonprofit and private institutions which support startups. <ul style="list-style-type: none"> ○ Funding and Development agencies ○ Incubators and accelerators ○ Entrepreneurship/innovation hubs <p>Read/watch before class:</p> <ul style="list-style-type: none"> • Startup Chile https://www.youtube.com/watch?v=HCCyNnEI18Y • Funding and Development agencies https://techcrunch.com/2016/10/16/a-look-into-chiles-innovative-startup-government/ |
| Week 14 Crafting and communicating your startup | <ul style="list-style-type: none"> • Project narrative: using storytelling techniques to communicate our business model. • Business model workshop (II): we will spend time reviewing your business model and preparing your final presentation. <p>Read/watch before class:</p> <ul style="list-style-type: none"> • Maurya, Ash. “Scaling lean”. Chapter 4. • Powerful Presentations: https://www.youtube.com/watch?v=3U_I0sy0Y_Y • Example: Dropbox https://www.youtube.com/watch?v=73wMYRzxuIF • Example: DryBath https://www.ted.com/talks/ludwick_marishane_a_bath_without_water |
| Week 15 Site-visit | <ul style="list-style-type: none"> • We will visit an organization of the Chilean entrepreneurship/Innovation ecosystem, so we can have a sense of what is going on in Latin America in terms of supporting and fostering startups. Attendance to this site-visit is mandatory. |
| Week 16 Final Presentation | <ul style="list-style-type: none"> • Final Presentation • Students will present their work and will be asked to answer three questions: <ul style="list-style-type: none"> ○ What (problem & solution). ○ So What? (why does it matter?) ○ Now What? (how will you transform all of this into a solid business model?) |

METHODOLOGY

First, we will guide you through a project-based learning process, which will be focused on starting up and scaling a business model in Latin America. We will spend time during our class sessions to work on your project. Second, we selected books, articles and audiovisual materials that will enhance your learning experience, giving you the essential knowledge you need. Some of these materials include select chapters from essential books:

- Brown, Tim. “Change By Design”. Harper Business (2009).
- Ries, Eric. “The Lean Startup: How Today’s Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses”. Crown Business (2011).

- Stickdorn, Marc & Schneider, Jakob. "This is Service Design Thinking: Basics, Tools, Cases". Wiley (2012).
- Maurya, Ash. "Scaling lean: mastering the key metrics for startup growth". Portfolio/Penguin (2016).

DESCRIPTION

This course will focus in "Doing Business in Latin America". Students will learn about socio - cultural issues, economic and political - legal environment, together with strategic and marketing considerations when doing business in Latin American countries. Learning approach will be base in cases of study as well as lectures and a team project.

AIMS

At the end of the course the students will be able to:

1. Understand the concept of marketing environment and its application in L.A.
2. Assess the importance of understanding the process of market research and consumer behavior for developing company strategies.
3. Understand the meaning of the concepts market segmentation, targeting & positioning.
4. Understand the concept of marketing mix (4p: product, price, promotion & place).
5. Understand the concept of business intelligence related in marketing environment.
6. Understand how the process of the data mining and impact company strategies in L.A.

METHODOLOGY

The course will have a total of 51 hours including evaluation processes.
Each session will be of 3 hours.

We will employ lecture, discussion, case study, research and presentation as our learning methods. We will discuss Latin America doing business cases in every class that relates to our scheduled topic area.

You will be expected to come to class prepared to discuss the issues and dynamics at play, as well as offer solutions and strategies. Discussions will be frequent and you will need to participate to get participation credit in the course.

For each class students will be required to read relevant material in advance.

COURSE NEWSPAPER

I recommend to keep reading different business and economic newspapers and magazines from the region :

1.- Chile :

- a) El Mercurio newspaper (Economía y Negocios section) <http://diario.elmercurio.com/>
- b) Diario Financiero : <https://www.df.cl/>
- c) Diario el Pulso : <http://www.pulso.cl/>

2.- Argentina :

- a) Diario La Nacion : <http://www.lanacion.com.ar/>
- b) Revista Target
- c) Revista Apertura : <http://www.apertura.com/>

3.- Brazil :

- a) Folha de Sao Paulo : <http://www.folha.uol.com.br/>
- b) Veja Magazine : <http://veja.abril.com.br/>
- c) Istoé : <http://www.istoedinheiro.com.br/>

4.- México

- a) Diario Reforma de México – negocios : <http://www.negociosreforma.com/default.htm>

EVALUATIONS

Your grade will be issued based upon the following breakdown:

Attendance & Participation : 15%
Business Cases (10) : 35%
Team Project : 30%
Final Individual Exam : 20%

Attending class, being prepared and participating is the key to getting the most value out of this class. Cases, current events and various management scenarios will be taught and discussed and you need to be actively involved. You need to ask questions about the material, give comments, and defend positions. I look for your opinions and insights. All of us benefit by your preparation and cooperation.

Team Project: At the first class teams must be formed in groups of maximum 4 students each. After having the groups formed, professor will assigned to each group the project they will be working on.

Project will consist on a business plan related to a brand or organization within Latin America. Main objective is for the students to apply knowledge and tools learned at the course.

Full project guidelines will be distributed first class.

All groups must send digitally their project draft update (Date to be informed) in order for the professor give them preliminary feedback and from there keep working until the final presentation. Final formal presentations (TBD) with a print version of their project and a 15 mins slides summary to be presented.

Exam will be given on the last session. The final will cover all of the material covered throughout the course. It will be a business case as usual.

Contents Date

Calendar August / September / October / November
- 2017

Course Introduction: Objectives; Methods; Expectations. Chapter 1: Introduction to International Marketing. Latin America

Chapter 2: An overview of the Latin America Marketing Environment. Macro (ex. Political, economic issues), Micro and Internal. Case : Provida

Chapter 3 : Competitive Advantage, Strategic Planning, International Market Research. Business Case : Uggs Boots

Chapter 4: Consumer Behavior. Cultural Influences on International Marketing. The Latam Case. Case : Himalaya

Chapter 5: Segmenting and Targeting International Markets : Case Juan Valdez Colombia

Chapter 6: Positioning in International Markets. Business Case Natura. Brazil

Chapter 7: Branding Decisions in International Markets. Business Case : Gaston Acurio. Peru

CONTEMPORARY LATIN AMERICAN MARKETING STRATEGIES
MKT 334 | 3 credits

DESCRIPTION

This course will give an extensive insight to the students about the global dynamics of marketing strategies and its importance. It has been designed with corporate case studies for each section/topic which will help the nominees' gain comprehensive understanding about the subject in real life scenario. It provides a practical overview of the key elements of international marketing and issues faced when entering and operating in foreign markets. Student's gain command on major theoretical and conceptual topics of International Marketing strategies and its implications.

METHODOLOGY

Involve lectures, case study discussion and solution, student presentations; audio-visual clips to help students better understand various concepts. Information will be provided from a variety of sources, reading assignments from the text, short written assignments, and handout materials. Each student's performance would be closely monitored though active participation in class room discussions, regular assignments, and midterm assessment.

Evaluations

Description of the methodology

Active classroom interaction and self initiatives will be of high importance.

| Evaluation Type | Learning Result being evaluated | Date | Percentage |
|---|---|--|-------------------|
| Active classroom Interaction, self-initiatives and Attendance | Student's performance would be closely Monitored in the classroom. Active participants and any self initiatives would be highly appreciated | Throughout the semester | 30% |
| Performance on assignments | Students will be given 4 assignments in regular intervals to assess their understanding and progress on the subject. All the assignments will be discussed with the students post evaluation so that they can improve on the skill sets and understanding of the subject. | These will be random/surprise assignments based on students progress and understanding of the subjects | 40% |
| Final Project/test | Final test would be a test on student's | TBD | 30% |

problem solving ability
on a fictional case
study; this will also
include a few
discussion important
theoretical matrix

COURSE RULES

A minimum 75% attendance is required.

Absences justified by the Undergraduate Office will not be considered as such for purposes of calculating the percentage of attendance. Those with failure to comply with the 75% attendance WILL RECEIVE A FINAL GRADE OF 3.0 according to regulations.

Any student who does is absent for the final exam, will receive an automatic failing grade for the class.

Plagiarism is not tolerated. Any student caught plagiarizing will automatically fail the course, and a formal letter will be sent to their home university informing of their grave infraction.

Medical certificates must be submitted to the Undergraduate Office. The medical certificate justifies the absence from an assessment and the possibility of receiving a makeup one on another date that the professor deems appropriate. Failure to present a doctor's note when absent from class will result in a mark down in the student's attendance.

SPANISH LANGUAGE COURSES

ESPAÑOL BÁSICO
SPAN 100 | 4.5 credits

DESCRIPCIÓN

El curso de Español Básico está dedicado a estudiantes extranjeros que presenten un nivel elemental de español. Estará basado en la enseñanza del español a través de un enfoque gramático- comunicativo.

Durante el desarrollo de este módulo los estudiantes serán capaces de adquirir competencias comunicativas que les permitan interactuar en situaciones simples de interacción oral y escrita; además de progresar en el desarrollo de sus destrezas de expresión oral- escrita y comprensión lectora – oral.

El curso estará dirigido a un nivel elemental A1 según el marco de común de referencia de español (MCRE).

Las sesiones serán explicativas y prácticas centradas en la adquisición de estructuras lingüísticas y vocabulario.

Uso del español: Las clases se impartirán en español, sin embargo el uso de otros idiomas está permitido aunque sólo para clarificar algunos términos específicos que demanden un conocimiento previo para su adquisición.

Trabajo personal: Si bien el programa cuenta con 45 lectivas, también considera un trabajo personal de aproximadamente 3 horas por clase, dando un total de 135 horas no lectivas dedicadas a la resolución de trabajos orales y escritos.

El programa puede sufrir modificaciones de acuerdo con la progresión del curso en sí.

OBJETIVO GENERAL

El estudiante podrá adquirir conocimientos de estructuras gramaticales básicas del idioma español a fin poder interactuar con autonomía en situaciones simples de comunicación oral y escrita.

Objetivos específicos

- 1.- Interactuar oralmente e intercambiar información rutinaria de manera sencilla.
- 2.- Comprender y discriminar elementalmente informaciones precisas en intervenciones orales cortas y claras de la vida cotidiana.
- 3.- Comprender textos y contestar preguntas de comprensión de documentos escritos cortos y simples.
- 4.- Redactar textos simples sobre situaciones de la vida cotidiana.
- 5.- Conocer y comprender elementos culturales latinoamericanos esenciales para comunicarse adecuadamente en español.

CONTENIDOS GRAMATICALES

Modo indicativo

Usos de verbos básicos: Ser – estar – haber – tener.

- Presente regular
- Verbos reflexivos
- Verbos de efectos
- Presente irregular.
- Pretérito perfecto simple.
- Pretérito Perfecto.
- Pretérito Imperfecto.
- Futuro

Modo imperativo

Frase afirmativa y negativa (instrucciones informales)

El pronombre: personal, interrogativo, posesivo, demostrativo, numeral

El adjetivo: calificativo, demostrativo, indefinido, posesivo.

El adverbio: de tiempo, modo, frecuencia, probabilidad, comparación etc.

Conectores lógicos: causa- consecuencia- aditivos- finalidad-positivos- condición.

Léxico:

Vocabulario de gentilicios- familia- objetos- comida- frutas –verduras- números- ciudad entre otros.

Fonética: pronunciación, entonación

CONTENIDOS COMUNICATIVOS

- Dar y pedir información personal.
- Presentarse y presentar a otros.
- Identificar y describir personas.
- Identificar y describir objetos.
- Desenvolverse en una situación de compra y restaurante.
- Expresar la opinión.
- Describir de un lugar geográfico, el clima y atractivos.
- Describir y dar un itinerario.
- Hablar sobre la rutina.
- Hablar sobre gustos y preferencias
- Narrar en pasado
- Dar consejos sugerencias e indicaciones.
- Contrargumentar, expresar deseos, finalidades y condiciones.
- Hablar sobre un hecho en futuro, hacer predicciones

CONTENIDOS CULTURALES

- 1.- Descripción de un lugar histórico, cultural y popular en Chile.
- 2.- La rutina de los chilenos y de los latinoamericanos.
- 3.- Gastronomía y música.
- 4.- La historia de la cultura popular, recuerdos anécdotas.

METODOLOGÍA

La clase será expositiva por parte del profesor, no obstante los estudiantes tendrán que participar activamente de la clase a través del desarrollo de actividades individuales y grupales.

EVALUACIONES

| | | |
|--|-----|-----|
| | 4 | 40% |
| Controles sumativos | | |
| Registros de escritura | 1 | 30% |
| Proyecto final de investigación y exposición | | 30% |
| Escala de notas | | |
| Nota mínima | 1.0 | |
| Nota de aprobación | 4.0 | |
| Nota máxima | 7.0 | |

Participación:

El aprendizaje de un idioma requiere un rol activo y responsable por parte de los estudiantes, por tanto el trabajo en clases es la parte más importante del curso. El profesor espera que el estudiante tenga un rol activo en el desarrollo del trabajo durante la clase.

Controles sumativos: El estudiante deberá realizar un control sumativo de aplicación de cada contenido gramatical. Se realizarán ejercicios de completación de textos y ejercicios de expresión escrita y oral.

Examen final: El estudiante deberá realizar un trabajo de investigación sobre un tema cultural que deberá elegir. Tendrá que redactar el primer texto escrito simple de 100 palabras aproximadamente. Luego tendrá exponer sobre el tema.

REGLAS DEL CURSO

Los reglamentos aplicables a este taller son:

- 1.- Cumplir con un 75% de asistencia para la aprobación del curso
- 2.- La nota de aprobación es 4,0
- 3.- En caso de no presentarse a una evaluación, sólo se justificará por enfermedad (presentando certificado médico) o problema de fuerza mayor.
- 4.- Las tareas deben ser hechas antes y no durante la clase.
- 5.- Se prohíbe el uso Ipods, o computadores portátiles durante la clase, sólo se aceptará si es para uso académico.
- 6.- Se debe apagar o poner en silencio los celulares. Si es urgente hacer una llamada, debe salir de la sala para evitar interrupciones incómodas.

ASISTENCIA DE ESTUDIANTES A CLASES

1.- Todo estudiante extranjero en la UAI puede faltar sólo 3 horas académicas (3 módulos de clases) sin ningún tipo de sanción. A contar de la 4ta hora académica de inasistencia se verá afectada la nota final descontándose 0.5 pts por cada inasistencia.

2.- Por ejemplo, a la 4ta inasistencia, si un alumno tiene nota final 7.0 inmediatamente bajará a 6.5. Una 5ta inasistencia descontará 1.0 pts de la nota final (de 7.0 a 6.0) y una 6ta inasistencia descontará 1.5 pts de la nota final (de 7.0 a 5.5)

3.-Desde la 7ma inasistencia se considerará al alumno reprobado automáticamente.

4.- Se excluye de esta regla las justificaciones debidamente reportadas por problemas de salud y actividades propias del programa de intercambio (por ejemplo, excursiones académicas).

5.-Esta regla afectará sólo a los cursos de los Specially Designed Courses (en Inglés) y Enseñanza de Idioma Español en la UAI. Los cursos de PREGRADO siguen con la política de 75% de asistencia a clases.

DESCRIPCIÓN

La clase de Español Intermedio es un curso comunicativo que utiliza conversación, discusión, material escrito, visual y auditivo con el objeto de mejorar la competencia lingüística y expresión oral de los alumnos y promover una conciencia cultural y reflexiva sobre el mundo hispánico, reforzando los contenidos vistos en el taller de gramática.

Competencia Comunicativa: La información está presentada en todas las habilidades, poniendo más énfasis en el aspecto comunicativo, que es la razón principal por la que el grupo se ha trasladado a esta parte del continente: Latinoamérica (Chile).

Uso del Español: Las clases se imparten en español; sin embargo, el uso de otros idiomas está permitido aunque sólo para clarificar algunos términos específicos que demanden conocimiento previo para su adquisición.

Trabajo personal: Si bien el programa cuenta con 45 horas lectivas, también considera un trabajo personal de aproximadamente 3 horas por clase, dando un total de 135 horas no lectivas dedicadas a la resolución de problemas, reflexión, creación de trabajos comunicativos y visitas culturales.

OBJETIVO GENERAL

El alumno podrá desenvolverse con fluidez, adecuando el discurso a un formato coloquial o académico según la situación lo requiera. También en cuanto a cultura se trata, los alumnos podrán adquirir conocimientos generales de la historia de Chile e Hispanoamérica y sus costumbres.

OBJETIVOS ESPECÍFICOS

- a) Consolidar las estructuras gramaticales de español intermedio de manera oral.
- b) Ampliar el repertorio léxico en situaciones académicas y no académicas.
- c) Mejorar la precisión lingüística y la fluidez en la lengua meta.
- d) Demostrar conocimiento global y pensamiento crítico en un entorno pluralista y diverso.
- e) Promover la discusión de los contenidos a través del uso activo de las estructuras del lenguaje estudiadas en clase.
- f) Fomentar un conocimiento pragmático del uso del español en registros formales e informales.

CONTENIDOS GRAMÁTICALES

En el taller de comunicación, la gramática será el instrumento para lograr el objetivo principal que es la comunicación en un nivel intermedio de la lengua meta.

Los contenidos gramaticales a trabajar serán:

- La diferencia de los verbos ser y estar.
- Tiempos pasados del modo indicativo
- Condicional
- Imperativo
- Subjuntivo

CONTENIDOS CULTURALES

El curso tiene como eje central 4 unidades donde trabajaremos aspectos generales de la historia y cultura de Chile, problemáticas y situaciones de la vida cotidiana en Chile.

1.- ¿Cuánto sabes de Chile?

- Costumbres
- Habla
- Comida

2.- ¿Cuánto has vivido?

- Viajes
- Anécdotas
- Experiencias pasadas

3.- Cultura Popular.

- Personajes emblemáticos
- Cine
- Turismo (Lugares emblemáticos)
-

4.- Política y educación

- Evolución política
- Evolución educativa
- Conflicto mapuche

METODOLOGÍA

Las clases son comunicativas donde se espera que los alumnos adopten una participación activa mediante el desarrollo de tareas y actividades individuales, en parejas y grupales.

Algunas de las actividades serán:

- Debates
- Presentaciones
- Práctica de vocabulario y gramática en contexto
- Material audiovisual (canciones, películas, documentales, imágenes, etc.)

EVALUACIÓN

| | | |
|----------------|-----|-----|
| Presentaciones | (2) | 30% |
| Juego de roles | (2) | 20% |
| Debate | (1) | 20% |
| Examen | | 30% |

ESCALA DE NOTAS

| | |
|-----------------|-----|
| Nota mínima | 1.0 |
| Nota aprobación | 4.0 |
| Nota máxima | 7.0 |

PARTICIPACIÓN: EL APRENDIZAJE DE UN IDIOMA REQUIERE QUE LOS ESTUDIANTES SEAN RESPONSABLES DE SU PROPIO PROCESO DE ADQUISICIÓN DE LA LENGUA, POR LO TANTO EL TRABAJO EN CLASES ES LA PARTE MÁS IMPORTANTE DEL CURSO. EL PROFESOR ESPERA QUE EL ALUMNO TENGA UN ROL ACTIVO YA QUE CONTINUAMENTE SE LE INSTARÁ A PARTICIPAR DE LAS DIFERENTES ACTIVIDADES A REALIZAR DURANTE EL CURSO.

- **Presentaciones orales:** el alumno tendrá que hacer una presentación oral dando su opinión con respecto al tema tratado en clases u otro asignado por el profesor. La duración variará de acuerdo a la naturaleza de cada tarea. El curso contempla dos presentaciones en las cuales se evaluará: *pronunciación, manejo del idioma, preparación, investigación y opinión*, todo sintetizado en una rúbrica que la profesora entregará con antelación a los alumnos.
- **Juego de roles:** A lo largo del semestre, se realizarán dos juego de roles donde se evaluará el contenido gramatical en contexto adecuado al nivel de estudio.
- **Debate:** El alumno deberá organizar un debate donde desarrollará su punto de vista, argumentación y defensa frente al tema expuesto por el profesor.
- **Examen Final:** El proyecto final de la clase es una presentación oral donde el estudiante deberá presentar un tema cultural chileno en el que el estudiante haya participado o experimentado en su estadía. **La duración será de 5 minutos.**

REGLAS DEL CURSO

Los reglamentos aplicables a esta asignatura son:

- 1.- Cumplir con un 75% de asistencia para la aprobación del curso.
- 2.- La nota de aprobación es 4,0.
- 3.- En caso de no presentarse a una evaluación, sólo se justificará por enfermedad (presentando certificado médico) o problema de fuerza mayor.
- 4.- Los textos deben ser leídos con antelación y las tareas deben ser hechas antes y no durante la clase.
- 5.- Se prohíbe el uso de Ipods, o computadores portátiles durante la clase, sólo se aceptará si es para uso académico.
- 6.- Se debe apagar o poner en silencio los celulares. Si es urgente hacer una llamada, debe salir de la sala para evitar interrupciones incómodas.

DESCRIPCIÓN

El curso de gramática estará enfocado en el uso sistemático y activo de la lengua española.

Se centra principalmente en el conocimiento, la discusión de las dificultades, el análisis del sistema lingüístico con el fin de poder mejorar la performance del estudiante en el uso de la gramática de forma activa; además de progresar en el uso del español y potenciar tanto habilidades escritas como orales.

El curso estará dirigido a un nivel intermedio de español (B1-B2) que se dictará el día miércoles de cada semana.

Las sesiones serán explicativas y prácticas centradas en la reflexión del uso y puesta en práctica en contextos principalmente escritos y orales.

Uso del español: Las clases se impartirán en español, sin embargo el uso de otros idiomas está permitido aunque sólo para clarificar algunos términos específicos que demanden un conocimiento previo para su adquisición.

Trabajo personal: Si bien el programa cuenta con 45 lectivas, también considera un trabajo personal de aproximadamente 3 horas por clase, dando un total de 135 horas no lectivas dedicadas a la resolución de problemas, reflexión y creación de trabajos escritos.

El programa se concibe como complemento del curso español comunicativo y puede sufrir modificaciones.

OBJETIVOS

El estudiante podrá adquirir y consolidar conocimientos de estructuras gramaticales del idioma español a fin de mejorar sus habilidades de expresión escrita y oral.

Objetivos específicos

- a) Conocer la estructura gramatical de la lengua meta
- b) Analizar la teoría gramatical y el manejo de ella en situaciones escritas y orales.
- c) Progresar en la función gramatical en orientación a la producción comunicativa del curso.
- d) Conocer el uso gramatical- pragmático de la lengua.

Contenidos gramaticales

Modo indicativo:

- Diferencia entre Ser y estar
- Uso y contraste de pretéritos
- Pretérito perfecto simple
- Pretérito Imperfecto

- Pretérito Pluscuamperfecto
- Futuro simple
- Condicional simple.
- Modo imperativo
- Modo Subjuntivo
- Presente

Contenidos Comunicativos

- Descripción de un lugar geográfico.
- Narrar en pasado
- Hablar sobre un hecho en futuro, hacer predicciones
- Expresar hipótesis, consejos y deseos.
- Dar consejos sugerencias e indicaciones.
- Contrargumentar, expresar deseos, finalidades y condiciones.

Contenidos culturales

Los contenidos culturales estarán relacionados con el curso de expresión oral

- 1.- Descripción de un lugar histórico, cultural y popular en Chile.
- 2.- La historia de la cultura popular, recuerdos anécdotas.
- 3.- Política y actualidad
- 4.- Gastronomía y música.
- 5.- Opiniones de foro temas de contingencia nacional.

METODOLOGÍA

La clase será expositiva por parte del profesor, no obstante los estudiantes tendrán que participar activamente de la clase a través del desarrollo de actividades individuales y grupales.

EVALUACIÓN

| | | |
|-------------------------------|---|-----|
| Controles sumativos | 4 | 40% |
| Registros de escritura/ensayo | 2 | 30% |
| Proyecto final | | 30% |

Escala de notas

Nota mínima 1.0

Nota de aprobación 4.0

Nota máxima 7.0

PARTICIPACIÓN EN CLASES

El aprendizaje de un idioma requiere un rol activo y responsable por parte de los estudiantes, por tanto el trabajo en clases es la parte más importante del curso. El profesor espera que el estudiante tenga un rol activo en el desarrollo del trabajo en el taller.

Controles sumativos: El estudiante deberá realizar un control sumativo de aplicación de cada contenido gramatical. Se realizarán ejercicios de completación de textos y ejercicios de expresión escrita.

Registro de escritura/ ensayo: El estudiante deberá realizar un trabajo de investigación sobre un tema cultural que deberá elegir. Tendrá que redactar el primer texto escrito de 450 palabras aproximadamente. El segundo texto escrito el estudiante deberá escribir un ensayo de 450 palabras aproximadamente en basado su experiencia en el país.

Examen final: El proyecto final de la clase consistirá en la redacción de un breve manual/bitácora que responderá a la pregunta cómo sobrevivir en Chile como un estudiante de español. Tendrá que cumplir con un máximo de 2 hojas y no deberá superar las 800 palabras aproximadamente.

REGLAS DEL CURSO

Los reglamentos aplicables a este taller son:

- 1.- Cumplir con un 75% de asistencia para la aprobación del curso
- 2.- La nota de aprobación es 4,0
- 3.- En caso de no presentarse a una evaluación, sólo se justificará por enfermedad (presentando certificado médico) o problema de fuerza mayor.
- 4.- Las tareas deben ser hechas antes y no durante la clase.
- 5.- Se prohíbe el uso Ipods, o computadores portátiles durante la clase, sólo se aceptará si es para uso académico.
- 6.- Se debe apagar o poner en silencio los celulares. Si es urgente hacer una llamada, debe salir de la sala para evitar interrupciones incómodas.

DESCRIPCIÓN

En el curso Español Avanzado para Negocios los estudiantes desarrollarán las habilidades y competencias lingüísticas e interculturales requeridas para relacionarse exitosamente en el mundo comercial y laboral hispanohablante.

Los contenidos del curso estarán enfocados en este contexto específico e incluirán terminología de distintas áreas económicas de los países y productivas de la empresa.

OBJETIVOS

Finalizado el semestre, se espera que el estudiante logre:

- Vocabulario: Usar terminología específica de negocios nivel B2-C1. Aprender las restricciones de uso de cada lexema, los contornos y los sinónimos. Aprender a utilizar el diccionario como herramienta de aprendizaje.
- Comprensión Auditiva: Comprender algunas diferencias dialectales y estilísticas del español americano y peninsular.
- Comprensión de Lectura: Comprender textos relacionadas con la vida laboral de nivel B2-C1.
- Expresión Oral: Comunicarse, de manera oral, con eficacia en el idioma Español.
- Expresión Escrita: Comunicarse por escrito con claridad en diversos contextos comunicativos.

METODOLOGÍA

- Evaluaciones

La metodología del curso se basa en evaluaciones continuas.

o Evaluación Escrita: sumatoria de tareas de producción textual y controles de vocabulario específico.

o Evaluación Oral: memorización y adaptación de diálogos, presentaciones orales (individual o grupal).

DESCRIPCIÓN

La asignatura de español avanzado es un curso comunicativo que utiliza conversación, discusión, material escrito y auditivo con el objeto de mejorar la competencia lingüística y expresión oral de los alumnos y promover una conciencia cultural y reflexiva sobre el mundo hispánico y, en particular, la cultura chilena.

Las clases se imparten en español; sin embargo, el uso del inglés es permitido aunque solo para clarificar algunos términos específicos.

OBJETIVO GENERAL

Mejorar la fluidez en la expresión oral y escrita, la precisión en el léxico y la capacidad de adecuar el discurso a un formato coloquial o formal según el contexto en el que el alumno necesite desenvolverse. Estas competencias se desarrollarán en torno a un contenido delimitado: la cultura chilena, por lo que también se busca la adquisición de los principales conocimientos que ayudan a entenderla.

Objetivos específicos

- g) Consolidar las estructuras gramaticales de español intermedio y avanzado.
- h) Mejorar la precisión lingüística y la fluidez en la lengua meta.
- i) Ampliar el repertorio léxico y fortalecer su precisión en situaciones formales y coloquiales.
- j) Fomentar un conocimiento pragmático del uso del español en registros formales e informales.
- k) Demostrar conocimiento global y pensamiento crítico en un entorno pluralista y diverso.
- l) Promover la discusión de los contenidos a través del uso activo de las estructuras del lenguaje estudiadas en clases.

Contenidos gramaticales

En este nivel, la gramática se considera un medio más que una finalidad. Sin embargo, en cada una de las actividades estará presente el contenido gramatical y se reforzará de ser necesario.

Contenidos culturales

El curso tendrá como base de su contenido cuatro unidades temáticas que se relacionarán entre sí y conformarán en su conjunto un cuadro panorámico de la cultura chilena que será adaptado a los intereses y necesidades de los alumnos.

- 1.- Historia y geografía de Chile.
- 2.- Identidad latinoamericana y chilena.
- 3.- Cultura chilena. (Música, cine, artes plásticas, gastronomía, modismos, costumbres).
- 4.- Procesos sociopolíticos contemporáneos.

METODOLOGÍA

El profesor expondrá temas basados en los contenidos culturales del curso, a partir de los que se entablarán diálogos con los alumnos que buscarán la reflexión y la correcta expresión, en español, del pensamiento crítico, lo que se apoyará, cuando sea conveniente, de material audiovisual. Como complemento a lo anterior, los alumnos deberán preparar lecturas y redactar informes para su evaluación y discusión en clases.

EVALUACIONES

- 3 Controles de lectura. 20%
- 2 Ensayos 30%
- Presentaciones. 20%
- Presentación final. 20%.
- Otras tareas. 10 %

REGLAS DEL CURSO

1. **Se prohíbe el uso de computadores portátiles** o tablets durante la clase, solo se aceptará si es para uso académico.
2. **No se permite el uso de teléfonos** dentro de la sala de clases.
3. **Puntualidad:** solo se permitirá el ingreso a la sala después de la hora de inicio en situaciones excepcionales y hasta 15 minutos después de haber comenzado la clase.
4. **Comportamiento:** deberá mantenerse una conducta adecuada a una clase.
5. **Asistencia:** Todo estudiante extranjero en la UAI puede faltar sólo 3 horas académicas (3 módulos de clases) sin ningún tipo de sanción. A contar de la 4ta hora académica de inasistencia se verá afectada la nota final descontándose 0.5 pts por cada inasistencia.
 - ❖ Por ejemplo, a la 4ta inasistencia, si un alumno tiene nota final 7.0 inmediatamente bajará a 6.5. Una 5ta inasistencia descontará 1.0 pts de la nota final (de 7.0 a 6.0) y una 6ta inasistencia descontará 1.5 pts de la nota final (de 7.0 a 5.5).
 - ❖ Desde la 7ma inasistencia se considerará al alumno reprobado automáticamente.
 - ❖ Se excluye de esta regla las justificaciones debidamente reportadas por problemas de salud y actividades propias del programa de intercambio (por ejemplo, excursiones académicas).
 - ❖ Esta regla afectará sólo a los cursos de los Specially Designed Courses (en Inglés) y Enseñanza de Idioma Español en la UAI. Los cursos de PREGRADO siguen con la política de 75% de asistencia a clases.
6. **Inasistencia a evaluaciones:** las que sean debidamente justificadas y autorizadas por pregrado serán recuperadas en la última clase.
7. **Comunicación con el profesor:** es importante que los alumnos mantengan informado al profesor de cualquier problema o circunstancia que pueda afectar su asistencia a clases, evaluaciones o a su desempeño académico.

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