



English Courses Catalog

International Office

Index

Courses

1.	Advance Accounting.....	2
2.	Business I.....	7
3.	Corporate Financial Management	15
4.	Environmental Economics and Sustainable Development	18
5.	International Management.....	22
6.	Business Process Management.....	31
7.	Business Negotiations in English.....	35
8.	Business III (Business Strategy)	37
9.	Business Intelligence and Database Applications	42
10.	Managing Multinational Corporations in Latam.....	45
11.	Strategic Alliances (SA), Mergers & Acquisitions (M&A)	47
12.	Intercultural Business Challenges in Latin America	53
13.	Urban Economics	60
14.	Finance I.....	67
15.	Information Systems Development.....	71
16.	Introduction to Macroeconomy	75
17.	Marketing II.....	79
18.	Chilean Economic Development.....	84
19.	Latin America in World's Affairs	89
20.	The Economic way of thinking	99
21.	Introduction to Finance	102
22.	Business Intelligence and Analytics	106
23.	Finance II	109

1. Advance Accounting

I.-Course Identification			
Name and course code:	Contabilidad Avanzada/ ENCON405/01		
Course name in English:	Advance Accounting		
Study Program:	Accountant		
Course type:	Mandatory		
SCT Credits	6 credits	Hours of Face-to-Face work: 4,5	Non-presential work: 4,5
Teaching Team	Leonardo Torres Huechucoy		
Assistants			
Prerequisites	Accounting Analysis / English IV		
Schedule	Lectures: Monday 08:00-09:20 Thursday 08:00-09:20 (Room H-104)		
TA Hours	Monday 15:30 - 16:50 (Room H-105)		

II.- Description and training intention of the course
<p>This course contributes to students' solid academic formation to elaborate, present, disclose and validate financial information, recognizing and measuring economic events. Specifically, this course aims to consolidate students' comprehension of international accounting standards and students' ability to utilize aspects of accounting theory to resolve major reporting issues such as hedge accounting, impairment, share-based payment and deferred taxation; and disclosures for earnings per share. In addition, this course aims to give students further understanding about international accounting issues relating to foreign currency transactions and foreign currency financial statement translation. This course emphasizes teamwork and critical and skeptical judgment that would allow students to act as objective, independent and trustworthy professionals.</p>

III.- COMPETENCIES, LEARNING OUTCOMES, AND CONTENTS

Generic Competencies

- Exercise ethical professional judgment in situations where no “bright line” standard exists. Engage in critical thinking about the concepts learned and their application to solve problems.
- Effective communication in English (second language)

Specific Competencies

- Applying a set of complex accounting rules in relation to the preparation and presentation of financial statements.
- Applying technical methods from mathematics, statistics and financial theory for valuation of transactions and economics events.
- Distinguishing economic events susceptible of accounting recognition and measurement with special emphasis on the substance over legal form.
- Determining valuation methods that allow accounting records to reflect economic events properly.

Learning Outcomes

- Apply rules and principles of full consolidation and equity accounting contained in IFRS in order to produce primary financial statements for a group of entities.
- Understand and apply provisions of IAS21 in respect of consolidating foreign subsidiary and the calculation of foreign exchange gain and losses in order to demonstrate the impact on the group of financial statements of consolidating a foreign subsidiary
- Produce the accounting entries for the recognition and measurement of impairment of assets in accordance with IAS 36 and IFRS 9; hedge accounting in accordance with IAS IFRS9; share-based payments, in accordance with IFRS 2; and provision for deferred taxation, in accordance with IAS 12 in order to discuss and understand the provisions of relevant international accounting standards in respect of the recognition and measurement of financial instruments, share- based payments and deferred taxation.
- Calculate basic and diluted earnings per share, in accordance with IAS33 in order to produce the disclosures for earnings per share.

IV.- CONTENTS

Section	Topics
Introduction	<ul style="list-style-type: none"> ● Accounting Policies
Translation of Foreign Currency Financial Statements	<ul style="list-style-type: none"> ● Remeasurement of financial statements ● Translation of financial statements ● Highly Inflationary Economies ● Consolidation of a foreign subsidiary
Fair Value Measurement	<ul style="list-style-type: none"> ● Overview of Fair Value Impairment <ul style="list-style-type: none"> a. Fixed assets b. Goodwill c. Financial assets

Hedge Accounting	<ul style="list-style-type: none"> ● Derivatives definition ● Objective ● Hedge items ● Fair Value hedge ● Cash Flow hedge
Share Based-Payment	<ul style="list-style-type: none"> ● Overview of Share-based Payments ● Share-based Payments Settled with Equity ● Accounting for Long-term Employee Benefits
Earnings per share	<ul style="list-style-type: none"> ● Basic Earnings per Share ● Diluted Earnings per Share ● Disclosure Earnings per Share
Deferred taxes	<ul style="list-style-type: none"> ● Definition ● Temporal versus Permanent Differences ● Permanent Differences ● Deductible Temporary differences ● Taxable temporary differences ● Presentation ● Disclosure

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS

Methodology

Classroom learning activities include traditional lecture, discussion, and problem solving. Lectures will be guided by the PowerPoint slides posted before each class and will incorporate example, assigned take-home problems and additional given problem exercises.

Class attendance and meaningful participation is vital to students' success in this course. The class will be conducted using a collaborative, interactive approach. Students' presence and participation in class is essential to share ideas and develop greater understanding about accounting. Students are expected to be prepared for class by reading the assigned material to be discussed in advance. PowerPoint slides and practice problems will be available the day before the class meeting.

Evaluation

The expected learning outcomes for this course will be assessed through exams, quizzes and class participation.

Grades are a measure of knowledge not a process of obtaining knowledge. My objective is to treat all students fairly. The examinations and assignments are intended to measure students' command of the subject matter. Therefore, they are rigorous but not designed to have "tricks" or "traps."

Grades will be based upon :

- 10 Quizzes (TA sessions) **50%**
- Exam #1 **15%** (Exam's week)

- Exam #2 **20%** (Final's week)
- Participation and leadership **15%**

All students are expected to take tests when scheduled and submit assignments when due.

Quizzes: There will be 10 (ten) quizzes during the semester. All quizzes will be given with notice according to the calendar during TA session. Quizzes will be 30 minutes long. Student could eliminate two quizzes (the worst three grades or the missing grades). I do not give make-up quizzes.

Examinations: There will be one mid-term exam and a final exam. The mid-term exam will be given during exams week (May 2nd – May 13th) and the final exam will be given during finals week (Jun 27th – Jul 08th). The format of the exams will include multiple choice questions and essays. When completing an essay question on an exam, you should be careful to provide relevant information in a complete and organized fashion. I reserve the right to give a comprehensive final on the scheduled exam day.

Participation: The participation grade will be based on several dimensions, including attendance, participation in in-class exercises, and general participation. In terms of participation, you do not have to be correct to earn good participation points; the key is being attentive and active; everybody will benefit from your being an active, contributing member of the class. If you have an excused absence, you need to clear it with the relevant authorities (i.e., Secretaria de Estudios).

The points for class participation will vary from 0-70 (the maximum 70 is equivalent to the grade 7.0). As a guide, a 70 will be given to a person who attends every class, is prepared, volunteers answers (without dominating his/her classmates), and asks good questions. A 60 will be given to a person who does all of the above, but only occasionally volunteers thoughtful questions. A person who attends every day, but never volunteers an answer will get about 50 points. Students coming to class late will lose 3 points for every time they are late. Students missing class without communicating in a timely manner with me will lose 5 points for each class missed. Lack of meaningful participation and sporadic attendance will result in 0 points.

Basic Regulation

- **Office Hours:** Please use office hours to assist you in understanding concepts you are encountering difficulty with; do not wait until an exam is given to seek assistance. I am normally in after class and Wednesday 09:45 – 11:00 (office hours to be held in Office 403C – Torre 26)
- **Course Web Page:** The course web page can be reached through your Web de Docencia.
- **Communication:** You are welcome to contact me via E-mail, but do not use E- mail as a substitute for coming to class, or replacing a visit during office hours to make sure you understand the material in depth.
- **Grades:** Some clarifications about the grading policy:
 - The passing grade will consider a minimum average of 3.0 between Exam#1 and Exam#2. In other words, the student having an average below 3.0 in these two assignments will fail the class without considering whether grades in the quizzes and participation are above the minimum passing grade for the course (4.0).

- There are grade elimination only for the quizzes.
- a. Any missing assignment is graded with 1.0 and there are no make-up quizzes or exams.
- b. Exception to the later rule for a missing Exam will only be given in emergency cases and must be cleared by the relevant authorities (i.e. Secretaria de Estudios) in advance and will only be granted with a legitimate excuse in ONE opportunity. The missing assignment will be accumulated with the final exam.
- c. Re-grading is allowed only until one week after the student receives her/his grade. The request for re-grading will be allowed only when the assignment is written with a pen or typed.
- d. There is no policy to get an exemption from the Final Exam.
- **Other:** Cellphones must be turned off or mute during classes. Notebooks, tables or other similar gadgets are not allowed in class either. Every student should have her/his own calculator to use in class and examination. Cellphones can't be used as a replacement for the calculator.
- **Academic Dishonesty:** Every student must adhere to a standard of academic conduct as described in the "Reglamento de Estudiantes de la Universidad de Chile". Failure to adhere to the guidelines may result in a sanction (please refer to the "Reglamento de Jurisdicción Disciplinaria de los Estudiantes").

IV.- BIBLIOGRAPHY

- INTERNATIONAL GAAP 2020, EY
- CONCEPTUAL FRAMEWORK FOR FINANCIAL REPORTING
- IAS 8, ACCOUNTING POLICIES, CHANGES IN ACCOUNTING ESTIMATES AND ERRORS IAS 21, THE EFFECTS OF CHANGES IN FOREIGN EXCHANGE RATES
- IFRS 9, FINANCIAL INSTRUMENTS IAS 36, IMPAIRMENT OF ASSETS
- IFRS 13, FAIR VALUE MEASUREMENT IAS 33, EARNINGS PER SHARE
- IAS 19, EMPLOYEE BENEFITS IFRS 2, SHARE-BASED PAYMENTS IAS 12, INCOME TAXES
- IFRS 16, LEASES

2. Business I

I.-Course Identification			
Course name:	Negocios I		
Code FEN:	ENNEG310/02		
Course name in English:	Business I		
Study Program:	Commercial Engineering		
Course type:	Mandatory		
SCT Credits	6 credits	Hours of Face-to-Face work: 4,0	Non-presential work: 5,0
Teaching Team	Madeleine Bausch <mbausch@fen.uchile.cl >		
Assistants	María Fernanda Ramírez Vergara <mramirezv@fen.uchile.cl> Isidora Montserrat Cortés Arriagada <icortesa@fen.uchile.cl>		
Prerequisites	ENFIN205, ENMKT205, ENIDI351		
Schedule	Lectures: Section 02 Classes: Tuesday and Thursday 11:00 – 12:20 Lab sessions: Friday 17:00 – 18:20 Webex Link: please check in Canvas Sala Híbrida: tba		

II.- Description and training intention of the course

The main purpose of this course is to provide a general analytical framework to be applied on a cross-country basis for doing business globally. This means that essential concepts and tools for the analysis of cultural, competitive, economic, social, and political environments, and the creation and management of international business strategies, based on the objectives, opportunities and restrictions of the firm will be discussed.

III.- COMPETENCIES, LEARNING OUTCOMES, AND CONTENTS

Generic Competencies

- Work in diverse teams, considering different leadership roles within organizations and the community.
- Communicate effectively in at least two languages (Spanish and English) to generate impact in your social environment.
- Apply criteria of professional and disciplinary rigor during the training process.

Specific Competencies

- Design strategies and action plans to manage in a comprehensive, systemic, global and innovative way the problems and opportunities of organizations and their environment to create value for their stakeholders.
- Apply people management criteria, tools and models in different organizations and contexts.

Sustainable Development Goals (SDGs)

The SDGs to which this subject contributes are as follows:

- Goal 4: Ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all
- Goal 8: Promote inclusive and sustainable economic growth, employment and decent work for all
- Goal 16: Promote just, peaceful and inclusive societies

Learning Outcomes

This course aims to contribute to the development of student's capacities in the following aspects:

- Identifying opportunities for internationalizing a company
- Evaluating foreign market entry alternatives to different contextual/environmental profiles to enhance entrepreneurial decision-making.
- Finding appropriate ways to run or manage an international firm on a regional or a global scale to ensure inclusivity and productivity.
- Increasing the student's sensibility to the influence of cultural, institutional, and political factors when engaging in international business.

IV.- CONTENTS

Session	Topics
Welcome	<ul style="list-style-type: none"> ● Get-Together, Program, and Requirements
Introduction to IB	<ul style="list-style-type: none"> ● Internationalization, Globalization, and Digitalization
The environment of the international firm: Culture in IB	<ul style="list-style-type: none"> ● CASE 1: LIEBHERR in Brazil ● Lab session: How to do a good presentation

The environment of the international firm: Political systems, law, and governance	<ul style="list-style-type: none"> ● CASE 2: Legal challenges of UBER around the world ● Lab session: How to find additional literature and citation styles
The MNC and IB strategy	<ul style="list-style-type: none"> ● Worksheet: WALMART IN GERMANY VS. WALMART IN CHILE ● Control 1 and revision of course content
Selection of countries and Entry modes in IB	<ul style="list-style-type: none"> ● CASE 3: ARLA FOODS in LATAM
Organization, coordination, and control of the international firm	<ul style="list-style-type: none"> ● CASE 4: VALVE: Levels without bosses ● Control 2 and course content revision
Digital platforms and firm internationalization	<ul style="list-style-type: none"> ● CASE 5: LEGO in China ● Lab session: Q&A on course content ● Guest talk: Challenges of Internationalization Claudia da Cruz, Univali, Brazil
Ethics, Corporate Social Responsibility	<ul style="list-style-type: none"> ● Lab session: To be announced
The circular economy	<ul style="list-style-type: none"> ● CASE 6: The cocoa businesses of NESTLÉ vs. RITTER SPORT ● Lab session: To be announced
International marketing	<ul style="list-style-type: none"> ● CASE 8: McDONALD'S across the world ● Control 3 and course content revision
Global production and supply chains	<ul style="list-style-type: none"> ● CASE 9: I, Pencil ● Lab session
International Human Resource Management	<ul style="list-style-type: none"> ● CASE 10 (Article presentation): HRM in India ● Control 4 and course content revision
EXAM PREPARATION AND EXAM*	*The specific date will be assigned by the faculty.

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS

Methodology

Case Method

Team based learning Peer learning.

This course will take place in the form of in-presence classes, in which the professor will introduce topics that will be discussed in class and groups, based on the readings previously indicated. Moreover, groups will prepare case presentations on companies to discuss theoretical frameworks and/or concepts discussed in class. Lectures and presentations will be supported by discussing cases and/or practical exercises based on the global and Latino American reality. Considering the international nature of this course, material for the classes will be in ENGLISH.

(Discussions will take place maybe in some Spanglish)

Evaluation

- Solemne Examen Final
- Oral presentations
- Written report

- The following assessments should take place during the semester:
 - Mid Term (solemne) **20%**
 - Final Exam **25%**
 - Quizzes (4 regular) **20%**
 - Case presentations in groups **20%**
 - In-class worksheets **15%**

Basic Regulations

“Integridad académica: Todas/os los estudiantes deben cumplir el estándar de conducta académica descrito en el “Reglamento de Estudiantes de la Universidad de Chile”. En el caso específico de detectar copia en alguna actividad evaluada del curso (tareas, controles, etc.) el/la alumno/a será reprobado/a inmediatamente con nota 1,0 y se informará a las autoridades pertinentes para que se incluya en su expediente. La definición de copia se considera en su sentido amplio de acuerdo a lo establecido en el “Instructivo aplicable a situaciones de plagio, copia y vulneración a las creaciones intelectuales de terceros, para la Facultad de Economía y Negocios de la Universidad de Chile[1]”.

Academic integrity: All students must comply with the standard of academic conduct described in the "Student Regulations of the University of Chile". In the specific case of detecting cheating in any evaluated activity of the course (homework, controls, etc.) the student will be immediately failed with a grade of 1.0 and the pertinent authorities will be informed so that it can be included in his/her file. The definition of copying is considered in its broad sense according to what is established in the "Instructions applicable to situations of plagiarism, copying and infringement of intellectual creations of third parties, for the Faculty of Economics and Business of the University of Chile[1]". (translation)

[1] <http://secretariaestudios.fen.uchile.cl/informacion-relevante/reglamento-de-plagios>”

Course Norms

1. Classes will take place on the days the school defines, and their topics will be presented by the course's Professor, who eventually will invite guest speakers and colleagues.
2. **85% attendance** to classes and lab sessions is required to pass the course. Likewise, student's punctuality is expected, and therefore late attendance is not allowed. Leaving early or going in and out of the online classroom without permission will count as missing assistance.
3. It is essential that every student checks **Canvas** on a daily basis, as its content is assumed to be known by all. "Not having checked" the website will not be considered as an excuse.
4. For every class session students must have read and studied the corresponding bibliography. They should also keep informed about current events concerning business and their environment.
5. **Case presentations:** In groups, prepare a **20-minute presentation** for the case assigned to your group. The objective of the presentation is to explain the case to your classmates and to identify the main issues applying the concepts studied in the course. Relating the concepts to the case will be graded. All group members must speak for a similar amount of time. The presentation will be followed by a discussion in class and further case work or exercises in groups that will be graded.
6. All course content, including the case studies, will be checked in regular quizzes as indicated in the program during the lectures.
7. The professor has the right to conduct spontaneous controls on the readings and course content.
8. Mid Term and exam contents refer to and include ALL material that has been discussed so far (readings, cases, slides, discussions). The dates will be announced.
9. Any absence from the Mid-term Exam or Final Exam, followed by its corresponding formal justification from the undergraduate business school, will be evaluated according to school regulations.
10. Medical or other related justifications for the absence of any requirement must be presented through the regular channels established by the undergraduate business school.
11. The professor has the right to add, eliminate or replace bibliography or any other change in the contents as the semester unfolds, if she thinks it is for the course's best interest.
12. It is important to stress that each student must take responsibility for his/her fulfilling of the program, especially in what's related to:
 - Be up to date on the classes and instructions given by the professor or the course's assistants. For instance, missing a class doesn't exempt the student from the obligations given that day.
 - To fulfill the dates and deadlines of the evaluation activities. After established and published, dates will not be changed.
 - Obtain the support material needed for the course.

(N)Etiquette Rules

The Department of Business Administration has agreed in considering the following protocol for online class conduct and participation, which it is appreciate that you to take into account:

1. To participate in the class session by way of video (not just audio and/or under a virtual

identity).

2. If possible, to locate in a place you will not be distracted and take good care of family privacy.
3. Parallel chats and comments should be restricted to course subjects only.
4. Microphones should be muted by default when entering the classroom and activated (unmuted) when the students are going to participate.
5. Students should only use platform tools which they have been previously authorized for.
6. Class videos are to be used by course students only and can't be shared someplace else.

Approval Requirements

7. Weighted average of **individual evaluations** of 4.0 or higher (attendance, quizzes and controls, mid-term and final examination).
8. **Group evaluation** (presentation or discussion group) of 4.0 or higher
9. 9. Minimum grade of 3.0 on the Final Exam.
10. **85% attendance** to classes and lab sessions.
11. Final average, considering both individual and group grades, greater than or equal to 4.0.

● VI.- BIBLIOGRAPHY

STANDARD TEXTBOOK (obligatory readings!)

- Daniels, J. D., Radebaugh, L. H., & Sullivan, D. P. (2019). *International business: Environments and operations*. Pearson (16th Edition). (DRS)

FURTHER READINGS & CASES:

- Balch, O. (2021). Mars, Nestlé and Hershey to face child slavery lawsuit in US. *The Guardian*. <https://www.theguardian.com/global-development/2021/feb/12/mars-nestle-and-hershey-to-face-landmark-child-slavery-lawsuit-in-us>
- Barmeyer, C., Bausch, M., & Mayrhofer, U. (2021). *Constructive Intercultural Management. Integrating Cultural Differences Successfully*. Edward Elgar. Chapter 1-3.
- Bausch, M., Barmeyer, C., & Mayrhofer, U. (2020). Cultural Challenges and Quality Management Practices of a German Multinational in Brazil. In Amann, B., & Jausaud, J. (Eds) *Cross-cultural Challenges in International Management* (pp. 74-93). New York: Routledge.
- Bennett, N., & Lemoine, G. J. (2014). What a difference a word makes: Understanding threats to performance in a VUCA world. *Business Horizons*, 57(3), 311-317.
- Bernstein, E., Bunch, J., Canner, N. & Lee, M. (2016). Beyond the holacracy hype: too much of good thing?
- *Harvard Business Review*, 94(7). <https://hbr.org/2016/07/beyond-the-holacracy-hype>
- Christopherson, S. (2007). Barriers to 'US style' lean retailing: the case of Wal-Mart's failure in Germany. *Journal of Economic Geography*, 7(4), 451-469.
- Ellen MacArthur Foundation (2022). <https://ellenmacarthurfoundation.org/circular-examples/hm-group> Ghemawat, P. (2001). Distance still matters: The hard reality of global expansion. *Harvard Business Review*,

- 79(8), 137-147.
- Gupta, S. & Bhaskar, A.U. (2016). Doing business in India: cross-cultural issues in managing human resources.
- *Cross Cultural & Strategic Management*, 23(1), 184-204. <https://doi.org/10.1108/CCSM-09-2014-0112>
- Johanson, J., & Vahlne, J.-E (2009). The Uppsala internationalization process model revisited: From liability of foreignness to liability of outsidership. *Journal of International Business Studies*, 40(9), 1411–1431.
- Möller, U., & McCaffrey, M. (2021). Levels without Bosses? Entrepreneurship and Valve's Organizational Design. In M. McCaffrey (Ed.), *The Invisible Hand in Virtual Worlds: The Economic Order of Video Games*, ed. Matthew McCaffrey (forthcoming). Cambridge: Cambridge University Press.
- Monaghan, S., Tippmann, E., & Coviello, N. (2020). Born digitals: Thoughts on their internationalization and a research agenda. *Journal of International Business Studies*, 51(1), 11-22.
- Muñoz, C. B. (2018). Walmart workers in Chile: A case of union democracy, militancy, and strategic capacity. In
- C. B. Muñoz, B. Kenny & A. Stecher (Eds.), *Walmart in the global South: Workplace culture, labor politics, and supply chains* (pp. 87-117). University of Texas Press.
- Nieburg, O. (2018). Ritter Sport: Growing cocoa in harmony with people and nature. <https://www.confectionerynews.com/Article/2018/03/05/Ritter-Sport-to-get-closer-to-origins-after-reaching-100-certified-cocoa>
- Ramírez; J. & Modrow, S. (2015). *Building a 'Milky Way' from Denmark to Latin America and the Caribbean*.
- Copenhagen Business School.
- Reed (1958). I, Pencil. *Foundation for Economic Education*. <https://fee.org/resources/i-pencil/>
- Ross, F. (2019). Kate Raworth-Doughnut economics: Seven ways to think like a 21st century economist (2017).
- *Regional and Business Studies*, 11(2), 81-86.
- Stahel, W. R. (2016). The circular economy. *Nature*, 531, 435-438.
- Stempel, J. (2022). Hershey, Nestle, Cargill win dismissal in U.S. of child slavery lawsuit. Reuters. <https://www.reuters.com/business/hershey-nestle-cargill-win-dismissal-us-child-slavery-lawsuit-2022-06-28/>
- Sustainable Developmental Goals (SDG) (2022). <https://www.17sustainabledevelopmentgoals.org/ritter-sport-growing-cocoa-in-harmony-with-people-and-nature/>
- Thelen, K. (2018). Regulating Uber: The politics of the platform economy in Europe and the United States.
- *Perspectives on Politics*, 16(4), 938-953.
- Törmer, R. L., & Henningson, S. (2020). Platformization and Internationalization in the LEGO Group. *Proceedings of the 53rd Hawaii International Conference on System Sciences*, 2020.

<https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/fdfe3f99-4b16-4b04-82df-17ce2a56cb81/content>

- Vignali, C. (2001). McDonald's: "think global, act local"—the marketing mix. *British Food Journal*, 103 (2), 97-111.

3. Corporate Financial Management

I.-Course Identification			
Course name:	Gestión Financiera Corporativa		
Course code:	ENFIN/425		
Course name in English:	Corporate Financial Management		
Study Program:	Account Auditor and Engineering in Information and Management Control		
Course type:	Basic training - Mandatory		
SCT Credits	6 credits	Hours of Face-to-Face work: 4,5	Non-presential work: 4,5
Teaching Team	Harold Contreras M. (hcontrer@fen.uchile.cl of. 2102a)		
Assistants	TBD		
Prerequisites	Basic Finance Basic Econometrics		
Schedule	TBD		

II.- Description and training intention of the course

This course's main objective is to develop the core theoretical and analytical tools for students to comprehend and cope with the financial challenges that organizations face nowadays. The students will get a deep understanding of what risk means in finance, they will learn how to measure it and apply it to different contexts, whether it is to value a particular security or to understand what determines the value of an entire organization. With a mix of face to face lectures and practical assignments, at the end of the course, the students will be able to understand and apply fundamental models in asset pricing to price different securities, understand what determines the cost of capital of firms and how to apply it to different organizations, and finally understand how to approach firm valuation.

III.- COMPETENCIES, LEARNING OUTCOMES, AND CONTENTS

Generic Competencies

- Identify different financial securities used by investors and firms.
- Understand and apply valuation models based on risk.
- Comprehend the importance of the capital structure of a firm to understand what determines its cost of capital and apply these concepts for firm valuation.
- Understand the trade-off firms' face when issuing debt (tax-shield, disruption costs, and agency costs) and the effects this trade-off has over firms' value and their dividend policy.
- Apply modern corporate financial theory to understand what matters when firms decide among different sources of capital.
- Comprehend the role and functioning of the derivative assets and their markets, but also their importance and criticisms.

- Understand the main variables that determine the value of a derivative asset.

Specific Competencies

- Same as Generic Competencies

Learning Outcomes

- Comprehend the efficient market hypothesis and apply the event study methodology.
- Understand the financial and investment needs of firms and their effect on cost of capital.
- Determine the cost of capital and value of a firm under different contexts.
- Comprehend the agency conflicts within an organization and their consequences over the cost of capital.
- Price and value different derivative contracts.

IV.- CONTENTS	
Session	Topics
Risk and return	<ul style="list-style-type: none"> ● Portfolios and diversification. ● Capital Asset Pricing Model (CAPM) and its applications in asset pricing and investment decisions. ● Other factor models.
Efficient Capital Markets	<ul style="list-style-type: none"> ● Theoretical framework behind efficient capital markets. ● Empirical evidence and anomalies. ● Empirical application: Events study.
Valuation of long-term securities	<ul style="list-style-type: none"> ● Stocks ● Bonds
Capital structure and cost of capital	<ul style="list-style-type: none"> ● The Capital structure question and the Pie theory. ● The effect of taxes over the capital structure and the cost of capital. ● The effect of risk over cost of capital. ● Firm valuation. ● Limits to debt financing and the optimal capital structure: disruption costs, agency costs and information asymmetry.

Further topics in Corporate Finance	<ul style="list-style-type: none"> ● Mergers and Acquisitions (M&As) ● Dividend Policy.
Derivative Assets	<ul style="list-style-type: none"> ● Futures y Forwards ● Swaps ● Options

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS

Methodology

Face to Face lectures and group assignments in which the students apply the main analytical tools revised during the semester. The students are challenged to work with real financial data (stock returns and financial information) to provide answers to fundamental questions in finance. During lectures active participation from students is promoted in order to create a rich learning environment. All news, material, assignments involved in the course will be published and managed via Canvas.

Evaluation

- Midterm test: 25% (Date: TBD).
- Final exam: 35% (Date: TBD).
- Group assignments: 25% divided as follows:
 - Events-study: 10%
 - Firm valuation: 15%
- Reading tests and quizzes: 15% (1 could be deleted)

Basic Regulations: TBD

VI.- BIBLIOGRAPHY

Mandatory readings

- Hiller, D, Ross SA, Westerfield RW, Jaffe J & Jordan BD (HRWJJ): Finanzas Corporativas (9na-10ma edición, 2012-2013) McGraw-Hill
- o Ross SA, Westerfield RW, Jaffe J (RWJ): Corporate Finance (10th edition, 2013) McGraw-Hill
- Copeland TE, Weston JF & Shastri K (CWS): Financial Theory and Corporate Policy (4th edition, 2005) Pearson Addison-Wesley
- Hull, John (Hull). Options, futures, and other derivatives (6th ed.). Pearson/Prentice Hall.

Complementary reading

- Principios de Finanzas Corporativas, Brealey, Myers y Allen, octava edición, McGraw-Hill, 2006 (BMA).

4. Environmental Economics and Sustainable Development

I.-Course Identification			
Course name:	Environmental Economics and Sustainable Development		
Course code:	ENECO487/01		
Course name in English:	Environmental Economics and Sustainable Development		
Study Program:	Elective		
Course type:	Basic training - Mandatory		
SCT Credits	6 credits	Hours of Face-to-Face work: 4,5	Non-presential work: 4,5
Teaching Team	Dr. María Teresa Ruiz-Tagle V.(teresaruiztagle@fen.uchile.cl)		
Assistants	TBD		
Prerequisites	Basic Finance Basic Econometrics		
Schedule	Monday and Wednesday 14:00-15:20hrs		

II.- Description and training intention of the course
<p>The main objective of this course is to analyze the economic and institutional causes of environmental problems. The course starts by introducing the field and its policy challenges, and by analyzing the question of why do people pollute or overuse natural resources. The course then turns towards the design and assessment of environmental regulation and policy to address the previous matters. The analytical foundations of market failure and externalities, as well as the role of property rights, are at the core of the first part, together with the economic theory of environmental policy.</p> <p>The second part of the course discusses concepts of sustainability as approached from economics, and it provides an overview of the means by which sustainability may be evaluated.</p>

IV.- CONTENTS	
Session	Topics
Part I: Environmental Economics	<ol style="list-style-type: none"> 1. Economic Perspective to Environmental Policy. 2. Fundamental Economic Concepts for Environmental Policy: <ol style="list-style-type: none"> a. Market Failure b. Property Rights 3. Elements of the Theory of Environmental Policy: <ol style="list-style-type: none"> a. Pigouvian Approaches b. Regulatory Measures c. Property Rights-based Approaches 4. Environmental Policy under Asymmetric Information and Risk.

Part II: Sustainable Development	<p>5. Economic Sustainable Development Indicators:</p> <ul style="list-style-type: none"> a. Weak Sustainability b. Strong Sustainability <p>6. Economic Valuation of the Environment</p>
---	---

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS

Methodology

Each Part will be assessed with short tests, to evaluate reading material, and a comprehensive test during the first and final examination period.

- Reading Comprehension Tests: During class (30 minutes during class). Bibliography will be given to the students during the week before the test.
- Midterm Test: It will include all the subjects covered so far.
- Exam: It will include all the subjects covered during the Term.

Evaluation

- Reading Comprehension Tests: 35% (3 tests; we will consider the best 2, or the 2 submitted)
- Midterm Test: 30%
- Exam: 35%. Date: the last day of Lecture of this course.

Basic Regulations: TBD

VI.- BIBLIOGRAPHY

Part I: Environmental Economics

1) Economic Perspective to Environmental Policy

- Kolstad, C.D. Environmental Economics. Oxford University Press, 2000.
 - Chapter 1: What is Environmental Economics?
 - Chapter 2: Environmental Problems and Policy Solutions
 - Chapter 3: Social Choice: How much Environmental Protection?
 - Chapter 4: Efficiency and Markets
 - Chapter 5: Market Failure: Public Bads and Externalities
- Kolstad, C.D. Environmental Economics. 2nd Edition. Oxford University Press, 2010.
 - Chapter 1: The Environment and Economics
 - Chapter 2: Normative and Positive Economic Analysis
 - Chapter 3: Social Choice: How much Environmental Protection?
 - Chapter 4: Efficiency and Markets
 - Chapter 5: Market Failure: Public Bads and Externalities
- Pearce, David, W. (2002) "An Intellectual History of Environmental Economics",

Annual Review of Energy and the Environment, 27: 57-81

- Hanley, Shogren and White, 2001, Introduction to Env. Economics, Chapter 2.
- Perman et al. (2003) Natural Resource & Environmental Economics, Chapter 5.

2) Fundamental Economic Concepts for Environmental Policy Kolstad, Chapter 5.

- Ronald Coase (1960), "The Problem of Social Cost", Journal of Law and Economics, 3, pp. 1-44.
- Varian, H. Intermediate Microeconomics: A Modern Approach, Chapter 32- Externalities.
- Pearce, D.W. (2004), "Environmental market creation: saviour or oversell?", *Portuguese Economic Journal* 3 (2), pp.115-144.

3) Elements of the Theory of Environmental Policy Kolstad (2000)

- Chapter 6: Property Rights Chapter 7: Pigouvian Fees Chapter 8: Regulating Pollution
- Chapter 9: Emission Fees and Marketable Permits

Or Kolstad (2010):

- Chapter 11: Regulating Pollution Chapter 12: Pigouvian Fees Chapter 13: Property Rights

Alternative text book exposition chapters:

- Tietenberg, T. Environmental Economics and Policy, Colby College 5th Edition, Ch. 14.
- Hanley et al (2007) Environmental Economics in Theory and Practise, Ch. 4 (Sections 4.6 and 4.7) and chapter 5.
- Perman et al. text, chapter 7
- Tietenberg, T. (2007): Environmental Economics & Policy, 5ª edición, Pearson Education, Inc. Chapter 4.
- Turner, R.K., Pearce, D., y Bateman, I. (1993): Environmental Economics, The Johns Hopkins University Press, Baltimore. Chapters 10, 11, 12, 13 and 14.
- **Review article on Coase:**
 - Medema and Zerbe (2000), "The Coase Theorem" in Bouckaert, Boudewijn and De Geest, Gerrit (eds.), Encyclopedia of Law and Economics, Volume I. The History and Methodology of Law and Economics, Cheltenham, Edward Elgar.
- **Pigouvian Taxes and Climate Change:**
 - Richard N. Cooper, The Case for Charges on Greenhouse Gas Emissions, Discussion Paper 08-10, Harvard University, Department of Economics.
 - Aldy, Joseph E., Eduardo Ley, Ian W.H. Parry (2008) A Tax-Based Approach to Slowing Global Climate Change, RFF Discussion Paper 08-26.

4) Environmental Policy under Asymmetric Information and Risk Tietenberg, T. Environmental Economics and Policy, Chapter 19. Kolstad (2000):

- Chapter 10: Regulation with Unknown Control Costs Chapter 12: Risk and Uncertainty

Or Kolstad (2010):

- Chapter 15: Regulating Polluters with Unknown Costs Chapter 18: Risk and Uncertainty

Part II: Sustainable Development

5) Economic Sustainable Development Indicators

- Hanley, N. et al (1999), "Measuring Sustainability: A Time Series of Alternative Indicators for Scotland", *Ecological Economics* 28, pp. 55-73.
- Pearce, D. and Atkinson, G.D. (1993), Capital Theory and the Measurement of Sustainable Development: An Indicator of "Weak Sustainability", *Ecological Economics* 8, pp. 103-108.
- Ayres, R.U, Viewpoint: Weak versus Strong Sustainability (as the Lecturer for the link).
- Dasgupta, P. (2002), "Is Contemporary Economic Development Sustainable?", *Ambio* Vol. 31 No 4, June.
- Dasgupta, P. (2008), "Nature in Economics", *Environmental Resource Economics*, 39:1-7.
- Solow, R. (1991), 'Sustainability: An Economist's Perspective', in Stavins (ed.), *Economics of the Environment: selected readings*, Fourth Edition, Norton.

6) Economic Valuation of the Environment

- Kelman, S., "Cost-Benefit Analysis: An Ethical Critique (with replies).
- Torras, M. (2000), The Total Economic Value of Amazonian Deforestation 1978- 1993", *Ecological Economics* 33, pp. 283-297.
- Perman, R., Y. Ma, J. McGilvray y M. Common (1999), *Natural Resource & Environmental Economics*, Pearson Education. Chapter 14.
- Field, B. (2001): *Natural Resource Economics*, Waveland Press, Inc. Chapter 3.
- Tietenberg, T. (2007): *Environmental Economics & Policy*, 5ª edition, Pearson Education, Inc. Chapter 2 & 3.
- Turner, R.K., Pearce, D., y Bateman, I. (1993): *Environmental Economics*, The Johns Hopkins University Press, Baltimore. Chapters 7 & 8.

5. International Management

I.-Course Identification			
Name and course code:	ENNEG324		
Course name in English:	International Management		
Study Program:	-		
Course type:	Elective		
SCT Credits	6 credits	Hours of Face-to-Face work: 4,5	Non-presential work: 4,5
Teaching Team	Madeleine Bausch < mbausch@fen.uchile.cl >		
Assistants	Vania Ojeda Calvo < vojeda@fen.uchile.cl >; Diego Troncoso; tba		
Prerequisites	-		
Schedule	Mondays & Wednesdays, 15.30 -16.50 (H-105 - online)		

II.- Description and training intention of the course
<p>Today's organizations and its actors are embedded in a globalized, networked, diverse, and volatile environment. When expanding their business activities to other countries and regions, organizational actors are confronted with different institutional, political, cultural, and social settings that managers and employees must cope with to be successful. However, not only globally operating organizations, but also local businesses must increasingly manage diversity and globalization in competitive markets, as they are often dependent on global value chains and the interests of its stakeholders.</p> <p>With the goal to prepare the students for working in a highly international and globalized work environment, this course offers a broad range of theory, frameworks, concepts and practical case examples of international organizations and their management. A special feature of this course will be its focus on the role of culture as a soft factor that widely influences internationalization behavior and success. Among others, the following questions will be addressed:</p> <ul style="list-style-type: none"> • Why is it important to deal with differences, especially cultural ones, in international management? • How can differences be managed successfully? • What can we learn from successes and failures of international organizations? • How can we transfer the learned to our own lives?

III.- COMPETENCIES, LEARNING OUTCOMES, AND CONTENTS

Generic Competencies

This course provides students with theoretical concepts and practical examples to analyze and understand international business activities of multinational organizations. Special emphasis will be placed on culture and the (inter)cultural environment of firms, exemplified by cases of organizations from all over the world. By analyzing and discussing theory and cases, the course aims to prepare students for working in an international environment and to develop strategies to manage cultural, institutional, and social differences.

Specific Competencies

The course offers a mixture of theoretical input, group work, case presentations and discussions in the virtual classroom. Every Monday, theoretical input, such as frameworks and concepts, will be presented by the lecturer, which is then followed by students' case presentation and/or worksheets on Wednesdays. By this structure, the course aims to apply the learned concept to selected examples of international organizations and multinational companies. Students are encouraged to bring in own cases they wish to present and/or discuss.

Learning Outcomes

Upon completion of the course the student:

- knows about the context and content of international organizations,
- understands the role of culture and institutions in shaping business relationships
- understands the interplay of culture and institutional setting and their impact on international organizations
- reveals greater awareness for cultural influences on international cooperation
- applies teamwork for identifying and assessing case studies
- is able to transfer the learned to own (work) contexts
-

IV.- CONTENTS

Section	Topics
Welcome	<ul style="list-style-type: none"> ● Get-together & knowing each other ● Presentation of syllabus, course expectations and guidelines
Introduction: The context of international organizations	<ul style="list-style-type: none"> ● Foreign Direct Investments ● Migration ● Digitalization ● Global supply chains ● Internationalization strategies ● Types of international organizations ● VUCA-world

Culture and organizations II	<ul style="list-style-type: none"> ● New concepts of culture ● Cultural standards ● Critical incidents ● Worksheet & Discussion: Your cultural experiences
GUEST LECTURE	<ul style="list-style-type: none"> ● Dr. Johann Wagner: Intercultural challenges of international organizations – Insights into strategic security management
Institutions and organizations	<ul style="list-style-type: none"> ● What are institutions? ● National Business Systems ● Varieties of Capitalism
Case presentation	<ul style="list-style-type: none"> ● IKEA in Saudi Arabia and its market entry in Chile
Cultural and institutional challenges in internationalization behavior	<ul style="list-style-type: none"> ● Internationalization strategies ● Typologies of the multinational: Local responsiveness vs. global integration ● Concept of cultural and institutional distance ● Liabilities and assets of foreignness
Case Presentation	<ul style="list-style-type: none"> ● Fordlândia: Ford in Brazil back then & now
Internationalization & Culture-specific types of companies	<ul style="list-style-type: none"> ● Internationalization strategies ● Cross-cultural types of organizing ● German Hidden Champions and Mittelstand Firms ● Korean Chaebol and Japanese Keiretsu ● Multilatinas
Case presentation	<ul style="list-style-type: none"> ● Falabella, Cencosud, Kunstman et al.: Chilean Companies and their Internationalization behavior: What is special about them? (Choose a company you prefer)
Dilemmas and negotiated culture in international organizations	<ul style="list-style-type: none"> ● Dilemma Theory ● Conflicting value systems ● Reconciliation ● Negotiated culture
Case Presentation	<ul style="list-style-type: none"> ● The Performance Management Dilemma

GUEST LECTURE	<ul style="list-style-type: none"> ● Prof. Dr. Christoph Barmeyer: Negotiated culture at Alleo
Intercultural Synergy and Creativity	<ul style="list-style-type: none"> ● Intercultural complementarity and synergy ● Creativity and innovation in organizations
Case Presentation	<ul style="list-style-type: none"> ● Creativity at Pixar
Intercultural leadership	<ul style="list-style-type: none"> ● Leadership across countries ● The GLOBE study ● Third-country nationals
Case Presentation	<ul style="list-style-type: none"> ● Indra Nooyi, former CEO of PepsiCo (or any <u>bicultural</u> CEO of your choice, e.g., Satya Nadella or Sundar Pichai)
New ways of organizing	<ul style="list-style-type: none"> ● New work ● Born globals ● Holacracy
Case presentation	<ul style="list-style-type: none"> ● Holacratic organizations – Ideal or Reality? The case of Zappos
Digital Platform Companies & Culture	<ul style="list-style-type: none"> ● Born digitals ● Digital platforms ● Sharing economy ● Discussion: Role of culture on these platforms
Case Presentations	<ul style="list-style-type: none"> ● Airbnb & Uber
Outlook: Developing Intercultural Competence	<ul style="list-style-type: none"> ● International organizations as social systems ● Intercultural competence

Methodology

The course will take place in the form of classroom sessions, and some online sessions (tba). It offers lectures and applies discussions and teamwork. To maximize learning outputs, students are encouraged to bring in their own international experiences, for example, by studying or working in an international environment. Teamwork will be applied to prepare the case presentations, which are then presented by students in class with creative methods.

Evaluation

- **Final essay 35% grade**

In your presentation groups, students write an essay of 12 pages. Essays should follow a research question, and apply a theory/concept of your choice with a case study/company. It is also possible to choose another topic for the essay that your presentation.

Please do your own further research (Google, Google Scholar, research databases such as EBSCO, company websites etc.) to answer your research question.

Use uniform citation style throughout the essay (e.g., APA).

Send the essay by 24 June 2022 to mbausch@fen.uchile.cl and upload the essays in Canvas.

- **Case presentation in groups (groups will be formed in class) 40% grade**

Every Wednesday, one group will present a company case to the group. The goal is to apply the contents of every Monday session to a practical example.

Formats should be explicitly creative. Prepare an interactive presentation (e.g., an interactive PowerPoint presentation, podcast, video, etc.), which will be presented and discussed in class.

The presentations should be rhetorically on a demanding level and include questions to the group. Please respect a uniform reference style (e.g. APA or MLA) throughout the presentation.

- **Worksheet & Course reflection I and II - 15% grade**

The worksheet must be uploaded in Canvas before the discussion class takes place. Reflections should contain a short reflection (maximum 1 page) of the learned content of previous classes and are to be submitted in Canvas by 25 April (Reflection I) and 15 June (Reflection II).

- **Attendance & Participation in class - 10% grade**

Attendance, contribution to group work, cases and discussions in the classroom.

- **Grading scale:** The final result of the course is determined according to the general grading scale:

- 91...100 A
- 81... 90 B
- 71... 80 C
- 61... 70 D
- 51... 60 E
- 0 ... 50 F

Basic Regulation

Students are required to submit the presentations and essays in accordance with instructions given by the lecturer, including the submission dates shown in the course syllabus and Canvas. Students that do not present or submit the essay on time or do not participate in the class for presenting and discussing results will automatically lose 20% of their grade.

IV.- BIBLIOGRAPHY

Obligatory readings

- Barmeyer, C., Bausch, M., & Mayrhofer, U. (2021). *Constructive Intercultural Management. Integrating Differences Successfully*. Edward Elgar. Chapter 2: Interculturality in a global context (pp. 8–30).
- Barmeyer, C., Bausch, M., & Mayrhofer, U. (2021). *Constructive Intercultural Management*. Edward Elgar. Chapter 3: Culture(s) and cultural dimensions (pp. 31–52).
- Fang, T. (2012). Yin yang: A new perspective on culture. *Management and Organization Review*, 8(1), 25–50.
- Morgan, G. (2007). National business systems research: Progress and prospects. *Scandinavian Journal of Management*, 23(2), 127-145.
- Miska, C., & Pleskova, M. (2016). IKEA's ethical controversies in Saudi Arabia. In: Barmeyer, C. & Franklin, P. (Eds.). *Intercultural management: A case-based approach to Achieving complementary and synergy* (pp. 120-133). Routledge.
- Bianchi, C. (2006). Home Depot in Chile: Case study. *Journal of Business Research*, 59(3), 391-393.
- Please watch: Ghemawat, P. (2013). Actually, the world isn't flat. Available at <https://www.youtube.com/watch?v=pfPSrdISUwk> [last access: 20 February 2022]
- Barkemeyer, R., & Figge, F. (2012). Fordlândia: Corporate citizenship or corporate colonialism. *Corporate Social Responsibility and Environmental Management*, 19(2), 69- 78.
- Rochabrun, M. (2021). How Ford burned \$12 billion in Brazil. Available at: <https://www.reuters.com/business/autos-transportation/how-ford-burned-12-billion-brazil-2021-05-20/> [last access: 20 February 2022]
- Please watch: The story of Fordlândia, Henry Ford's attempt at making an American utopia in Brazil. Available at: https://www.youtube.com/watch?v=e-3XX0ap6_M [last access: 20 February 2022]
- Aguilera, R. V., Ciravegna, L., Cuervo-Cazurra, A., & Gonzalez-Perez, M. A. (2017). Multilatinas and the internationalization of Latin American firms. *Journal of World Business*, 52(4), 447-460.
- Mingo, S., & Sinn, F. (2020). Building Strategic Capabilities in Chilean Companies. In Cuervo-Cazurra, A., Newburry, W., & Park, S. H. (Eds.). *Building Strategic Capabilities in Emerging Markets*, (pp. 258-287). Cambridge: University Press.
- Bianchi, C. (2009). Retail internationalisation from emerging markets: case study evidence from Chile. *International Marketing Review*, 26(2), 221-243. Available at:

- <https://eprints.qut.edu.au/15407/1/c15407.pdf> [last access: 20 February 2022] Barmeyer, C., Bausch, M., & Mayrhofer, U. (2021). *Constructive Intercultural Management*. Edward Elgar. Chapter 5: Negotiated interculturality (pp. 70–86).
- Please watch: Riding the waves of culture: Fons Trompenaars at TEDxAmsterdam (2013). <https://www.youtube.com/watch?v=hmyfjKjcbm0> .
 - Trompenaars, F. & van den Berg, R. (2016). Going Global versus Staying Local: The Performance Management Dilemma in the International Context. In Barmeyer, C. & Franklin, P. (Eds.). *Intercultural management: A case-based approach to Achieving complementary and synergy* (pp. 272-284). Routledge.
 - Barmeyer, C., & Davoine, E. (2019). Facilitating intercultural negotiated practices in joint ventures: The case of a French–German railway organization. *International Business Review*, 28(1), 1-11.
-
- Barmeyer, C., Bausch, M., & Mayrhofer, U. (2021). *Constructive Intercultural Management*. Edward Elgar. Chapter 10: Intercultural complementarity and synergy (pp. 155–171).
 - Catmull, E. (2008). How Pixar fosters collective creativity. *Harvard Business Review*, 9, 1-17. Available at: <https://www.yourhomeworksolutions.com/wp-content/uploads/edd/2017/02/Reading-Material-5.pdf>.
 - Wise, T. D. (2014). Creativity and culture at Pixar and Disney: A comparison. *Journal of the International Academy for Case Studies*, 20(1), 149-167.
 - Alternative in Spanish: Catmull, E. (2008). Cultivar la creatividad colectiva: el sello de Pixar. *Harvard Business Review*, 86(9), 74-85.
 - Barmeyer, C., Bausch, M., & Mayrhofer, U. (2021). *Constructive Intercultural Management*. Edward Elgar. Chapter 6: Intercultural leadership (pp. 88–104).
 - Fitzsimmons, S. R., Miska, C., & Stahl, G. K. (2017). Multicultural individuals: what can they bring to global organizations? In Reiche, S., Stahl, G., Mendenhall, M., & Oddou, G. (Eds.), *Readings and Cases in International Human Resource Management* (pp. 155- 171). Routledge.
 - Stahl, G. K., & Brannen, M. Y. (2013). Building cross-cultural leadership competence: An interview with Carlos Ghosn. *Academy of Management Learning & Education*, 12(3), 494- 502.
 - Fitzsimmons, S. R., Miska, C., & Stahl, G. K. (2017). Multicultural individuals: what can they bring to global organizations? In Reiche, S., Stahl, G., Mendenhall, M., & Oddou, G. (Eds.), *Readings and Cases in International Human Resource Management* (pp. 155- 171). Routledge.
 - Please watch: Lean and Agile Adoption with the Laloux Culture Model (2016). <https://www.youtube.com/watch?v=g0Jc5aAJu9g>
 - **Book Summary:** Banner, D. K. (2016). Book Review: Reinventing Organizations: A Guide to Creating Organizations Inspired by the Next Stage in Human Consciousness by Frederic Laloux. *Journal of Social Change*, 8(1).
 - Lee, M. Y., & Edmondson, A. C. (2017). Self-managing organizations: Exploring the limits of less-hierarchical organizing. *Research in Organizational Behavior*, 37, 35-58.

- Bernstein, E., Bunch, J., Canner, N. and Lee, M. (2016). Beyond the holacracy hype: too much of good thing? *Harvard Business Review*, 94(7). Available at <https://hbr.org/2016/07/beyond-the-holacracy-hype> [last access: 20 February 2022]
- Kumar, V., & Mukherjee, S. (2018). Holacracy—the future of organizing? The case of Zappos. *Human Resource Management International Digest*, 26 (7), 12-15.
- Monaghan, S., Tippmann, E., & Coviello, N. (2020). Born digitals: Thoughts on their internationalization and a research agenda. *Journal of International Business Studies*, 51(1), 11-22.
- Hein, A., Böhm, M., & Krcmar, H. (2018, July). Tight and loose coupling in evolving platform ecosystems: The cases of Airbnb and Uber. In *International Conference on Business Information Systems* (pp. 295-306). Springer, Cham.
- Uzunca, B., Rigtering, J. C., & Ozcan, P. (2018). Sharing and shaping: A cross-country comparison of how sharing economy firms shape their institutional environment to gain legitimacy. *Academy of Management Discoveries*, 4(3), 248-272.
- Barmeyer, C., Bausch, M., & Mayrhofer, U. (2021). *Constructive Intercultural Management*. Edward Elgar. Chapter 11 & 12: Intercultural Competence & Intercultural Organizational Development (pp. 192–205).

Further readings

- Bennett, N., & Lemoine, G. J. (2014). What a difference a word makes: Understanding threats to performance in a VUCA world. *Business Horizons*, 57(3), 311-317.
- Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online readings in Psychology and Culture*, 2(1).
- Sackmann, S. A., & Phillips, M. E. (2004). Contextual influences on culture research: Shifting assumptions for new workplace realities. *International Journal of Cross Cultural Management*, 4(3), 370-390.
- Fang, T. (2006). From “onion” to “ocean”: Paradox and change in national cultures. *International Studies of Management and Organization*, 35(4), 71–90.
- Lowe, S., Kainzbauer, A. & Hwang, K. S. (2019). Exploring culture as a paradox: complementary QUEUE analysis of cultural values and practices. *Journal of Organizational Change Management*, 33(1), 127–142.
- Wagner, J. (2021). The European Union’s model on integrated border management to combat transnational organized crime. *Archibald Reiss Days*, 11, 3-15.
- Hall, P. & Soskice, D. (2001). An Introduction to Varieties of Capitalism. In: Hall, P. & David Soskice: Varieties of Capitalism: The Institutional Foundations of Comparative Advantage. Oxford, 1-68.
- Whitley, R. (1992). Societies, Firms and Markets: the Social Structuring of Business Systems. In Whitley, R. (Ed.), *Firms and Markets in their National Contexts* (pp. 5-45). Sage.

- Ghoshal, S., & Bartlett, C. A. (1990). The multinational corporation as an interorganizational network. *Academy of Management Review*, 15(4), 603-626.
- Andrews, T. G., & Chompusri, N. (2013). Understanding organizational practice adoption at the Thai subsidiary corporation. *Management International Review*, 53(1), 61-82.
- Murillo, D. & Sung, Y. (2013). Understanding Korean Capitalism: Chaebols and their Corporate Governance. ESADegeo Position Paper 33.
- https://itemsweb.esade.edu/research/esadegeo/201309Chaebols_Murillo_Sung_EN.pdf. [last access: 20 February 2022]
- Trompenaars, F. & Hampden-Turner, C. (2000). Building cross-cultural competence. How to create wealth from conflicting values. John Wiley & Sons. Introduction and Appendix.
- Hampden-Turner, C. & Trompenaars, F. (2020). *Riding the waves of culture – Understanding diversity in global business* (4th ed.). McGraw Hill.
- Barmeyer, C. & Franklin, P. (2016): Achieving Complementarity and Synergy: The Third Step to Leveraging Diversity in Intercultural Management. In: Barmeyer, C. & Franklin, P. (Eds.): *Intercultural Management. A Case-Based Approach to Achieving Complementarity and Synergy* (pp. 199-213). Palgrave.
- Blanche, C., & Dupuis, J. P. (2019). From The Hague to Paris to Montreal: knowledge transfer and cultural synergy in a multicultural organization. *International Journal of Cross Cultural Management*, 19(1), 27-46.
- Hein, A., Schreieck, M., Riasanow, T., Setzke, D. S., Wiesche, M., Böhm, M., & Krcmar, H. (2019). Digital platform ecosystems. *Electronic Markets*, 1-12.
- Punathambekar, A., & Mohan, S. (2011). Digital Platforms, Globalization and Culture. In Curran, J. & Hesmondhalgh, D. (Eds.). *Media and Society* (pp. 207-226). New York: Bloomsbury Academ.

6. Business Process Management

I.-Course Identification			
Course name:	GESTIÓN DE PROCESOS DE NEGOCIOS		
Code FEN:	ENGIN42501		
Course name in English:	Business Process Management		
Study Program:	-		
Course type:	Mandatory		
SCT Credits	6 credits	Hours of Face-to-Face work: 4,5	Non-presential work: 4,5
Teaching Team	Sigifredo Laengle		
Assistants	Freddy Acuña León, (facunal@fen.uchile.cl)		
Prerequisites	-		
Schedule	TBD		

II.- Description and training intention of the course

Today's companies have to compete in a globalized world. They need capabilities to implement their strategy quickly and without risk. Business Process Management (BPM) provides a set of tools and techniques to deal with this challenge. BPM consists of planning, designing, optimizing, implementing, and monitoring business processes. Organizations that implement the steps of BPM with high velocity and without risk are Real Time Enterprises. This lecture introduces these concepts and focuses on the following steps of BPM: planning, designing, optimizing, and implementing.

An activity calendar accompanies this program (calendar). The calendar could be eventually actualised if it is necessary. In case of actualisation, the students will receive a message. The calendar has links to related documents.

III.- COMPETENCIES, LEARNING OUTCOMES, AND CONTENTS

Generic Competencies
Specific Competencies
Learning Outcomes

IV.- CONTENTS

Session	Topics
Real Time Enterprise (RTE)	The challenge of making a reality the strategy of the company with high velocity and without risks. The innovation cycle of a business process. Obligatory reading [6, Chap. 1]. Students who want to deepen the contents can revise the readings [1, 3, 4, 5, 12].
Strategic Process Management (SPM).	Identify initiatives by using the Strategic Process Management method. Obligatory reading [6, Chap. 2]. Students who want to deepen the contents can revise the web page www.qfdonline.com and the readings [10].
Business Process Modelling (MOD)	Modelling with the standard BPMN 2.0. Modelling participants, artefacts, gateways, activities, and events. It is suggested to revise the web page of camunda.com , in addition, to revise the web page of Camunda Modeller (signavio). Obligatory reading [6, Chap. 3]. Students who want to deepen the contents can revise the web page of workflow patterns (workflowpatterns.com), or the suggested readings [7, 8]. Implementations of forms and decision rules modelled in notation DMN 1.0 (Decision Modelling and Notation, see [2]).
Business Process Analysis and Optimisation (AOPT).	Improvement strategies: uncertainty reduction and decision rules improvement, automation, and capacity planning. Basic analysis using token game and advanced analysis using stochastic simulation. Obligatory reading [6, Chap. 4]. Suggested readings [9, 11].

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS

Methodology

Evaluation

- Students will have two controls (C) and the final exam (E) as global evaluation. Topics and dates of the controls are in the calendar. We planned the controls and the exam face-to-face depending on the Faculty's instructions.
The final grade is calculated as: $1 \frac{C}{2} + 1 \frac{E}{2}$. It is necessary to obtain a minimum score
- in the exam and the final score of 4.0 each to pass the course. A recuperative exam will replace the minimal score of control or exam. The recuperative exam is admissible only for students who do not satisfy the course requirements.

Basic Regulations

Attendance

We will not have classes, but only practical working and solving problems. Monday every week we will have an activity based on the current topic defined in the calendar. Therefore, it is very important that students review previously the corresponding recorded class of the week. If not, I cannot ensure that students do not waste their time. Attendance to all activities is volunteer, but the student must satisfy the requisites for passing the course.

VI.- BIBLIOGRAPHY

- [1] Jorge Candia and Sigifredo Laengle. "Contención de costos en Codelco Chile". In: *Revista de Contabilidad y Sistemas* 2.3 (2007). Available at [2007-costs](#) (7.2015), pp. 36–52.
- [2] Object Management Group. *Decision Model and Notation (DMN) v1.1*. Tech. rep. Available at <https://www.omg.org/spec/DMN/1.1/PDF> (7.2016). Object Management Group, 2016.
- [3] M. Kirchmer et al. "BPM Governance: Assessing it Through the Strategy Lens". In: *Accenture's Journal of High-Performance Business* (2013). Available at [2013-bpmgov](#) (7.2015).
- [4] Mathias Kirchmer, Francisco Gutiérrez, and Sigifredo Laengle. "Process mining for organizational agility". In: *Industrial Management* 52.1 (2010). Available at [2010-pminorg](#) (7.2015), pp. 19–24.
- [5] Mathias Kirchmer, Sigifredo Laengle, and Víctor Masías. "Transparency-Driven Business Process Management in Healthcare Settings [Leading Edge]". In: *Technology and Society Magazine, IEEE* 32.4 (winter 2013). Available at [2013-trans](#) (7.2015), pp. 14–16. ISSN: 0278-0097. DOI: [10.1109/MTS.2013.2286427](https://doi.org/10.1109/MTS.2013.2286427).
- [6] Sigifredo Laengle. *Business Process Engineering*. Facultad de Economía y Negocios, Universidad de Chile. Available at [2017-reviewbpm](#) (1.2017). Beta Edition by S. Laengle, Jan. 2017.

- [7] Sigifredo Laengle. *Lecture Notes in Business Process Modeling: Classical Petri Nets*. Facultad de Economía y Negocios, Universidad de Chile. Available at [2008-pn](#) (7.2015). 2008.
- [8] Sigifredo Laengle. *Lecture Notes in Business Process Modeling: Colored Petri Nets*. Facultad de Economía y Negocios, Universidad de Chile. Available at [2013-cpn](#) (7.2015). 2013.
- [9] Sigifredo Laengle. *Lecture Notes in Process Mining*. Facultad de Economía y Negocios, Universidad de Chile. Available at [2010-pmin](#) (7.2015). 2010.
- [10] Sigifredo Laengle. *Lecture Notes in Strategic Process Management*. Facultad de Economía y Negocios, Universidad de Chile. Available at [2013-spm](#) (7.2015). 2013.
- [11] Sigifredo Laengle. *Lecture Notes in Theoretical and Practical Consistency in Business Process Optimization*. Facultad de Economía y Negocios, Universidad de Chile. Available at [2013-sipac](#) (7.2015). 2013.
- [12] Sigifredo Laengle. "Real Time Enterprise: El desafío de los próximos años". In: *Revista de Economía & Administración* 150 (2005). Available at [2005-rte-sp](#) (7.2015), pp. 22–26.

7. Business Negotiations in English

I.-Course Identification		
Course name:	Business Negotiations	
Code FEN:	ENNEG399	
Course name in English:	Business Negotiations	
Study Program:	-	
Course type:	Elective Course	
SCT Credits	6 credits	
Teaching Team	Patricia Duane; pduane@fen.uchile.cl	
Assistants	Sarah Guiloff, Sguiloff@fen.uchile.cl	
Prerequisites	Proficiency in English	
Schedule	Tuesday and Thursday 12:30-1:50pm	

II.- Description and training intention of the course
<p>The aim of this elective course on Business Negotiations is to familiarize the student with the many different types of negotiations while delving deeper into the business negotiation. Students will understand the anatomy of the negotiation, its processes and the different strategies and techniques. After this course, you should be more comfortable with the process of a formal collaborative business negotiation. Students will have the opportunity to practice skills via role-play, both individual and group. Much emphasis is placed on preparation for each class. What you learn depends on your own investment in careful preparation and class participation. We will analyze case studies and hold dynamic class discussions based on a variety of readings. There will also be self-assessment opportunities to reflect on your own personality, your strengths and areas for improvement in areas like emotional intelligence, all with the purpose to learn to become a more effective negotiator. Finally, all classes, lectures and course material are in English.</p>

III.- COMPETENCIES, LEARNING OUTCOMES, AND CONTENTS
<p>Generic Competencies</p> <ul style="list-style-type: none"> • Understand the purpose of the course; review Syllabus and set expectations. • Understand the Types of Negotiations and different strategies as per Kilman's modes of conflict • Pillars of Negotiation Principled • Collaborative vs Positional bargaining • Generating options for mutual gain towards a win/win outcome • Unethical tactics and barriers to an agreement • Strengthening the Batna and alternatives to an agreement • Discover and practice techniques to arrive at win/ win agreements • Comprehend factors that can derail a negotiation and alternatives for more specific

circumstances as well as an emphasis on Learn by Doing (in class exercises)

- emphasis on Learn by Doing (in class exercises)

IV.- CONTENTS	
Session	Topics
Unit I	<ul style="list-style-type: none"> ● Introduction
Unit I	<ul style="list-style-type: none"> ● Theoretical Knowledge of Negotiations
Unit II	<ul style="list-style-type: none"> ● Importance of Communication in the Negotiation Process
Unit III	<ul style="list-style-type: none"> ● Emphasis on Negotiation Practice

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS

Methodology

- Assigned readings of articles, class lectures and in class exercises

Evaluation

- Test 20% (presentation grade)
Individual written test comprehension of key concepts
- Midterm Exam 30% (Midterm exam)
Individual written test
- Group Projects 20% (presentation grade)
Dates for presentation of the Group Project Oral presentations as per Google sign-up sheet
- Exam 30% (final exam grade)
Individual final written exam

● VI.- BIBLIOGRAPHY

- Assigned readings of articles, class lectures and in class exercises

8. Business III (Business Strategy)

I.-Course Identification			
Course name:	Negocios III		
Code FEN:	ENNEG425		
Course name in English:	Business III		
Study Program:	-		
Course type:	Elective Course		
SCT Credits	6	Contact hours: 4,5 per week	Independent study: 4,5 per week
Teaching Team	Juan Pablo Torres, PhD.		
Assistants	TBD		
Prerequisites	ENNEG355		
Schedule	Tuesdays and Thursdays 9:30-10:50		

II.- Description and training intention of the course

Business III has been designed to detonate in students key reflections on how companies can compete in their industries through strategic management of organizational capabilities, and a deep understanding of the competitive environment.

III.- COMPETENCIES, LEARNING OUTCOMES, AND CONTENTS

Generic Competencies

This strategy course is designed around three big questions: Why are some companies more successful than others? What can we learn from experiences to identify tools that allow us to select the key drivers of superior performance? Where can the company compete given its distinctive competencies?

The course begins with an introduction to the area of strategic management, where the two main areas of contemporary strategy are identified: competitive strategy and corporate strategy. Then the course focuses on analyzing the attractiveness of industries and the key competencies that allow companies to achieve competitive advantages. The central point of this course is to encourage the development of strategic thinking that leads organizations to focus on learning. The course will end with reflections on corporate strategies and their relationship with corporate social responsibility.

Learning Outcomes

- Identify the main variables associated with the strategic management of a company through the analysis of business cases presented during the course. The course will allow a student to identify a strategic problem and define a recommendation.
- Understand the strategic interrelationships and their implications for strategic decision making through lectures and practical work to carry out a strategic analysis in an industry.

IV.- CONTENTS	
Session	Topics
Introduction to the Strategic Management Course	<ul style="list-style-type: none"> ● Introduction to the Strategic Management ● Decision levels in Contemporary Strategy: Competitive and Corporate.
Topic 1: Strategic Administration	<ul style="list-style-type: none"> ● Expository class. ● Fundamentals of Competition. ● Life Cycle of products and Industry. ● Creating and capturing value. ● Competitive window. ● Requirement: Read mandatory readings.
Topic 2: External analysis: Identification of opportunities and threats	<ul style="list-style-type: none"> ● Expository class. ● Industrial dynamism External sources of competitive advantage ● Requirement: Read mandatory readings.
Topic 3: Internal analysis of organizations. Resources, capacities and competitive advantages of organizations	<ul style="list-style-type: none"> ● Expository class. ● Internal sources of competitive advantage: Resources and Capabilities ● Requirement: Read mandatory readings.
Case 1: Apple 2015	<ul style="list-style-type: none"> ● Class discussion. In this class, we will develop questions about a case study. ● Requirement: Respond to the case questions (Group evaluation)
Topic 4: Competitive and Functional Strategies	<ul style="list-style-type: none"> ● Expository class. ● Generic competitive strategies ● From the functional areas to the foci of operations ● Requirement: Read mandatory readings.
Regional Integration	<ul style="list-style-type: none"> ● Latin American integration I ● Latin American integration II ● European Union and its Common Market
Topic 5: Strategic positioning based on scenarios (scenario planning or futures)	<ul style="list-style-type: none"> ● Expository class. ● Scenario-based strategic analysis using MIT's Climate Interactive En-ROADS tool simulator. ● Requirement: Read mandatory readings.
Topic 6: Competitive Strategy in Innovation- intensive Industries	<ul style="list-style-type: none"> ● Expository class. ● Types of innovation according to the generic strategy formulated. ● Strategic innovation ● Requirement: Read mandatory readings.
Topic 7: Digital business models	<ul style="list-style-type: none"> ● Expository class. ● Digital Business Models: <ul style="list-style-type: none"> ○ (1) E-commerce

	<ul style="list-style-type: none"> ○ (2) SaaS ○ Free mobile app ● Requirement: Read mandatory readings.
Case 2: BT	<ul style="list-style-type: none"> ● Class discussion. In this class, we will develop questions about a case study. ● Requirement: Respond to the case questions
Topic 8: Global Business Strategy	<ul style="list-style-type: none"> ● Expository class. Global Strategies. ● Introduction to Corporate Strategy ● Requirement: Read mandatory readings.
Tema 9: Estrategias Corporativas	<ul style="list-style-type: none"> ● Expository class. ● Diversification and Corporate restructuring ● Corporate advantages ● Requirement: Read mandatory readings.

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS

Methodology

Depending on the objectives set for the course, the course methodology will be based on a combination of:

- Development of fundamental conceptual elements that will be delivered in lecture classes.
- Discussion of cases in groups on the topics previously discussed.
- Strategic analysis based on cases that will be delivered in practical classes. Some of these analyzes will be based using decision-making simulators.

Students are asked to read the assigned reading material in advance, so that they can contribute to the analysis and discussion in class (see programming and content).

Evaluation, Reflection and Approval Requirements

- | | |
|-------------------------------|-----|
| ● Case reports (group) | 30% |
| ● Mid-term exams (individual) | 35% |
| ● Final exam (individual) | 35% |

Case Reports: During the course, cases that are complementary to the subjects in the course will be analyzed. Each case provides the description of a real life management situation, delivering the existing information up to that point in time, with the problems that the executives had to face at the time. These cases allow us to guide the discussion of concepts in class. A written report must be submitted for each case prior to its discussion. The purpose of these written reports is to help students focus their ability to analyze and concepts to the situations and problems examined in each case, with a maximum length of four sheets. You must clearly specify: (1) Relevant background of the case, (2) Definition of Issues and (3) Recommendations (if applicable). The evaluation of the presentation of scenarios will also be considered as a group note of cases.

Mid-Terms: This written evaluation will take place on the date and time set by the Undergraduate

School.

Final Exam: At the end of the course there will be a written exam that will evaluate individual understanding of the concepts and application to real life cases. This evaluation will take place on the date and time set by the Undergraduate School.

Approval Requirements

Condition 1. The weighted average of the individual written evaluations (mid-term average and final exam) must be equal to or greater than 4.0 with the following partial weighting: Mid-term Average (50%) and Final Exam (50%). In case of failing condition 1, the final grade that will be written in the minutes will be the weighted average between (2) the Mid-Term Grade (50%) and

(3) Final Exam Grade (50%). Condition 2. The final average of all evaluations (individual and group) must be equal to or greater than 4.0 considering the weighting at the beginning of section 3.2. Condition 3. Any case of plagiarism and copying in any group or individual evaluation will be penalized with a 1.0 final average in the minutes. Then the professor will follow the simplified procedure approved in 2020. Note: Turning in recommendations or figures without data support will be considered as a potential case of plagiarism and will be reported to the Undergraduate School.

Plagiarism Rules

In accordance with the provisions of the regulations of the School, all types of copying, eventual plagiarism or extraction of works or publications of third parties with the intention of substituting personal work for that of others (total or partial, from printed or digital media including those from the use of the Internet) will be an immediate cause of failure of the branch with a grade 1.0. To avoid these situations, all students must be aware of the different types of plagiarism. The current regulation of the Undergraduate School defines:

a) Exact Copy Plagiarism:

i. **Direct Source Plagiarism:** It involves claiming a complete work as their own, for example: a student or a group of them puts their name on a work written by another person or uses a work published on the internet or in print.

ii. **Partial Plagiarism:** It occurs when the exact words or content of a source are inserted as part of their own work, without attributing the corresponding mention to its author. Examples of this include: copying and pasting from an electronic source, copying from a printed source, repeating an entire conversation or interview without attribution, inserting a box, graphic, figure, photo, or multimedia element without attribution to the source from which it was obtained. It will be considered as partial plagiarism in situations that are less than or equal to 25% of the content of the work, whether considering its extension in words, images or another quantitative element, taking into account the nature of the evaluation. Situations in which the copy without attribution exceeds 25% of the work, will be considered as direct source plagiarism.

b) Self Plagiarism:

It refers to the use of one's own work or a substantial portion of it in another course (work, exam, presentation, Excel spreadsheets, etc.). This is considered an infraction unless the teacher has authorized the use and/or reuse of that material. It is also an infringement not to cite the material used, or to use the complete material or more than 25%.

c) Paraphrasing Plagiarism:

Paraphrasing constitutes a violation of the intellectual integrity of the student in situations such as: presenting another person's ideas with a slightly modified wording compared to the original text or document; using synonyms or substantial modifications of another text but that contain the same ideas as the original. In all of these cases, without properly citing and attributing the sources, presenting the final result as one's own.

● **VI.- BIBLIOGRAPHY**

Mandatory Bibliography

- **Hill, C., & Jones, G.** (2009). Strategic Administration. McGraw Hill.

Complementary reading

- **Michael Porter**, "What is Strategy", Harvard Business Review (1996)
- **Michael Porter**, "The 5 competitive forces that Shape Strategy", Harvard Business Review (2008)
- **David Collis & Cynthia Montgomery**, "Competing on Resources," Harvard Business Review (2008)
- **Adam Brandenburger**. Are Your Company's Strengths Really Weaknesses? Harvard Business Review (2019)
- **Ramirez, Churchhouse, Palermo & Hoffmann**, Using scenario planning to reshape strategy, 2017, MIT Sloan Management Review.
- **Jonathan Lash & Fred Wellington**, "Competitive Advantage on a Warming Planet." Harvard Business Review (2007)
- **Torres, Díaz & Etchebarne**, Chapter 4
- **Govindarajan & Trimble**, "Introduction to Strategic Innovation" Harvard Business School Press.
- **Croll & Yoskovitz**, Lean Analytics, Chapter 7.
- **Davenport and Ronanki**, Artificial Intelligence for the Real World, HBR 2019
- **Kumar**, How Emerging Giants Are Rewriting the Rules of M&A, Spanish Version
- **Michael Porter**, "From Competitive Strategy to Corporate Strategy"

9. Business Intelligence and Database Applications

I.-Course Identification			
Course name:	Business Intelligence and Database Applications		
Code FEN:	ENGIN420001		
Course name in English:	Business Intelligence and Database Applications		
Study Program:	-		
Course type:	Elective Course		
SCT Credits	6 credits	Contact hours: 4,5 per week	Independent study: 4,5 per week
Teaching Team	Félix Lizama, Ph.D. (felix@fen.uchile.cl)		
Assistants	Rocío Casanova (rcasanova@fen.uchile.cl)		
Prerequisites	Proficiency in English		
Schedule	Tuesday and Thursday 12:30-1:50pm		

II.- Description and training intention of the course

This unit is intended to provide students with a framework for understanding business intelligence systems and data-based applications. The unit focuses on data management and database foundations using relational database models. It also covers multidimensional database modelling as an alternative technique for BI applications. Students will be able to use SQL script to query databases and web-based BI tools to create dashboards and reports. The unit will present this material using relevant research, case studies and practical exercises.

III.- COMPETENCIES, LEARNING OUTCOMES, AND CONTENTS

- Explain the motivations for the development of data-based systems.
- Describe and use the entity relationship framework and the multidimensional star schema framework.
- Evaluate various options for designing and building databases.
- Build queries that meet users' and systems' requirements
- Describe the aspects and issues of implementing and using BI systems to support business decisions.
- Build BI systems using BI software/tools.
- Apply data visualization theory to promote the effective use of BI tools to support business decisions

IV.- CONTENTS	
Session	Topics
Week 1	<ul style="list-style-type: none"> ● Introduction - review of the evolution of databases and IT decision support. ● Introduction databases.
Week 2-3	<ul style="list-style-type: none"> ● Database modeling (Entity Relationship modeling) ● Normalisation
Week 4-5	<ul style="list-style-type: none"> ● Data queries using SQL
Week 6-7	<ul style="list-style-type: none"> ● Managers' behaviors about decision making. ● Decision making theories
Week 8-9	<ul style="list-style-type: none"> ● Understanding datawarehousing and Business Intelligence systems
Week 10-11	<ul style="list-style-type: none"> ● Manipulating and Understanding BI Interfaces (data visualization theories and techniques)
Week 12-13	<ul style="list-style-type: none"> ● Using BI systems
Week 14	<ul style="list-style-type: none"> ● Business Intelligence and Data Warehousing case studies.

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS
<p>Methodology</p> <p>The unit methodology combines theory and practice (via the exposition of topics, concepts, research, and hands-on exercises). The students must build solutions/applications following the theories and frameworks discussed in the unit.</p>
<p>Evaluation</p> <p>The unit comprises the following assessments:</p> <ul style="list-style-type: none"> ● In class Quizzes (individual) 25% ● SQL Homework (individual) 10% ● BD Consulting Project (individual) 15% ● BI Consulting Project (Individual) 25% ● Exam (individual) 25%
<p>Hurdle Requirement</p> <p>All students must submit all the consultancy assignments included in the unit. Students who do not submit one of the assignments will automatically fail the unit.</p>

Students will also need to obtain a weighted average over 4 between the individual assessments and exam as follows:

$$\text{BD Consulting Project} * 0,15 + \text{SQL Homework} * 0,10 + \text{EXAM} * 0,25 / 0,50 > 3.95$$

Consultation time will be offered to groups between the submission of the proposal and solution for the BI assignment. If the students do not attend any of the scheduled meetings the proposal will be considered failed with a mark of 1.0. If you are unable to meet at the scheduled time please get in contact with your tutor to let them know you will not connect to the meeting.

● IV.- BIBLIOGRAPHY

- Simson, G.C. & Witt, G.C. (2005). Data Modelling Essentials. (3rd Edition) Morgan Kaufmann Publishers.
- Rob, P. & Coronel, C. (2007). Database Systems Design, Implementation and Management. (7th Edition) Thomson Course Technology.
- Hoffer, J.A., Prescott, M.B. & McFadden, F.R. (2005). Modern Database Management. (6th Edition) Prentice-Hall/Pearson Education.

10. Managing Multinational Corporations in Latam

I.-Course Identification			
Course name:	Managing Multinational Corporations in Latam		
Code FEN:	ENNEG43601		
Course name in English:	Managing Multinational Corporations in Latam		
Study Program:	-		
Course type:	Elective Course		
SCT Credits	6 credits	Contact hours: 4,5 per week	Independent study: 4,5 per week
Teaching Team	Eduardo Wexman		
Assistants	TBD		
Prerequisites	Proficiency in English		
Schedule	Monday & Wednesday from 08.00 – 9:00 am		

III.- COMPETENCIES, LEARNING OUTCOMES, AND CONTENTS
<p>Generic Competencies</p> <p>Introduce students to multinational environments and give them tools to face and manage themselves in companies with global operations with a particular focus in Latam markets.</p>
<p>Specific Competencies</p> <p>Starting with an overview of Strategic Planning and International Business Management, this course will give guidelines from the embryonic phase where the multinational is studying the country to investments. Mergers, acquisitions and joint ventures, deciding on structure, staffing and marketing and commercial strategies and plans with a Latin American perspective will be discussed</p>

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS
<p>Methodology</p> <p>—</p>
<p>Evaluation</p> <ul style="list-style-type: none"> ● Minimum final grade for approval is 4.0 ● Dates for evaluations and case submission are indicated in the Semester Calendar ● The final grade for this course will be composed of four parts:

- Business Project 50%
- Mid Term Exam 20%
- Cases 15%
- Class Participation 10%

- **Business Project** guidelines detailed in a separate document
- **Mid Term Exam** will consist of essay type questions (3-4)
- **Cases:**
 - Cases must be e-mailed to ewexman@fen.uchile.cl. Due dates indicated in the Semester Calendar
 - Maximum of two pages in Word single space (Arial)
 - Be prepared to discuss the case in class
 - Framework for the analysis:
 - Problem or situation presented
 - Different solutions that may be available
 - Recommendations / Comments
 - If the case has questions, you do not need to answer them specifically but consider them in the general analysis
- Class Participation grade based on:
 - Business news discussion: students are encouraged to read a local newspaper or business magazine and be prepared to present what for them is a relevant news. In class the professor will ask for a volunteer to comment
 - Participation in class

IMPORTANT CONSIDERATIONS

- Classes will take place on the days and time defined by FEN in the assigned Webex room: <https://fenuchile.webex.com/meet/ewexman>
- Recording of the classes will be uploaded after each class in Docencia Web as all the relevant information / communications. Please check it regularly
- Topics will be presented by the professor, and class participation is encouraged
- Official language of the class (including written communications) is English ewa. 20.07.2021

● VI.- BIBLIOGRAPHY

- Material will be provided during the semester by the professor

11. Strategic Alliances (SA), Mergers & Acquisitions (M&A)

I.-Course Identification			
Course name:	Strategic Alliances (SA), Mergers & Acquisitions (M&A)		
Code FEN:	ENNEG 426		
Course name in English:	Strategic Alliances (SA), Mergers & Acquisitions (M&A)		
Study Program:	Ingeniería Comercial, Business Administration, Economics Ingeniería en Información y Control de Gestión, Information Engineer and Performance Control Contador Auditor, Licensed Auditor and Accountant		
Course type:	Elective		
SCT Credits	6 Credits	Contact hours: 4,5 per week	Independent study: 4,5 per week
Teaching Team	Ricardo Alvial, MPA, Columbia University		
Assistants	TBD		
Prerequisites	Basic Courses on Finance and Economics approved		
Schedule	Tuesday & Thursday, 12:30 pm to 13:50 pm.		

II.- Description and training intention of the course

The **GENERAL PURPOSE** of this course is to provide an understanding about key issues to consider when doing this type of business in Latin America, with focus in South America. Consequently, the purpose of the course is to identify and recognize,

- Different types of SA's, M&A's, main features
- Most common ways to invest in the region.
- Key variables to consider before deciding on a foreign investment in some countries.
- Risks related to investments and business in our countries.

Classes privilege active participation, permanent reading of key news related to our course. Students are expected to have a reasonable knowledge of finance, economics and political science.

SPECIFIC OBJECTIVES, the student must understand,

A. **Key considerations on M&A's** (and related decisions)

In this Unit, we will learn about different ways of doing this type of businesses in the region, how to identify opportunities, selection criteria, investment approach, business cases.

B. **Mechanisms and instruments most used to enter these markets, valuation of companies and financial instruments.**

Strategic alliances (PPP's), Mergers, Acquisitions (hostile, friendly, equity), Valuation; Capital market instruments to finance large transactions (equity, debt, project finance, others).

C. Feasibility Analysis (Economic, financial, political, and others)

A key prior analysis to decide on international alliances/investments in (through) Latin America, has to do with the feasibility of the project. In this sense, we will identify the most relevant feasibilities to be considered as a precondition to develop a business plan.

D. Risks assessment (corporate, sovereign, and country risk rating)

As far as we know, there is no investment without risk. In this context, the course will provide key elements to assess the risks of companies and countries, referring only to Latin America. To this end, we will analyze the criteria and methodologies applied by the main rating agencies.

Based on teamwork, students will develop integration skills, critical judgment, and improve their global vision.

III.- COMPETENCIES, LEARNING OUTCOMES, AND CONTENTS

Generic Competencies

- Integral vision
- Teamwork
- Critical analysis
- Active participation
- Oral expression
- Second language

Specific Competencies

- Apply market analysis in different industrial sectors identifying the benefits and limitations for possible mergers or acquisitions in the region.
- Use different macroeconomic and financial analysis models and tools to evaluate investment options in the target country.
- Analyze specific cases of mergers and acquisitions in the region, identifying the regulatory, social and political variables involved in this type of business.

Learning Outcomes

- Identify opportunities through business cases and real-world experiences to increase professional capabilities.
- Identify mechanisms and instruments mainly used in international transactions, as observed, and available in selected Latin American countries.
- Develop economic, financial, political and management analysis to make appropriate recommendations.
- Analyze risk assessment based on real-world experiences to reduce exposure of companies and business.

IV.- CONTENTS

Session	Topics
---------	--------

<p>Business opportunities (and related decisions)</p>	<ul style="list-style-type: none"> ● Different forms of strategic alliances ● Detect opportunities to do business in our countries. Which country? Sector of activity? Risk level? Investment duration? Regulated, non-regulated business? Entry strategy? ● Why "us"? What are our main advantages to expect better returns in that market? What are our motivations? ● Do we want to be controllers, active or passive investors? ● Availability of instruments to finance or co-finance mergers and acquisitions. ● Investing through debt, equity, or a combination of both?
<p>Mechanisms and Instruments mostly used to invest in our markets.</p>	<ul style="list-style-type: none"> ● Traditional financing instruments available in the capital market (equities, bonds, bilateral loans, syndicated loans, quasi-equity, mezzanine, other options) ● Privatizations, long-term concession contracts, public-private partnerships ● Financing in the valuation of mergers and acquisitions
<p>Feasibility Analysis (Economic, financial, political, and other feasibilities)</p>	<ul style="list-style-type: none"> ● Does the overall economic environment provide a sound basis for investment? Monetary policy, fiscal policy, reliable macroeconomic management, taxation, etc. How these fundamentals impact investment performance or viability. Bilateral agreements to protect investments, double taxation, facilities, etc. ● Local capital markets, depth, availability of resources, sophistication, banking and insurance sector, regulation (Basel I, II, III?) Can we rely on the local financial market, or do we need to explore financing abroad? If so, are there restrictions on capital flows? ● Political support and commitment to foreign investment. Stability of the political system, independence of courts, reputation of congress, social movements, standards of corporate governance and business ethics, protection of minority investors. Organizational structure of the country, decision-making levels. Transparency. Geopolitics.

	<ul style="list-style-type: none"> • Does the country have local management capacity, i.e., at all levels? What about labor market regulation, contract enforcement, complexity, and costs of regulatory processes? Permits, authorizations, etc. • What about ESG levels?
<p>Risks assessment (corporate and country levels)</p>	<p>a) Nature’s hazards. Weather, seismic, environmental, geography, and geopolitics.</p> <p>b) The Corporate Risk</p> <p>c) The Sovereign and Country Risk</p> <p>The sovereign risk analysis should consider, under S&P</p> <ul style="list-style-type: none"> • Institutional and governance effectiveness and security risks • Economic structure and growth prospects • External liquidity and international investment position • Fiscal performance and flexibility as well as debt burden • Monetary flexibility <p>Signals of potential financial troubles and risks, by Moody’s</p> <ul style="list-style-type: none"> • Slowdown or contraction in economic activity • Liquidity constraints and increased funding costs as result of reduced investor confidence and credit availability • Capital outflows leading to a systemic foreign exchange and/or banking crisis • Government austerity measures that reduce or delay government payments and may depress the overall level of economic activity • Unfavorable changes in or restrictions on movements in exchange rates, interest rates or price levels • Government interference or changes in regulation, and changes in fiscal policies • Increased risks of political uncertainty and civil or labor unrest. <p>How Fitch Ratings analyzes the sovereign risk</p> <ul style="list-style-type: none"> • Structural features • Macroeconomic performance, policies and prospects • Public finances • International finance and external accounts

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS

Methodology

This course is based on high interactive classes, business cases, economic analysis, political analysis, and group presentations. Considering the practical nature of the course and basically oriented to the region, the supporting readings are updated every term.

The course is oriented towards sharing real-world experiences, so the active participation of students is essential. **Therefore, those who attend the most will learn the most.**

Evaluation

The learning valuation of this course is based on,

- Mid Term Exam, based on Units A&B: **25%**
- Group Research and Presentation: **40%**
- Final Exam, based on Units A, B, C, & D: **35%**

Basic Regulations

- Complete academic honesty
- **Minimum attendance 85%. This is a mandatory condition.**
- Absences authorized only with formal validation from the Registrar's Office.
- Cell phones are not allowed during classes.
- **"Academic integrity:** All students must comply with the standard of academic conduct described in the "Student Regulations of the University of Chile". In the specific case of detecting cheating in any evaluated activity of the course (homework, controls, etc.) the student will be immediately failed with a grade of 1.0 and the pertinent authorities will be informed so that it can be included in his/her file. The definition of copying is considered in its broad sense according to what is established in the "Instructions applicable to situations of plagiarism, copying and infringement of intellectual creations of others, for the Faculty of Economics and Business of the University of Chile"

● VI.- BIBLIOGRAPHY

Will be updated accordingly, each semester

- Business opportunities (and related decisions)
- Mechanisms and Instruments mostly used to enter our markets.
- Feasibility Analysis
- Risks assessment in different countries

● VII.- MAIN SOURCES

- AON
- Bank for International Settlements

- Bloomberg
- Capital Economics
- CFA
- CFI
- CNBC
- Columbia Business School
- Corporate Finance Institute
- Crestmont Research
- Datasite
- Deloitte
- Doing Business Report
- ECLAC
- Edelman Trust Barometer
- EDUCBA
- Euromoney
- E&Y
- fDi Intelligence
- Financial Times
- Fitch Ratings
- Fortune Editors
- Goldman Sachs
- HSBC
- IMF
- Investor's Business Daily
- Kellogg School of Management
- Korn Ferry Institute
- Macrotrends
- M&A Institute Deloitte
- M&A Science Academy
- Marsh & Mc. Lennan
- Mc Kinsey & Company
- Moody's Investors Services
- Morgan Stanley
- NYSE
- OECD
- Peterson Institute
- PwC
- SS&C Intralinks
- Standard & Poor's
- The Economist Intelligence Unit
- The Emerging Market Investor
- The New York Times
- Trading Economics
- Transactional Track Record (TTR)
- UNCTAD
- World Economic Forum
- Wharton School of Business
- Yahoo Finance

12. Intercultural Business Challenges in Latin America

I.-Course Identification			
Course name:	Intercultural Business Challenges in Latin America		
Course code:	ENNEG 317-01		
Course name in English:	Intercultural Business Challenges in Latin America		
Study Program:	—		
Course type:	Elective		
SCT Credits	6 credits	Hours of Face-to-Face work: 4,5	Non-presential work: 4,5
Teaching Team	M. Verónica Uribe Obrador (muribeo@fen.uchile.cl)		
Assistants	TBD		
Prerequisites	—		
Schedule	Mon.-Wed 9:30 – 10:50		

II.- Description and training intention of the course

III.- COMPETENCIES, LEARNING OUTCOMES, AND CONTENTS
<p>Generic Competencies</p> <p>The fundamental goal of this course is to provide an intellectual and experiential forum to examine cultural and intercultural aspects of the Chilean and Latin American business sector and marketplace.</p>
<p>Specific Competencies</p> <p>The course intends to allow students to identify regional cultural issues relevant to business and to develop their own competency through a deeper understanding of the interpersonal and intercultural concepts in these subjects and how they affect companies, managers and strategies. Students will study and develop the needed skills, competences, and motivation for navigating through an unfamiliar, complex, and cross-cultural business environment.</p>

Learning Outcomes

IV.- CONTENTS

Topics

Latin America: Migrations and its further implications

Colonization, its impact on today's Latin America

Latin America: History, an overview

Changes in Latam through time

XX Century

Leadership and Politics in Latam

Cultural differences. Models: Hofstede, E.Hall

Economic Integration in Latam: relevant Blocks and Associations (Mercosur, Pacific Alliance, Alca, etc

Latin American Markets

Consumers in LATAM

The Distribution Challenges

Challenges and opportunities

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS

Methodology

This program will take place in the form of active classes combining: 1) topics introduced by the professor and discussed by those attending, based on the readings previously indicated, 2) student presentations on assigned topics and discussed by those attending, and 3) guest speakers that will share their first hand experiences in the region in an open discussion with students attending. The practical experience will allow students acquire practical knowledge on those new concepts.

Evaluation

Due to the active participation of students in classes, and the importance of sharing firsthand experiences from guest speakers, class attendance is mandatory and highly valued.

- **Group research and presentation** 30 %
(During the semester there are 2 group presentations, each one is 50% of the grade. (All the group members must be present for the presentation))
- Class participation, short quizzes, presentation, cases 10 %
- Midterm 30 %
- Final Exam 30%

Basic Regulations:

1. Classes will take place on the days the school defines, and their topics will be presented by the professor, who may also invite guest speakers.
2. Due to the nature of the course, regular attendance to classes is recommended. Likewise, punctuality is expected. Leaving early isn't allowed either. It's also essential that every student check Docencia web daily, as its content is assumed as known by all. "Not having checked" the website will not be allowed as an excuse.
3. For every class session, students must have read and studied the corresponding bibliography. They should also keep informed about current events concerning business and relevant issues in Latin America. To achieve this, students should at least read local press.
4. The professor keeps the right to add, eliminate or replace bibliography as the semester unfolds, if she thinks it is for the course's best interest.

5. Attendance at lectures is mandatory and its content might be evaluated on the Final Exam. Online classes require students with their cameras on always

7. Medical or other related justifications for the absence of any requirement must be presented through the regular channels established by the undergraduate business school.

8. It is important to stress that each student must take responsibility for his/her fulfilling of the program, especially in what's related to:

- Be up to date on the classes and instructions given by the professor or the course's assistant. For instance, missing a class doesn't exempt the student from the obligations given that day.
- To fulfil the dates and deadlines of the evaluation activities. After established and published, dates will not be changed.
- Obtain the support material needed for the course.

10. LATE HOMEWORK IS NOT ACCEPTED. An appropriate management of time is a very important ability in this course and in professional life, so be prepared for everything that might go wrong on the last minute (defective printers, computer viruses, traffic gridlocks, slow buses, etc.)

11. Those who join the course on a later date must assume the fact of how this affects his /her evaluations.

Important: To fulfil the course requirements, special relevance will be given to making the students generate analytic abilities that allow them to add academic value to the course's obligations. Therefore, and following the school's policy, any kind of plagiarism or any attempt to pass somebody else's work as one's own will be graded with a 1.0, failing the course.

IV.- BIBLIOGRAPHY

BASIC BIBLIOGRAPHY

- "Left Behind" Sebastian Edwards
- "Latin America's Decline: A Long Historical View" Sebastian Edwards, Working paper "Nuestra Hora: Los latinoamericanos en el siglo XXI", Rivera Andueza, Raúl, Pearson, 2011

ARTICLES

- "Distance Still Matters – The Hard Reality of Global Expansion", Pankaj Ghemawat, Harvard Business Review, September 2001. (PG)
- "Silent Language", Edward T. Hall, Harvard Business Review, May-June 1960. (EH)
- Ten Ways that Culture Affects Negotiating Style: Some Survey Results *Jeswald W. Salacuse*

- Does Latin America Exist? (And is There a Confucian Culture?): A Global Analysis of Cross-Cultural Differences. R. Inglehart & M. Carballo
- Using The Self-Reference Criterion To Simulate Culture In “Internationalized” Business Courses. L. William Murria. University Of San Francisco)
- W.L. Murray, J. A. Lee. Cultural analysis SRC

ADDITIONAL BIBLIOGRAPHY

- “Forgotten Continent: A history of The New Latin America” Michael Reid
- “Latin America in the International Political System. The Latin American Regional Sub system”. G. Pope Atkins. Westview Press. Chapt. 2.
- The culture code”, Rapaille, Clotaire, Broadway, 2006

REFERENCES

- “International Business, Environments and Operations.” John D. Daniels and Lee H. Radebaugh, Edit. Addison-Wesley, Eighth Edition 2009.
- "International Management: managing across borders and cultures", Helen Deresky, Edit. Prentice Hall, third. Edition, 2000. (HD) APUNTES: 15440-15484-15485.

INTERNET RESOURCES AND DATABASES DATABASES (www.uchile.cl)

- EBSCO
- Proquest
- Science Direct
- Ocenet
- Emerald

WEBSITES

Links to some important Internet sources will be found below:

- <http://dl.dropbox.com/u/51843186/Analisis-de-La-Mineria-Chilena-CAP-1.pdf>
- <http://www.caving2010.com/mining-in-chile-the-pros-and-cons.html>
- <http://www.latinlawyer.com/reference/topics/46/jurisdictions/3/chile/>
- <http://www.oberlin.edu/faculty/svolk/latinam.htm> Provides web sites on a series of countries.
- <http://www.history.emory.edu/LatAm/>
- Provides chronologies and other information on Argentina, Mexico and Brazil.
- <http://www1.lanic.utexas.edu/>

The LANIC data base is one of the most comprehensive data bases on all aspects of Latin America Web sites on Venezuelan History

- <http://vlib.iue.it/history/americas/Venezuela/index.html> http://www.acdi-cida.gc.ca/cida_ind.nsf/0/75e2faa4d25034b485256bfb006a8d85?OpenDocument
- <http://globetrotter.berkeley.edu/GlobalGender/latampage.html>

- This web site has links to other web sites that look at women in Latin America
<http://historicaltextarchive.com/sections.php?op=listarticles&secid=14>

Has text articles on various Latin American topics. There is also a special site for Argentina, Peru, etc. There are also e books on this site.

- <http://lib.nmsu.edu/subject/bord/laguia/> - pub
- Is another data base with links to interesting sites about Latin America.
- <http://jewishcuba.org/bibjewish.html> provides a bibliography on Jewish history in Cuba.
<http://lcweb2.loc.gov/hlas/mdbquery.html>

The Hispanic Division of the Library of Congress has been annotating books and articles on Latin American Studies since the 1930s. Now you can get it online.

- <http://www.uoregon.edu/~caguirre/resources.html>

Here is another website of favorite resources compiled by Prof. Carlos Aguirre.

<http://www.iisg.nl/~womhist/vivalink.html>

This web site offers links to sites about women's history in Latin America and other places in the world.

- <http://www.georgetown.edu/pdba/Constitutions/constitutions.html> Provides English translations of all Latin American constitutions
- <http://www.evita-peron.org/> Provides information on the life of Argentine Evita Peró
- <http://www.fordham.edu/halsall/mod/modsbook32.html> Offers an internet sourcebook on 19th century Latin America.
- <http://www.fordham.edu/halsall/mod/modsbook55.html> Provides information and documents for 20th century Latin America
- <http://www.unl.edu/LatAmHis/LatAmLinks.html> This web site offers thematic topic web links for Latin America
- <http://w3.unece.org/stat/scriptsdb/variables.asp> Provides statistics on gender in Latin America
- <http://www.popact.org/> Tracks reproductive rights and policies
- <http://www.bbk.ac.uk/ibamuseum/library.html>

For those interested in cultural history, this source offers full text articles on cultural topics in Latin America

- <http://www-sul.stanford.edu/depts/hasrg/latinam/balder.html> Provides an extensive bibliography on sex and sexuality topics in Latin America
- <http://www.iisg.nl/~womhist/specialtopics.html> This is the virtual library on women's history topics
- <http://www.latinamericanstudies.org/> Has lots of links for most countries.
- https://www.bbc.com/news/world/latin_america This web site offers you a list of news and articles on recent Latin American events

- <https://www.theguardian.com/world/americas> This web site covers news pieces of events happening in Latin America
- <https://www.nbcnews.com/news/latin-america> This web site offers you a list of news and articles on recent Latin American events
- <http://latinamericanpost.com/index.php/latam-index> This web site offers you a list of news and articles on recent Latin American events

13. Urban Economics

I.-Course Identification		
Course name:	Urban Economics	
Code FEN:	ENECO332	
Course name in English:	Urban Economics	
Study Program:	—	
Course type:	Elective Course	
SCT Credits	6 credits	
Teaching Team	Dr. María Teresa Ruiz-Tagle (teresaruiztagle@fen.uchile.cl)	
Assistants	TBD	
Prerequisites	—	
Schedule	Monday 14:00-15:00, Wednesday 14:00-15:00	

II.- Description and training intention of the course
<p>The main objective of this course is to understand the economic principles that underlie the inter and intra urban organization of economic activity, to understand the reasons for why cities exist and their growth and decline and to understand the economic rationale for and consequences of intervention in land and housing markets and urban areas.</p> <p>The course starts by introducing the use of the economic theory to examine problems of intra- urban residential location, determination of bid-rent curves, urban growth, optimal city size, transport economics and environmental problems in cities. Next, we will analyse the economic explanation of economic agglomerations and we will discuss the positive and negative aspects related to the existence of cities, through the exploration of a series of specific problems. Moreover, in this course we will try to understand the economics of government intervention in land markets, market failure and market imperfections and to develop an understanding of the means through which governments intervene in those markets (and their main economic rationale and consequences);</p>

III.- COMPETENCIES, LEARNING OUTCOMES, AND CONTENTS

IV.- CONTENTS

Session	Topics
Spatial Structure of Urban Economics	<ul style="list-style-type: none"> • Von Thunen’s model • The Bid-Rent model for firms: the production sector • The Bid-Rent model for households: the consumer model • Alternative explanations for the convexity between prices and distance • Critiques to the models of Urban Economics
Residential Location Theory	<ul style="list-style-type: none"> • Testing the Neoclassical Model: • Assumptions of the Neoclassical model • Traditional Defense of the Neoclassical Model • Empirical Evidence • Criticism and the Marxist Explanation • The Orthodox Criticism • Edel’s Critique • The Marxist View: The work of David Harvey
Theories of the Determination of the Price and Supply of Land	<ul style="list-style-type: none"> • Land Ownership and Occupation • Some Critiques
Optimal City Size	<ul style="list-style-type: none"> • Why do Cities Exit? • Limits to City Size • Market Tests of City Size
The Distribution of City Sizes	<ul style="list-style-type: none"> • “Central Place Models” and “Rank Size Rule” • Evans’s Theory of Clubs Explanation of the Urban Hierarchy • Stochastic Models
Models of Urban Growth	<ul style="list-style-type: none"> • Virtuous and Vicious Circles • Baumol’s Blight Model
Increasing Returns and Externalities	<ul style="list-style-type: none"> • Rol of Increasing Returns • Increasing Returns and Agglomeration Economies

- Externalities: Marshall and Jacobs
- Modelling Cities and Agglomerations

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS

Methodology

It will be assessed with short tests, to evaluate reading material, and a comprehensive test during the first and final examination period.

Evaluation

Reading Comprehension Tests:

Bibliography will be given to the students during the week before the test.

- Midterm Test: It will include all the subjects covered so far.
- Students' presentations of research work (TOR TBA).
- Exam: It will include all the subjects covered during the term.

Percentage of the Evaluations:

Reading Comprehension Tests: 30% (3 tests; we will consider the best 2, or the 2 submitted)

(Dates: TBA; 2 tests before the Midterm test & 1 test after the Midterm test)

- Midterm Test: 25% (DATE: Wednesday 08th September)
- Students' presentations: 15% (last 2 lectures of the term)
- Exam: 30% (DATE: Last Day of Lectures)

● IV.- BIBLIOGRAPHY

*Means Core reading

1) Spatial Structure of the Urban Economy

- Evans, A.W. (1985), Urban Economics, Chapter 2: "Residential Location"; Chapter 9: "The Land Market".
- MacCann, P. (2001) Urban and Regional Economics, Oxford University Press. Chapter 3: "The Spatial Structure of the Urban Economy".
- * Mills E and Hamilton, B.W. (1994, 5th Edition), Urban Economics. Chapter 5: "Introducing Land and Land Rent into Price Theory"; Chapter 6: "Theoretical Analysis of Urban Structure", Chapter 7: "A critical Examination of the Monocentric Model".

- * O'Sullivan, A. (1996, 3th Edition), Urban Economics, "Part II Land Rent & Land-Use Patterns". Chapter 7: "Introduction to Land Rent and Land Use"; Chapter 8: "Land-Use in the Monocentric City"; Chapter 9: "General-Equilibrium Land Use"; Chapter 11: "Land-Use-Controls and Zonings"

2) Residential Location Theory

- *Edel, M., Part Two: Intraurban Location and Land Use, 2.4 "Planning, Market or Warfare? – Recent Land Use Conflict in American Cities" in Eden and Rothenberg (1972), Readings in Urban Economics.
- *Mills E and Hamilton, B.W. (1994, 5th Edition), Urban Economics, Chapter 7: "A Critical Examination of the Monocentric Model"
- *Harvey, D. (1974), "Class Monopoly Rent, Finance Capital and the Urban Revolution", *Regional Studies*, Vol. 8, pp. 239-55.

- Evans, A.W. (1991), "On Monopoly Rent", *Land Economics* 67(1), pp 1-14.

3) Theories of the Determination of the Price and Supply of Land

- *Evans, A.W. (1985), Urban Economics, Chapter 9: "The Land Market".
- Evans, A.W. (1983), "The Determination of the Price of Land", *Urban Studies*.
- Evans, A.W. (1985), "The Supply of Land", *Urban Studies*.
- Evans, A.W. (1986), "The Supply of Land: A Pedagogic Comment", *Urban Studies*. (Sage Journals online)

4) Optimal City Size

- Evans, A.W. (1985), Urban Economics, Chapter 6: "City Size, Structure & Growth".
- Evans, A.W. (1972), "The Pure Theory of City Size in an Industrial Economy", *Urban Studies*.
- Price, C. (1978), "Individual Preferences and Optimal City Size", *Urban Studies*.
- Richardson, H.W. (1972), "Optimality in City Size, Systems of Cities and Urban Policy, A Sceptic View", *Urban Studies*. (Sage Journals online)
- * O'Sullivan, A. (1996, 3th Edition), Urban Economics, "Part I Market Forces in the Development of Cities". Chapter 2: "Why do Cities Exist?", Chapter 3: "Where do Cities Develop"; Chapter 5: "How Many Cities"
- Richardson, H.W. (1978), Urban Economics, Chapter 5: "City Size and its Distribution".

- *McCann, Ph. (2006), Urban and Regional Economics, Chapter 2: “The Spatial Distribution of Activities”

5) The Distribution of City Sizes

Same Bibliography as for previous section

6) Models of Urban Growth

- *Evans, A.W. (1985), Urban Economics, Chapter 6: “City Size, Structure & Growth”
- *O’Sullivan, A. (1996, 3rd Edition), Chapter 6: “Urban Economic Growth”
- *Richardson, H.W. (1978), Chapter 4: “Urban Growth” (Baumol’s Disease)

7) Increasing Returns and Externalities

- *World Development Report 2009: Reshaping Economic Geography, World Bank. You can download it from the World Bank website
file:///C:/Users/Usuario/Downloads/WDR%202009%20-%20English.pdf
- Dixit, Avinash K. and Stiglitz, Joseph E. "Monopolistic Competition and Optimal Product Diversity." *American Economic Review (AER)*, June 1977, 67(3), pp. 297-308
- Krugman, P. (1979), "Increasing Returns, Monopolistic Competition, and International Trade", *Journal of International Economics (JIE)*, 9(4) 469-479
- Romer, P. (1986). Increasing Returns and Long-Term Growth. *Journal of Political Economy (JPE)*, 94(5), pp. 1002-37
- *Krugman, P., (1991). ‘Increasing Returns and Economic Geography’, *Journal of Political Economy (JPE)*, vol. 99(3), pp. 483-99

8) Spatial Location: “New Economic Geography” and Others

- *Brakman, S. et al. (2009), The New Introduction to Geographical Economics, Cambridge: CUP. Chapter 1: “A First Look at Geography, Trade and Development”, Chapter 2: “Geography and Economic Theory”, Chapter 3: “The Core Model of Geographical Economics”, Chapter 5: “Agglomeration, The Home Market Effect, and Spatial Wages”.

http://assets.cambridge.org/97805216/98030/frontmatter/9780521698030_frontmatter.pdf

- *McCann, P. (2006), Urban and Regional Economics, Chapter 2: “The Spatial Distribution of Activities, also look at Appendix 2.3 “The Krugman-Fujita Model”

- *Glaeser, E. (1999), “The Future of Urban Research: Non-Market Interactions”. Harvard University and NBER

9) What is Happening Inside the City?

- Cohen, B. (2004). Urban growth in developing countries: A review of current trends and a caution regarding existing forecasts. *World Development* 32(1), pp. 23-51.
- *Glaeser, E. and Kohlhase, J. (2004) 'Cities, Regions and the Decline of Transport Costs', *Papers in Regional Science*, Vol. 83: 197–228.
- *O'Flaherty (2005), *City Economics*, Chapter 3: "Cars, Pollution, and Accidents", Chapter 4: "Congestion", Chapter 6: "Mass Transit", Chapter 9: "Water, Sewers, Fire, and Garbage", Chapter 10: "Education", Chapter 16: "Crime".
- Paul Cheshire and Stephen Sheppard (2004), "Capitalising the Value of Free Schools: The Impact of Supply Characteristics or Uncertainty", *The Economic Journal*, 114 (November), pp. 397–424.
- O'Sullivan, A. (1996, 3rd Edition), Capítulo 19: "Autos and Highways", Capítulo 20: "Mass Transit", Capítulo 21: "Education", Capítulo 22: "Crime and Punishment".
- *Edward L. Glaeser and Bruce Sacerdote (1999), "Why Is There More Crime in Cities?", *Journal of Political Economy*, 1999, vol. 107, no. 6, pp. 225-258.
- Hinton, M. and Newburn, T. (2008). *Policing Developing Democracies*, "Part III: South America". Routledge; 1st Edition. (www.4shared.com).
- * Newbery, D.M. (1990), "Pricing & Congestion: Economic Principles Relevant to Pricing Roads".

Oxford Review of Economic Policy, Vol. 6, N° 2

10) Environmental Problems in Latin American Cities

- *CEPAL (ECLAC) (2020), *La Emergencia del Cambio Climático en América Latina y el Caribe*. <https://www.cepal.org/es/eventos/la-emergencia-cambio-climatico-america-latina-caribe-seguimos-esperando-la-catastrofe-o>
- *CEPAL (2017), "*Panorama Multidimensional del Desarrollo Urbano en América Latina y el Caribe*". https://repositorio.cepal.org/bitstream/handle/11362/41974/1/S1700257_es.pdf
- CEPAL (2014), *Procesos de Adaptación al Cambio Climático, Análisis de América Latina*, Santiago <http://www.cepal.org/es/publicaciones/37613-procesos-de-adaptacion-al-cambio-climatico-analisis-de-america-latina>.
- CEPAL (2013), "*Estrategias de Desarrollo Bajo en Carbono en Megaciudades de América Latina y el Caribe*". https://repositorio.cepal.org/bitstream/handle/11362/36624/1/S2013979_es.pdf

- CEPAL (2015), “Sendas de Desarrollo Bajas en Carbono en Ciudades Metropolitanas en América Latina”.
https://repositorio.cepal.org/bitstream/handle/11362/39843/1/S1501073_es.pdf
 - *CEPAL (ECLAC) (2011), “Ecoeficiencia y Desarrollo de Infraestructura Urbana Sostenible en Asia y América Latina”.
 - *CEPAL (ECLAC), UN Habitat, ESCAP, Urban Design Lab (2011), “Executive Summary: Are We Building Competitive and Liveable Cities? Guidelines for developing eco-efficient and socially inclusive infrastructure”
 - *Kraimer, A. et al. (1993), “Towards a Sustainable Urban Environment: The Rio de Janeiro Study”,

World Bank Discussion Papers. Washington, D.C.: World Bank.
 - *Hardly, J.E., Satterthwaite, D. and Mitlin, D. (2001), Environmental Problems in an Urbanizing World: Finding Solutions in Africa, Asia and Latin America, “Chapter 3: The City Environment”, “Chapter 4: Who Bears the Environmental Costs in Cities?”, “Chapter 6: Tackling Environmental Health Problems” and “Chapter 8: Sustainable Development and Cities”. Sterling, VA: Earthscan Publications.
- For Chapter 3 see:
http://books.google.co.uk/books?hl=es&lr=&id=u2GuY9fr9LgC&oi=fnd&pg=PR3&dq=Environmental+Problems+in+an+Urbanizing+World:+Finding+Solutions+in+Africa,+Asia+and+Latin+America&ots=vat7UiETHC&sig=Lr8ATMjBnXmc_uzm4S0RVElat-A#v=onepage&q&f=false
- The rest of the book in: 4shared.com
- World Bank (2009), World Development Report: Reshaping Economic Geography, Washington D.C. Ch.1, 5.

14. Finance I

I.-Course Identification		
Course name:	Finanzas I	
Code FEN:	ENFIN415-01	
Course name in English:	Finance I	
Study Program:		
Course type:	Mandatory	
SCT Credits	6 credits	
Teaching Team	Erwin Hansen, Ph.D. (ehansen@fen.uchile.cl)	
Assistants	-	
Prerequisites		
Schedule	TBA	

II.- Description and training intention of the course
<p>We aim at understanding investment decisions under uncertainty and the equilibrium conditions in capital markets, emphasizing the relationship between risk and return. We will study portfolio theory and portfolio performance evaluation, the CAPM, and APT (pricing by arbitrage) model. We will cover fixed income instruments, the intertemporal yield curve and fixed income portfolio. Finally, we study derivatives securities as options, forwards, futures and swaps.</p>

III.- COMPETENCIES, LEARNING OUTCOMES, AND CONTENTS
<p>Generic Competencies</p>
<p>Specific Competencies</p>

IV.- CONTENTS	
Session	Topics
Introduction	<ul style="list-style-type: none"> • Utility theory under uncertainty.
Portfolio Theory & Performance	<ul style="list-style-type: none"> • Mean-variance portfolio theory. (BKM 7) • Classical portfolio performance evaluation (BKM 24) • Index Model (BKM 8) • Active and Pasive Portfolio Management (BKM 8 and 27)
Capital Market Equilibrium Models	<ul style="list-style-type: none"> • CAPM (BKM 9) • APT / Multifactor models (BKM 10) • Market Efficiency Hypothesis (BKM 11)
Fixed Income Securities	<ul style="list-style-type: none"> • Credit Risk (Duration, Convexity, Inmunization) • The term structure of interest rates (BKM 15)
Derivative Securities	<ul style="list-style-type: none"> • Forwards and Futures (BKM 22) • Options (BKM 20, 21) • Swaps

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS
<p>Methodology</p> <ol style="list-style-type: none"> 1. Introduction <ol style="list-style-type: none"> a. Utility theory under uncertainty. (BKM 6) 2. Portfolio Theory & Performance <ol style="list-style-type: none"> a. Mean-variance portfolio theory. (BKM 7) b. Classical portfolio performance evaluation (BKM 24) c. Index Model (BKM 8) d. Active and Pasive Portfolio Management (BKM 8 and 27) 3. Capital Market Equilibrium Models <ol style="list-style-type: none"> a. CAPM (BKM 9) b. APT / Multifactor models (BKM 10)

c. Market Efficiency Hypothesis (BKM 11)

4. Fixed Income Securities

a. Credit Risk (Duration, Convexity, Immunization)

b. The term structure of interest rates (BKM 15)

5. Derivative Securities

a. Forwards and Futures (BKM 22)

b. Options (BKM 20, 21)

c. Swaps

Evaluation

- Midterm Exam : 35%
- Final Exam : 35%
- Others (homework / quizzes) : 30%

Ground Rules

- Any student caught cheating in a test or exam will automatically receive a grade of 1.0, and the case file will be presented for the evaluation of the respective school department.
- Requests for grading revisions of tests and exams will be accepted in writing, up to 7 days after the graded test in question has been handed to the students. No requests will be accepted after this time.
- Under the regulations of the School of Economics and Business, students who miss a test will be allowed to take a make-up test at the end of the semester. The make-up test will cover all the course contents. The make-up test may account for at most 50% of the student's final grade.

The course is approved if the 2 next conditions are fulfilled:

- the average grade of the midterm exam and the final exam (50% each) is equal to or above 3,95;
- the average final grade of the course (i.e. including quizzes and the homework) is equal to or above 3,95 (see weights in the grading section above)

Class attendance is optional. However, I strongly recommend attending them.

● **IV.- BIBLIOGRAPHY**

Main Text:

- "Investments", Bodie,Z., A. Kane & A. Marcus, McGraw-Hill, 8th edition, 2009. (BKM)

Others:

- Copeland, T., F. Weston & K. Shastri, “Financial Theory and Corporate Finance”, Addison Wesley, Pearson, 4th edition, 2005. (CWK)
- Hull, J. “Option, Futures and Other Derivatives”, Addison Wesley, Pearson, 8th edition, 2012. (Hull)

15. Information Systems Development

I.-Course Identification			
Course name:	Information Systems and Management Control		
Code FEN:	ENGIN 410-01		
Course name in English:	Information Systems and Management Control		
Study Program:	Professional		
Course type:	Elective Course		
SCT Credits	6 credits	Contact Hours: 4,5	Self-study hours: 2.5
Teaching Team	Ariel La Paz Lillo		
Assistants	Miranda Alderete, Romina Castillo y Ricardo Moreno		
Prerequisites	Negocios con TI (ENGIN450), Sistemas de Aplicaciones (ENGIN315)		
Schedule	Monday 11:00 – 12:20, Class H-106 Wednesday 11:00 – 12:20, Class H-106 Friday 11:00 – 12:20, TA H-105		

II.- Description and training intention of the course
<p>"This course aims to transform the mindset of professionals who make decisions regarding IS/IT, enabling them to use and implement appropriate solutions for specific problems. The goal is to turn system and technology tools into business solutions, contributing to the professional development of achieving alignment between human, technological, and informational resources in the solutions delivered to the assisted organizations. Additionally, it fosters teamwork and a commitment to excellence."</p>

III.- COMPETENCIES, LEARNING OUTCOMES, AND CONTENTS
<p>Generic Competencies</p> <ul style="list-style-type: none"> • Actively participate in social responsibility and active citizenship actions. • Apply criteria of professional rigor and discipline during the training process.
<p>Specific Competencies</p> <p>Basic</p> <ul style="list-style-type: none"> • Efficiently and effectively utilize and implement the information systems and data management tools that organizations require for generating information to support organizational management, strategic analysis, decision-making, and the creation of new business models. <p>Disciplinary</p>

- Recognize, describe, and analyze how organizations use Information Systems and Information Technologies (IS/IT) strategically and operationally to support their business processes.
- Establish data storage needs, relevant information, and their relationships.

Professional

- Propose solutions, using criteria and tools to confront the challenges that arise from the exercise of the profession. Utilize professional criteria to address various professional challenges in the work context of your profession.
-

Learning Outcomes

- Associating tasks and business processes with the execution of IT projects, according to the systems' life cycle, to follow a clearer structure when developing activities.
- Defining and specifying functional requirements, using appropriate methodologies to establish scope and priorities.
- Design functional perspectives for the IT/IS architecture, as well as data flows between relevant actors, using graphical languages for a better understanding of the organization's analysis.
- To visualize and assess the advantages and disadvantages of IT solutions, in order to deliver a realistic proposal.

Sustainable Development Goals (SDGs)

Below, the Sustainable Development Goals (SDGs) supported by this course are listed

- Objective 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Objective 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- Objective 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

IV.- CONTENTS	
Session	Topics

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS

Methodology

Learning and Service (A+S) - Learning Linked with the Environment:

Educational activity that raises the development of knowledge, values and professional skills, while applying the content of the course in carrying out a service that meets the needs of the environment.

Experiential Learning based on Organizational and Professional Challenges (AEDOP) - Learning Linked with the Environment:

Educational activity that raises the development of knowledge, together with the application of the study materials and with the implementation of attitudes and values through the performance of a service to certain complex organizations that are similar to the context where the students will work once they graduate.

B-Learning:

Blended learning mode, which combines synchronous learning activities -in-person or online- with asynchronous ones through independent student work.

Evaluation

Individuals Test	65%
Participation Just in Time Teaching (JIIT)	10%
One Minute Papers (OMP)	10%
Test (T)	45%

Project 35%

Report 1	2%
Report 2	3%
Report 3	10%
Prototype	10%
Exam (Project defense)	10%

To pass the course, each student must meet three conditions:

i) Minimum passing grade	>	4.0
ii) $(T*0.45 + JIIT*0.10 + OMP*0.10) / 0.65$	>	4.0
iii) Project	>	4.0

If the conditions for passing are not met, the student will fail the course, and their grade will be: $\text{Min}\{ii, iii, 3.8\}$

Basic Regulations

In case of misconduct such as cheating on tests, laughing on other students' language skills, plagiarism or other similar conducts will result in failing the subject with the minimum grade (1.0) and the application of School Plagiarism Rules [1].

[1] <http://secretariaestudios.fen.uchile.cl/informacion-relevante/reglamento-de-plagios>

The instructors according to the appeared circumstances could adapt the schedule outlined in this syllabus during the development of the course.

● **IV.- BIBLIOGRAPHY**

Required reading:

1. Charles S. Wasson (2005). System Analysis, Design, and Development: Concepts, Principles, and Practices. (W)

https://www.zu.edu.jo/UploadFile/Library/E_Books/Files/LibraryFile_12159_26.pdf

2. Alan Dennise, Barbara Wixon & David T. Garden. Systems Analysis and Design UML version 2.0: an object-oriented approach. 3° Ed. (DWG)

<https://saleroo.files.wordpress.com/2015/09/systems-analysis-and-design-with-uml-wiley.pdf>

Complementary/Alternative Reading:

1. Santiago Ceria. Casos de Uso-Un método práctico para explorar requerimientos. Ingeniería de Software I, Universidad de Buenos Aires.

16. Introduction to Macroeconomy

I.-Course Identification			
Course name:	Introducción a Macroeconomía		
Code FEN:	ENMAC205		
Course name in English:	Introduction to Macroeconomy		
Study Program:	—		
Course type:	Mandatory		
SCT Credits	6 credits	Contact Hours:	Self-study hours:
Teaching Team	Humberto Martinez, hmartinezb@fen.uchile.cl		
Assistants	Tamara Muñoz		
Prerequisites	Negocios con TI (ENGIN450), Sistemas de Aplicaciones (ENGIN315)		
Schedule	Monday and Wednesday, 9:30-10:50		

II.- Description and training intention of the course
<p>Building Economic Intuition: People every day make decisions under everchanging and complex contexts. The economy is no different which makes it impossible to study in detail. In this course, students will develop the ability to break down a macroeconomic problem into the relevant elements, and use proven logic structures and theories to connect key ideas to study a problem.</p> <p>Reality Comprehension: We believe that economic theories help us understand complex realities but these realities are not part of a vacuum. These tools are only useful to the degree that they allow us to understand, explain, and even forecast economic realities. Hence, it is key for students to get familiar with economic data, the institutional framework under which macroeconomic policy is discussed and chosen, and the current policy discussion.</p> <p>Economic vocabulary: As in any other discipline, macroeconomists use an ad-hoc and technical language. In this course, students will learn this vocabulary and will develop the skills to use it correctly.</p> <p>Working habits: This course reinforces the necessary working habits to have a successful professional career, including the ability to use logic in a rigorous manner, use a precise language, be informed of current events, and to develop a critical perspective about the world.</p>

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS

Methodology

Learning and Service (A+S) - Learning Linked with the Environment:

Educational activity that raises the development of knowledge, values and professional skills, while applying the content of the course in carrying out a service that meets the needs of the environment.

Experiential Learning based on Organizational and Professional Challenges (AEDOP) - Learning Linked with the Environment:

Educational activity that raises the development of knowledge, together with the application of the study materials and with the implementation of attitudes and values through the performance of a service to certain complex organizations that are similar to the context where the students will work once they graduate.

B-Learning:

Blended learning mode, which combines synchronous learning activities -in-person or online- with asynchronous ones through independent student work.

Evaluation

- Controls (25%): We will have two partial controls during the term. These controls will be held in-person during recitations and they will evaluate topics seen and discussed in classes and recitations, as well as current economic events in Chile and worldwide.
- Solemne (25%): The Solemne evaluates the topics seen and discussed in classes and recitations, as well as current events in Chile and across the world. The Solemne will be held during the period of Solemnies established by the School.
- Final Exam (30%): A cumulative exam will take place at a date set in advanced by the School. If a student is absent for an exam, it will receive a grade of 1.0 (one), unless the reason of absence is of accepted exceptional circumstances (force majeure), and such reason was correctly justified to the School as well as the Professor. Exam period: June 27 to July 8
- Data Problem Sets (10%): In groups of five, students will solve 2 problem sets during the term that will require finding, downloading, using, and interpreting macroeconomic data. Problem set questions will be available to students a week before due date.
- Essays (10%): Students will get together in pairs to write short essays (no more than 2 pages) about subjects and questions that arise throughout the course. Topics and deadlines will be discussed and chosen as classes take place. Students will hand in at least two short essays during the term.

- In case that a student for extraordinary, and appropriately justified, circumstances cannot hand in la Solemne, the percentage will be accumulated to the Exam. If a student is absent for the exam, and can appropriately justify its absence as one of exceptional circumstances, can ask for a make-up exam. If a student is absent from one or both of the Controls, the percentage will accumulate for la Solemne in case of Control I, and for the exam in case of Control II.

Course Approval Criteria

- To approve the course, additional to a final grade equal or greater than 4.0 for the course, a student must obtain a simple average equal or greater to three point five (3.5) between the Solemne and the Exam $[(\text{solemne} + \text{exam}) / 2] \geq 3.5$.
- Any type of cheating or copying attempt in any of the work evaluation activities throughout the term will be sanctioned under the protocols determined by the undergraduate school.

IV.- CONTENTS	
Session	Topics
Introduction and Data (Chile and the world)	<ul style="list-style-type: none"> ● What is Macroeconomics [M 1.1, D 1] ● Basic Concepts: stocks, flows, quantities and prices, real and nominal variables, exogenous and endogenous variables, short-run and long-run, closed and open economy [M 1.2] ● Data: National Accounts, Fiscal, Monetary, Balance of Payments [M 2.1, D 2.1, 2.3-2.8, 5.1] ● IPC, Unemployment, Exchange Rate [M 2.2-2.3, D 2.2, 2.3, 2.10] ● Data for Chile: Imacec, GDP, Balance of Payments, unemployment. BCCCh reports, INE and IMF. ● Institutional framework in Chile: Fiscal and monetary policy, financial regulation
Growth and GDP Trend	<ul style="list-style-type: none"> ● The Data [D 10] ● The Neoclassical Model [M 8, D 11] ● Productivity and long-run growth and convergence [M 9.1-9.3, D 11] ● Extensions: Human Capital, innovation, etc [M 9.4, D 12]
Agents Behavior	<ul style="list-style-type: none"> ● Consumers: Keynes, Life cycle and Permanent Income [M 16.1-16.4, D 3.1-3.6] ● Investment [M 17, D 4.1-4.5] ● Government [D 5.1-5.5]
Long-run Equilibrium or flexible prices	<ul style="list-style-type: none"> ● Closed Economy [M3, D 6.1-6.3]

	<ul style="list-style-type: none"> ● Open Economy and the Exchange rate [M 6, D 7.1-7.3, 8.1-8.3] ● Money, prices, and Exchange Rate [M 4, D 15.1-15.4, 16.1]
Aggregate Demand Models: IS-LM	<ul style="list-style-type: none"> ● Goods Market [M 11.1, D 19.1-19.3] ● Money Market [M 11.2, D 19.4] ● Closed Economy IS-LM Model [M 12, D 19.4-19.7]

- [D] De Gregorio, José, 2007, *Macroeconomía. Teoría y Políticas*, Pearson Educación, Prentice Hall. Download: <http://www.degregorio.cl>
- [M] Mankiw, N. Gregory, 2014, *Macroeconomía*, Antoni Bosch Editor, 8ª. Edición, disponible electrónicamente: <http://www.antonibosch.com/libro/macroeconomia-8-ed> This book is also available in English and more recent editions also work for this course..

17. Marketing II

I.-Course Identification			
Course name:	Marketing II		
Code FEN:	ENMKT455/03		
Course name in English:	Marketing II		
Study Program:	—		
Course type:	Mandatory		
SCT Credits	6 credits	Contact Hours: 4,5	Self-study hours: 4,5
Teaching Team	Pedro Hidalgo (phidalgo@unegocios.cl)		
Assistants	TBD		
Prerequisites	Marketing I		
Schedule	Tuesday and Thursday, 15:30 to 16:50		

II.- Description and training intention of the course
<p>This course aims to consolidate and expand the knowledge acquired in previous marketing courses and apply it to practical work. Every Marketing executive in their professional life must develop and implement Marketing Plans. Therefore, students will carry out this activity by working in teams throughout the semester. They will explore, analyze, and propose ideas about a product category that each group can suggest or will be assigned by the professor. The focus is on structuring a strategic plan centered on value creation and on how the marketing of a proposed product could be successful given the current competitive environment of the category. Throughout the semester, students are expected to make their own decisions and demonstrate a high level of proactivity in terms of selecting their working methodology and the parameters on which their work will be based during the academic period.</p>

III.- COMPETENCIES, LEARNING OUTCOMES, AND CONTENTS
<p>Learning Outcomes</p> <ul style="list-style-type: none"> ● Create the ability to identify, analyze, and diagnose the relative position of a company, brand, or product in the industry and its potential attractiveness, allowing the establishment of critical success factors for the business. ● Generate creative solutions through the analysis of identified critical factors for a product category in order to determine the most viable solutions in the short, medium, and long term. ● Formulate a Marketing Strategic Plan considering the product, brand, or Business Unit priorities in the short, medium, and long term, to guide and support decision-making. ● Identify ways in which the products will generate value and propose concrete actions in the marketing mix to achieve a competitive advantage in the market.

IV.- CONTENTS	
Session	Topics
Stage I	<ul style="list-style-type: none"> ● Unit 1: Review of Introduction to Marketing.
Stage II	<ul style="list-style-type: none"> ● Unit 2: Marketing Plan ● Unit 3: Situational Analysis ● Activity (Situational Analysis) ● Unit 3: Review of Market Research
Meetings	<ul style="list-style-type: none"> ● Meetings: ● Coaching (Includes Class and Assistance Schedule)
Presentations	<ul style="list-style-type: none"> ● Presentations: ● Situational Analysis (Includes Assistance Schedule)
Stage III	<ul style="list-style-type: none"> ● Unit 4: Strategy, Objectives, and Value Creation ● Unit 5: Segmentation ● Unit 6: Positioning
Stage IV	<ul style="list-style-type: none"> ● Unit 7: Product Strategies ● Unit 8: Pricing Strategies ● Unit 9: Promotion Strategies ● Unit 10: Place Strategies

*This course schedule is tentative and provided as a general guide for the course. The professor reserves the right to make changes according to contingencies and course requirements. For specific dates, please refer to the schedule discussed in class and available on the course website.

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS

Methodology

To achieve the course objectives, a combination of in-person classes taught by the professor, assigned readings for students to discuss in class, and, if possible, conversations with entrepreneurs will be utilized. Additionally, progress presentations for the different groups will be conducted, along with assistance meetings for the group work that will be formed, giving the course a more workshop-oriented structure rather than a traditional lecture format.

The methodology design takes into account teamwork, the professor's expository method with active participation and discussion from students, the analysis of a brand, product, and/or product category and its marketing management challenges, in-class work meetings, presentations from marketing executives (subject to availability), analysis and discussion of readings (optional), debates, etc. All of the above is crucial for achieving the integration of theoretical concepts and models with their practical application.

Evaluation

1. Situational Analysis (Marketing Plan): 20%
2. Future Marketing Plan: 25%
3. Solemn Assessment: 15%

4. Exam: 25%
5. Group Activities and Meetings: 15%
6. Peer Evaluation: Group Grade Modifier

To pass, students in the course must have an average of 4.0 in both the individual assessments (points 3 and 4) and the group evaluation (which considers points 1 and 2), as well as a positive Peer Evaluation.

Marketing Plan

According to the course objectives, the development of a Marketing Strategic Plan during the semester will be one of the key activities in the course evaluation. The Marketing Plan will be a practical project conducted on a proposed or assigned product within a defined product category and based on an existing or new brand.

Groups will be formed based on the number of students in the course, with an attempt to have an even number of members in each group. Students can propose their own groups along with the product category and brand they intend to work on by August 1. If there are no proposals, the professor will randomly form the groups and assign the product category for each group.

Once the final product category is defined for a group, it will remain the same throughout the semester and evaluations.

The Marketing Plan will be divided into 2 areas of work and the submission of 2 reports:

Situational Analysis: Students will conduct an in-depth analysis of an industry sector, considering a product category as the basic unit of analysis. The main objective is to gain a thorough understanding of the current industry situation, market players, product category characteristics, category consumers, and all relevant dimensions to identify potential business opportunities. The Situational Analysis will consist of a report and a written summary that all groups must submit by August 31. Each group will present for 20-25 minutes on September 5 and 7, including preparation, presentation, and questions. While there are no restrictions on the length or format of the report, its consistency, professionalism, and overall clarity will be evaluated. Special attention will be given to information sources and the creation of relevant information for understanding the product category. The report serves as the foundation for the Marketing Plan.

Future Marketing Plan: This is the first step of the future Marketing Plan based on the Situational Analysis and the identified market opportunities. If it is an existing product, the target market must be defined, and if it is a new product, the target market should also be determined. Competitive strategy, positioning, and sales objectives for the product/brand (or product line) must also be defined. The Future Marketing Plan (Strategic and Tactical) will consist of a written report and a summary that all groups must submit by October 30. Each group will present for 20-25 minutes on October 31, November 2, and 7, considering the time for assistance. The extension and format conditions are the same as in the previous reports and course summary.

NOTE: For group presentations (both reports), two members of the group will be randomly selected to present. This means that all group members must prepare and be willing to present.

To support the development of the work, the professor and potentially course assistants will have 2 or 3 work meetings during class hours and/or assistance hours in the weeks leading up to the progress and final submissions. Refer to the Course Schedule for scheduling. During weeks designated for group meetings, there will be no classes, but assistance sessions may be scheduled if the progress of the material requires it.

Meetings and Activities:

Attendance at group support meetings is mandatory and will be evaluated based on the individual performance of group members. A group base grade will be established (dependent on the preparation and assertiveness of its members and the demonstration of teamwork), and this grade will not be openly disclosed. The teaching team will use it only to calculate the individual grade for each meeting, which will practically be a positive or negative modifier of the base grade. It is essential to emphasize that speaking more does not necessarily benefit; instead, credit is given to those who demonstrate a comprehensive understanding of the group's progress and the requirements for each report.

Additionally, group and individual development activities will be scheduled throughout the semester, with timely communication.

Peer Evaluation:

Finally, group members must evaluate their peers based on their performance during the semester. The evaluation criteria will be provided after all group presentations conclude. Peer evaluation this semester will take place after the final presentations of all groups.

The result of the peer evaluation is entirely based on the criteria set by the evaluation of a particular group of students and not on subjective criteria or preferences of the professor or the teaching team.

The output of the peer evaluation is a modifier of the group grade for the course (valid for 50% of the final course grade), which usually ranges between -1.0 and +1.0 (the range could be wider or narrower depending on the evaluations conducted). Please note that if your group grade falls below 4.0 due to your peer evaluation, you will fail the course.

The idea of this procedure is to differentiate between those who work more and those who work less during the semester, reduce the potential for "free rider" attitudes, and generate a concept of internal justice within the evaluations of a workgroup. It is noteworthy that the final modifiers are calculated based on a complex procedure, not just the simple calculation of peer evaluations but rather a relative weighting of different internal evaluation methods.

If a group member does not submit their peer evaluation, it will be considered as an evaluation not performed and will be recorded with the minimum grade (usually -1.0 as a modifier of the group grade).

Surveys and Recovery Assessments:

A recovery check and a recovery exercise will be conducted for all students who have justified an absence from any evaluations during the semester. The dates and conditions of these assessments will be agreed upon at the end of the course classes. Recovery assessments will cover the entire semester's material. Group assessments are not recoverable.

Code of Conduct and General Aspects of the Course

El profesor del curso espera que la clase se desarrolle por sobre todo en un ambiente de respeto y colaboración. Se espera que los alumnos participen activamente de la clase (en la medida de lo posible) y tengan oportunidad de expresar sus ideas, preguntas y opiniones.

Fuera de los horarios de clases, el profesor está dispuesto a atender alumnos previo aviso (vía e-mail por ejemplo) o de común acuerdo. Por favor, evitar hacer preguntas de cosas ya expuestas en clases (que se puedan consultar por esa vía) o de cosas que están expresamente explicadas en el programa del curso o las diapositivas de materia.

Para el desarrollo de la asignatura, se considerará que los alumnos y alumnas están en total conocimiento de la información contenida en el reglamento de tolerancia cero y de plagio, los cuales se encuentran en la página <http://intranet.fen.uchile.cl/> de la universidad.

Se recomienda llegar a clases puntual (o conectarse con alguna anticipación a los recursos online).

● VI.- BIBLIOGRAPHY

The following texts serve as a guide for the course, but there is no obligation to purchase them. These can be considered optional reference materials.

- "The Marketing Plan Handbook," Marian B. Wood. (Fourth Edition, 2011, Prentice Hall, USA) - MBW
- "The Marketing Plan Handbook," Alexander Chernev. (Third Edition, 2011, Cerebellum Press, USA) - AC
- "The Marketing Plan," William A. Cohen. (Fourth Edition, 2005, John Wiley & Sons, USA) – WAC
- For questions regarding past material from the Introduction to Marketing course, refer to:
- "Marketing," Philip Kotler and Gary Armstrong. (Thirteenth Edition, 2009, Prentice Hall) – KyA

For questions regarding past material from the Market Research course, refer to:

- "Market Research," Naresh K. Malhotra. (Fifth Edition, 2008, Prentice Hall) - NKM

Additional readings may be assigned throughout the course to complement a topic of study or enhance understanding of specific content.

- Potential sources of secondary information: ANDA – AKC Studies; GFK; CADEM; IPSOS; Kantar; America Retail Magazine; Publimark; INE; etc.

18. Chilean Economic Development

I.-Course Identification			
Course name:	Chilean Economic Development		
Code FEN:	ENHEC41601		
Course name in English:	Chilean Economic Development		
Study Program:	—		
Course type:	Elective		
SCT Credits	6 credits	Contact Hours: 4,5	Self-study hours: 4,5
Teaching Team	Roberto Alvarez (robalvar@fen.uchile.cl)		
Assistants	Natalia Garrido		
Prerequisites	—		
Schedule	Monday and Wednesday, 12:30-13.50		

II.- Description and training intention of the course

This course is aimed to discuss and learn about the main issues of the economic development in Chile, highlighting its strengths and challenges. The course will be taught for several professors from the economic department that have investigated and/or worked in the issues covered in the course.

IV.- CONTENTS

Topics	Bibliography
Historical social development: Javier Nuñez	<ul style="list-style-type: none"> Leandro Prados de la Escosura 2022, Human Development and the Path to Freedom 1870 to the Present, Cambridge University Press. LUIS BERTOLA AND JOSE ANTONIO OCAMPO 2012, Development of Latin America since Independence, Oxford University Press. Astorga, P., Bérge, A. R., and FitzGerald, E. V. K. (2005). 'The Standard of Living in Latin America During the Twentieth Century', Economic History Review, 58, 765–796.
Economic growth: José De Gregorio	<ul style="list-style-type: none"> De Gregorio, José (2004), "Productivity Growth and Disinflation in Chile," NBER Working paper No.10360. De Gregorio, José (2015), "From Rapid Recovery to Slowdown: Why Recent Economic Growth in Latin America Has Been Slow," PIIE Policy Brief PB15-6.

	<ul style="list-style-type: none"> ● De Gregorio, José (2019), “Productivity in Emerging Market Economies: Slowdown or Stagnation,” in Posen, Adam and Jeromin Zettelmeyer (eds.), Facing Up to Low Productivity Growth, Peterson Institute for International Economics. ● Fuentes, Rodrigo (2011), “A Unified Growth Model for Unified Chile,” Latin American Economic Journal, Vol. 48, No. 2, pp. 157-179. ● Meller, Patricio (1996), Un Siglo de Política Económica en Chile, Editorial Andres Bello. ● Schmidt-Hebbel, Klaus (2006), “Chile’s Economic Growth,” Latin American Economic Journal, Vol. 43, Mayo, pp. 5-48.
<p>Macroeconomic policies: Eugenia Andreassen</p>	<ul style="list-style-type: none"> ● Cowan, K., & De Gregorio, J. (2007). International borrowing, capital controls, and the exchange rate: lessons from Chile. In Capital Controls and Capital Flows in Emerging Economies: Policies, Practices, and Consequences (pp. 241-296). ● De Gregorio, J. & Tokman A. (2004). Overcoming Fear of Floating: Exchange Rate Policies in Chile, Working Papers Central Bank of Chile 302. ● De Gregorio, J. (2009). Chile: Foreign Shocks and Policy Responses. World Economics, vol. 10(4), pages 5-24. ● Marcel, M. (2013). The Structural Balance Rule in Chile: Ten Years, Ten Lessons. Inter-American Development Bank Discussion Paper 289. ● Valdés, R. O. (2007). Inflation Targeting in Chile: Experience and Issues. In Presentation at the Monetary Policy in Emerging Markets seminar, organized by the OECD/Bank of England, Paris (Vol. 28).
<p>Tax policy: Alejandro Micco</p>	<ul style="list-style-type: none"> ● OECD 2022 “OECD Tax Policy Reviews: Chile 2022” ● OECD 2022 “Revenue Statistics in Latin America and the Caribbean 2022” ● OECD 2018 The Role and Design of Net Wealth Taxes in the OECD. ● Timothy Besley and Torsten Persson (2013). Taxation and Development. Handbook of Public Economics, Editor(s): Alan J. Auerbach, Raj Chetty, Martin Feldstein, Emmanuel Saez. ● Åsa Johansson, Chistopher Heady, Jens Matthias Arnold, Bert Brys, Laura Vartia (2008) Taxation and Economic Growth. OECD ECONOMICS DEPARTMENT WORKING PAPER No. 620.
<p>Social Contract: Guillermo Larrain</p>	<p>Class 1: The Social Contract’ instability: Theory and the case of Chile</p> <ul style="list-style-type: none"> ● Voigt, S. (2019), Institutional Economics. An Introduction, Cambridge University Press, ch. 1

	<ul style="list-style-type: none"> ● Binmore, K. (1994), <i>Playing Fair. Game Theory and the Social Contract</i>, chapter 1, pp. 1-63 ● Larrain, G. (2022), “How to Stabilize Social Contracts? Ideas from the perspective of Voluntary Private Arrangements”, United Nations Department on Economic and Social Affairs (UNDESA) Expert Group Meeting “Creating full and productive employment and decent work for all as a way of overcoming inequalities to accelerate the recovery from the COVID-19 pandemic and the full implementation of the 2030 Agenda for Sustainable Development” <p>Class 2: The Social contract and the Welfare State: The case of Chile</p> <ul style="list-style-type: none"> ● Barr, Nicholas (1992), “Economic Theory and the Welfare State: a survey and interpretation”, <i>Journal of Economic Literature</i> 30 (2), 741-803 ● Atkinson, Anthony B, (2001), <i>The Economic Consequences of Rolling Back the Welfare State</i>, Munich Lectures in Economics, MIT Press (ch. 1,2) ● Esping-Andersen, Gosta (1990), <i>The Three Worlds of Welfare Capitalism</i>, Polity Press (ch. 1,2,4) ● Brunnermeier, M. (2022), <i>The Resilient Society</i>, Endeavour Literary Press, ch.1, 2 <p>Class 3: The Social Contract and the Environment: Theory and the case of Water in Chile</p> <ul style="list-style-type: none"> ● Bauer, C (2004), <i>Siren Song: Chilean Water Law as a Model for International Reform</i>, Resources for the Future ● Ostrom, Elinor (2003), <i>Governing the Commons</i>, Cambridge, ch. 1, 2, 5 ● Brunnermeier, M. (2022), <i>The Resilient Society</i>, Endeavour Literary Press, ch.15
<p>Trade policy: Roberto Álvarez</p>	<ul style="list-style-type: none"> ● Stallings, B. (2009). <i>Chile: A pioneer in trade policy</i> (pp. 118-138). Palgrave Macmillan UK. ● de Gregorio, J., Contreras, D., Bravo, D., Rau, T., & Urzua, S. (2002). 5. Chile: trade liberalization, employment and inequality. <i>Economic Liberalization, Distribution and Poverty</i>, 167. ● Edwards, S. (2009). Protectionism and Latin America's historical economic decline. <i>Journal of Policy Modeling</i>, 31(4), 573-584. ● Salinas, M. G. (2021). <i>Chile: A Role Model of Export Diversification Policies?</i>. International Monetary Fund.
<p>Labors markets and informality: Jaime Ruiz-Tagle</p>	<ul style="list-style-type: none"> ● Bosch M, Esteban-Pretel J. 2012. Job creation and job destruction in the presence of informal markets. <i>Journal of Development Economics</i>. 98:270–86

	<ul style="list-style-type: none"> ● La Porta, Rafael, y Andrei Shleifer (2014). "Informality and Development". <i>Journal of Economic Perspectives</i>, 28 (3): 109-26. ● Rocha, Rudi, Gabriel Ulyssea, Laís Rachter (2018). "Do lower taxes reduce informality? Evidence from Brazil". <i>Journal of Development Economics</i>, 134: 28-49. ● Ulyssea, G. (2020). <i>Informality: Causes and Consequences for Development</i>. <i>Annu. Rev. Econ.</i> 12:525–46.
<p>Transport policies: Andrés Gomez-Lobo</p>	<ul style="list-style-type: none"> ● Gómez-Lobo, A. (2007), 'Why Competition Does Not Work in Urban Bus Markets: Some New Wheels for Some Old Ideas', <i>Journal of Transport Economics and Policy</i>, Vol. 41, part 2, May, pp. 283-308. ● Price, J.J. and A. Gómez-Lobo (2021), 'Baumol's cost disease and urban transport services in Latin America', <i>Transport Research Part A</i>, 149, pp. 206-225.
<p>Privatization, regulation and competition policy.: Eduardo Engel</p>	<p>Since most references are in Spanish, the instructor will provide handouts covering the material in English. These handouts will be self-contained, the following references are all optional.</p> <ul style="list-style-type: none"> ● Patricio Bernedo. <i>Historia de la libre competencia en Chile: 1959-2010</i>. Fiscalía Nacional Económica, 2013. ● Eduardo Engel. "Protección de los consumidores en Chile: ¿Por qué tan poco y tan tarde". <i>Perspectivas en Política, Economía y Gestion</i>. 1998. ● Ronald Fischer. "Políticas de competencia". Chapter 12 in Fischer, <i>Curso de organización industrial</i>. ● Meller, Patricio. <i>The Unidad Popular and the Pinochet Dictatorship: A Political Analysis</i>. St. Martin's Press. 2000. ● Inter-American Development Bank. <i>The Privatization Paradox</i>. 2010. ● David MacKenzie, Dillip Mookherjee. "The distributive impact of privatization in Latin America: Evidence from Four Countries". <i>Economía</i>, 2003. ● Gérard Roland. "Private and Public Ownership in Economic Theory," Chapter 1 in G. Roland (ed), <i>Privatization: Successes and Failures</i>, Columbia University Press, 2008. ● Ronald Fischer and Pablo Serra. "Regulating the Energy Sector in Latin America," <i>Economía</i>, 2000. ● Alberto Chong and Florencio López-de-Silanes. "Privatization in Latin America: What Does the Evidence Say?", <i>Economía</i>, 2004. Including the discussion by Eduardo Bitrán. ● Sebastian Galianni, Paul Gertler and Ernesto Schargrotsky. "Water for Life: The Impact of the Privatization of Water Services on Child Mortality," <i>J. of Political Economy</i>, 2005.

	<ul style="list-style-type: none"> ● Máximo Torero, Enrique Schroth and Alberto Pasco-Font. "The Impact of Telecommunications Privatization in Peru on the Welfare of Urban Consumers," <i>Economía</i>, 2003. ● Bjoern Wellenius. "Extending Telecommunications Service to Rural Areas---The Chilean Experience." <i>Public Policy for the Private Sector</i>, Note No. 105, February 1997. ● Katharina Gassner, Alexander Popov and Nataliya Pushak. <i>Does Private Sector Participation Improve Performance in Electricity and Water Distribution?</i> Washington, DC: World Bank. 2009. ● Carl J. Bauer. <i>Against the current: Privatization, Water Markets and the State in Chile.</i> Kluwer Academic Publisher 1998. ● Germà Bel, Xavier Fageda and Mildred E. Warner. "Is Private Production of Public Services Cheaper Than Public Production? A Meta-Regression Analysis of Solid Waste and Water Services" <i>Journal of Policy Analysis and Management</i> Vol. 29, No. 3 (SUMMER 2010), 553- 577.
<p>Economic structure: Oscar Landerretche</p>	<ul style="list-style-type: none"> ● OECD (2022), <i>OECD Economic Surveys: Chile 2022</i>, OECD Publishing, Paris.

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS

Evaluation

- Control 1: 25% (Topics 1 & 2)
- Control 2: 25% (Topics 3, 4 & 5)
- Control 3: 25% (Topics 6 & 7)
- Control 4: 25% (Topics 8, 9 &10)

Controls include the topics discussed in classes and specific readings indicated by each professor.

● VI.- BIBLIOGRAPHY

- Included in the Course Content

19. Latin America in World's Affairs

I.-Course Identification			
Course name:	LATIN AMERICA IN WORLD AFFAIRS		
Code FEN:	ENNEG423		
Course name in English:	LATIN AMERICA IN WORLD AFFAIRS		
Study Program:	—		
Course type:	Elective		
SCT Credits	6 credits	Contact Hours: 4,5	Self-study hours: 4,5
Teaching Team	Prof. Walter Sánchez G. (Ph.D.)		
Assistants	TBD		
Prerequisites	—		
Schedule	Tuesday and Thursday 15.10-16.40 hrs		

II.- Description and training intention of the course

Examines patterns and complexities of Latin American politics and foreign policies. Focuses on a range of Latin American political and historical experiences, from colonization to present post COVID global inequality, slowing economic growth, climate change, de-globalization, populism and democratic de-consolidation processes.

Explores both sides of the U.S.-Latin American relationship, tracing its development over time and analyzing its current challenges.

Each week focuses on a different theme--including imperialism, foreign intervention, hemispheric security, human rights violations, foreign trade agreements and conflicts, migration flows, drug trafficking challenges, within a roughly twelve main topics within a chronological framework.

III.- COMPETENCIES, LEARNING OUTCOMES, AND CONTENTS

Generic Competencies

Ukraine invasion and the emerging new world order

Critical thinking to understand the rising geopolitical tensions among regional countries and between the United States, Europe, Russia, China and Latin America's regions and the Global South.

The international system is heading towards a polarized world order and fragmented future, with some countries splitting into opposing camps, North and South, and between democracies and autocracies and others not wanting to choose sides.

In Latin America, rising U.S.-China competition has provoked fears that the region may be forced to choose between the economic development and trade which China offers, and its longstanding relationship with the United States. The Ukrainian Invasion - War in Europe and its negative economic and diplomatic consequences in the region has raised new diplomatic dilemmas.

In response, Latin America in this changing geopolitical status is defining a new foreign policy looking for a smart autonomy or an Active Non-Alignment, that has been proposed for the region.

United Nation ODS Goals

In brief, to understand Latin America's increasing participation in the international political system is the main purpose of the course. By studying this course you should enhance your current performance as a student and/or as a practitioner of international management. Also, we are able to foster and cooperate with the UN, ODS goals 5, 15, 16, 17.

To understand the emerging political and macro strategic environment it is important for international students and managers. In addition, you should improve your leadership career prospects working in contexts where an understanding of foreign countries, "world mega trends", cross-political and cultural issues are an important ingredient for success.

To understand the key regional players domestic and regionally and their differences between South America and the rest of the region. To analyse the state crisis (failed states), the empowerment of the civil society, the impact of Indigenous communities, migration flows North and South, Black movements, feminist groups, environmental pressure groups and other new social movements in the region such as Maras, Urban Okupas and Organized Crime.

Global Citizenship and Intercultural exchanges are critical issues to understand how business survive in these changing socio political realities.

Latin America Multilateralism

Explores major issues in international relations, including conflicts – cooperation dynamics, and governance throughout multilateral agreements. Example, Mercosur and Amazonian regional Summits, several FTAs, within and outside the region, like the Transpacific Cooperation Agreements. TPP11.

Addresses dominant international challenges like the sustainable development Agenda, Climate Change, Post COVID mental illnesses and organized crime. Investigates about the democratic crisis like populism, narco states behavior and transnational networks, state corruption and globalization paradoxes.

Active Non-Alignment?

For example, the theory of active non-alignment was explained in the book Latin American Foreign Policies in the New World Order: The Active Non-Alignment Option. During the class the students will discuss these perspectives on Active Non-Alignment, its application by countries in the region as a

response to Russia's war in Ukraine, and the future of the strategy for a world marked by U.S.-China competition.

In summary, to understand Latin America's increasing participation in the international political system is the main purpose of the course

The course asks : Why Latin America is important ? What are we fighting for in Latin America? Where do we go from here? For Example the positive and negative impacts of A1: Technology & Global Governance. To examine the linkages between inclusive democracy, the 2030 Agenda goals and Sustainable development.

New critiques traditional state-centric approach to global governance in which international organizations such as the United Nations, Millenniums Goals, the 2030 Agenda and World Trade Organizations develop rules which nation-states follow.

Learning Outcomes

When you have completed your study of this course you will be able to identify some of the strategic countries, players and the factors that influence how decisions are made in Latin America in cross-cultural management contexts.

Describe and explain the political environment critically assessing the practical value of these trends in the context of doing business abroad and decision-making.

Critically assess some of the political risks inherent in cross-cultural and international management decision-making against a background of slowing economic growth, corruption, populism, 'de-globalization' and 'culture and political shift'.

IV.- CONTENTS	
Topics	Bibliography
So you are going abroad... Latin America as a living museum.	<ul style="list-style-type: none"> ● Latin America's political and cultural heritages and recent changes. ● The cosmopolitan manager.
The struggle for global hegemony and the emergency of the Global South .	<ul style="list-style-type: none"> ● The Russian Invasion and the Ukrainian War : A Third War is near ?
Latin America in the international system : from dependency to strategic autonomy?	<ul style="list-style-type: none"> ● Regions : Mexico , Central America , the Caribbean (Cuba : what next) and South America.. ● The Andean Populist Axis : Venezuela, Colombia, Ecuador, Perú, Bolivia ● The " A, B, C " countries. Argentina, Brasil and Chile.
Latin America's relations with the old and the new Europe.	<ul style="list-style-type: none"> ● The Third EU-CELAC Summit :July,2023
United States and Latin America.	<ul style="list-style-type: none"> ● The future of the Interamerican system: old and new challenges

	<ul style="list-style-type: none"> ● The North and the South Americans way of life
The Pacific Century and Latin America	<ul style="list-style-type: none"> ● China and Latin America: mutual benefit or dependency? ● G 20 Summit, Statement on Ukraine is sign of India's growing influence. (New Dehli, sep.10, 23)
BRICS and the Global South	<ul style="list-style-type: none"> ● Brics Summits welcomes 6 new members to reshuffle World Order, (Johannesburg, august 24,22)
Chile and Latin America. From open regionalism to social democracy ?	<ul style="list-style-type: none"> ● The Free Trade Agreements.: New trends.. ● Strategic regionalism and political changes
Chile and the second attempt to draft a new Constitution	<ul style="list-style-type: none"> ● After Nafta and the post Free Trade Agreements: environment, energy, corruption, low intensive democracy.
Why Latin America is important ?	<ul style="list-style-type: none"> ● From dependency to smart autonomy
Doing Business in Chile	<ul style="list-style-type: none"> ● Institutional strengths and regulations changes in the new Constitution.

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS

Methodology

This structure of the course is a Guide and your central learning resources are selected unit by unit. Each unit should be studied within a week. It is designed in the expectation that studying the unit and the associated core readings will require your reading and “working groups”.

Evaluation

- Case Study and simulation games.
- Exercises the ISI Intercultural Sensitive Index.
- Doing Business with ...” , “ So you are going abroad...” Intensive use of digital resources with interactive forum
- One oral and written report . Enter the final version of your report in the session before the final class . (50 %) of the final grade.
- One Reading Control (50 %) .To be noticed after the fourth session.
- I .) The cosmopolitan manager. Politics and Culture in Latin America
- So you are going abroad... Latin America as a living museum.

● VI.- BIBLIOGRAPHY

- 1.-ECOSOC, UN, A global socio economic outlook after COVID-19. ECOSOC, Ministerial Declaration , 2022 . “Building back better from the coronavirus disease (Covid 19) while advancing the full implementation of the 2030 Agenda for Sustainable Development, August 15,, 2022 , 022 session. Agenda Item 5
- 2.-Latin American Business Environment Report, University of Florida, Feb. 2018.
- 3.-- Rodrick Daniel , The globalization paradox . See The Introduction.
- 4.-Thomas Friedman, THE WORLD IS FLAT, Chapter 1 . *
- 5.- SO, YOU ARE GOING ABROAD SURVEY , Philip R. Harris & Robert T. Moran, Managing Cultural Differences, Appendix A, B, C. (To be answer by the group)
- 6.- CULTURE AND NEGOTIATION , Guy Oliver Gunner Sjostec, An Introduction
- 7.- Talvi J y Martinez J.P.,Es América Latina un desastre político?: Un enfoque alternativo, Real Instituto El Cano, agosto, 2023 . Example. SQM Lithium . A Chilean Global Company.2023
- 8.- World Bank, Special issues Doing Business with.... 2022. . See also, THE FILM CRASH or, SOUND OF FREEDOM
- 9.-Idea International ., Global State of Democracy , Building Resilience in a Pandemic Era.2021

II.- The struggle for global hegemony and the emergency of the Global South .

- The Russian Invasion and the Ukrainian War : A Third War is near ?

Readings

- 10. Sánchez W. Aróstica Pamela, China y América Latina en una nueva fase: desafíos del siglo XXI. Editorial Universitaria, 2021
- 11.- Sánchez Walter. Army War Academy. August.2022. The Ukraine Invasion. A new Third War is coming ? Paper and ppt.
- 12-. R. N. Hass “La era de la no polaridad. Lo que seguirá al dominio de EE.UU” Foreign Affairs, 2010*English version
- 13.- Germany F.R. Government, Strategy on China, 2023
- 14.- Moscow, Beijing and Latin America: Testing smart power diplomacy” by Walter Sánchez G. & Eduardo Carreño L., Paper delivered at the XXI World Congress International Political Science Association.July,2009
-

III.- Latin America in the international system : from dependency to strategic autonomy?

- Regions : Mexico , Central America , the Caribbean (Cuba : what next) and South America..
- The Andean Populist Axis : Venezuela, Colombia, Ecuador, Perú, Bolivia
- A,,B,C” countries. Argentina, Brazil and Chile.
- Linkages between inclusive democracy, the 2030 agenda and sustainable development.

Readings

- 15.- Latin American Business Environment Report, University of Florida, Feb. 2018.-
- 16.-Latin America New Pink Tide, Wodrow Wilson Center, may 25 , 2023
- 17.- Pía Riggiozzi, REGIONS, regionness and regionalism in Latin America: Towards a new synthesis. Politics and International Relations. April. 2010.*
- 18.-Stein J & B. Stein, The colonial heritage of Latin America, Oxford University Press,1970.
- 19.-Kent R., Latin America : regions and people . Guilford Press, 2006

- 20.- IDEA International, Democratic governance in Latin America,27,09,21

IV.-) The Babel tower : Europe and Latin America.

- The consolidation and decline of the European Community ?
- Brexit and the European Union
- Mercosur, CELAC and the European Union

Readings

- 21.- The Third EU.CELAC Summer, July 2023
- 23. Europe and the Americas : The road ahead for transatlantic cooperation, Woodrow Wilson Center, August 3,2023
- 24. Borrel Joseph, Let us avoid another lost decade EU-CELAC.25.07.23
- 25.- Real Instituto Elcano, The future of the EU as a development actor,feb.2023
- 26. 60 years of the European Social Charter. Council of Europe. 12.11. 21
- 27 De Chabot A. et alli., After the Lisbon and Lima Summit, European Union and Latin America.-
- 28.-DOING BUSINESS WITH THE EUROPEANS Philips Harris & Robert Moran, MANAGING CULTURAL DIFFERENCES. High-Performance Strategies for Today's Global Manager, cap.16
- 29.- THE GERMAN SINFONY, Martin J. Gannon and associates
- Understanding Global Cultures cap.4
- 30.- See FILM BABEL OR, THE RUSSIAN ARC
-

V .-) The US and Latin America :from dependency to autonomy?

Readings

- 31. Duss, Matthew , Foreign Policy. Latin America does not want to be forced into cold war 2.0, August 8, 2023
- 32. A. Jordan, Trump didn't invent isolationism, Foreign Policy, September 2023 Foreign Policy. .Beyond the MAGA era
- 33-
http://www.whitehouse.gov/sites/default/files/rss_viewer/national_security_strategy.pdf.
- 34.- R.N.HASS, LA ERA DE LA NO POLARIDAD. Lo que seguirá al dominio de EE.UU.(Foreign Affairs,2010)*
- 35.-ZAKARIA, Fareed. The Post-American World, New York: W.W. Norton, 2008.
- 36.-DOING BUSINESS WITH NORTH AMERICANS : USA AND CANADA Philips Harris & Robert Moran, Managing Cultural Differences High-Performance Strategies for Today's,s Global Manager, cap.13 AMERICAN FOOTBALL, Martin J. Gannon and associates
- 37. Evans, Ellis, Emerging multipower competitiions in Latin America,Weakyleaks.Org.
- 39.Inter American Dialogue, International Migration from Latin America...Numbers .04.07.23

VI .-The Pacific Century and Latin America

Readings

- 40. Sánchez W. Aróstica Pamela, China y América Latina en una nueva fase: desafíos del siglo XXI. Editorial Universitaria, 2021

- 41.-Sahd Jorge, China y América Latina - Centro UC, CEIUC, 2021
- 42.- DOING BUSSINES WITH ASIANS. JAPAN, CHINA , PACIFIC BASIN Philips Harris & Robert Moran, MANAGING CULTURAL DIFFERENCES. High-Perfomance Strategies for Todays,s Global Manager, cap.15.SEE ALSO, The overstretched CEO, Front Page, The Economist ,july 2013
- 43.- THE JAPANESE GARDEN, Martin J. Gannon and associates
- Understanding Global Cultures cap.14
- 44.- Asean fight for relevance, Indonesia Declaration Summit, sep.5, 2023
- 45. Group of 7, Declaration, G7, Nagazaki 78 Anniversary,august,9, 2023
- 46. APEC Report, State of the Region 2023-2024,Fundación del Pacifico.Chile
- 47.Urdinez Francisco, Las relaciones triangulares sobre como la hegemonía de EE UU.Redcaem,N.1, Nov.2017.See also ,Economist, sept.9th,2023, The Belt and Road as seen from China

V I I .) BRICS AND THE GLOBAL SOUTH

Readings

- 48.-Sánchez Walter, en, El difícil camino entre el escepticismo y el asombro, Oropeza Arturo, Ed. , UNAM, México, 2011 .Artículo en el libro y Presentación profesor ppt.2023.see Economist, augost 2023, Why Biden´s China strategy isn´tnot working. And also see , Der Spiegel Front Page,1.07.23
- 49.- Zovatto Daniel, -Democracia y super ciclo electoral latinoamericano, CRI,; , 7.09.22
- 50.-BUSINESS WITH LATIN AMERICANS,MEXICO ,CENTRAL AMERICA AND SOUTH AMERICA, Philips Harris & Robert Moran, Managing Cultural Differences .High-Performance Strategies for To days´s Global Manager, cap.13
- 51.- Ruiz Paula, La cooperación sur- sur entre China y América Latina...Redcaem,N. 13, nov.201943. Raza Werner, Winning in Ukraine losing the global south, Social Europe Site Links, march 30, 2023

V I I I) CHILE FROM OPEM REGIONALISM AND THE NEW FOREIGN POLICY AGENDA

Readings

- 52.- Edwards Sebastian, Fifty years later, Project Syndicate Org , PS on Point, September 8, 2023
- 53.- ¿ How to survive in the chilean jungle ? Simulation Games : US team & Chilean Team
- 54.- Castells Miguel, Globalización, desarrollo y democracia: Chile en el contexto mundial,(2005) FCE, Santiago, Chile.
- 55.-Sloman, John et alli , Economics, Pearson,2022 ed.11,Enviromental policy, Chapter 13 chapter

IX . Chile and the second attempt to draft a New Constitution

- 56.-Navia Patricio, Chile´s failed constitution: democracy wins, The Journal of Democracy,v.34.n2, april. 2023
- 57.-Lins Cynthia H, The gender ideology Univ.Fed.de Pernambuco, sep-dec.2020
- 57.-Mori, Chile a la sombra de Pinochet 1973-2023. Pp.1-26

X. Why Latin America is important ?

- 58.-Balogh,Lila, Geopolitics of the Global South Conference , PTE,U Chile , USP,2016

- 59. The democratization of globalization, dec.2019
- 60. Perfiles económicos Asia Pacifico. 2018 (English versión)
- 61. Real Instituto El Cano, ¿ Porqué importa América Latina? julio ,2023
- 62.- Real Instituto el Cano , Talvi E. et alli, América Latina : ¿es un fracaso económico? Del relato a los datos. Julio, 2023
- 63.Economist,september 9 th , ,2023, Meet Javier Milei..the front runner for the argentina´s next president

XI. Doing Business in Chile

- 64.-World Bank, Org. Climate change knowledge Portal, Chilean Case.2023-. www.core-econ.org.Unit 20.Economic of the Environment.2023
- 65.-Colacrai M & Lorenzini, M, La política exterior de Chile: 05, 2005.
- 66.Bloomberg, febrero 2023, Chile recupera puesto como país más seguro para invertir en América Latina.
- 67.Doing Business in Chile. Pricewaterhouse . n/d
- 68.globaledege.msu.edu Chile : culture- Key figures .Like Index of economic freedom,75.4 Country risk rating A 4
- 69.Invest Chile, Start up Chile case study arrives at Harvard, Economist, july, 2023

XII. Summary and Closing Session.

Additional References and Web sites

- United Nations,ECLA; Panorama Económico de América Latina. 2022(Englis edition)
- DIRECON,¿Porqué firmar Acuerdos de Libre Comercio? www.direcon. cl
- www.direcon.cl/frame/acuerdos_internacionales/documentos/tlc-amcham,.
- Patricio Leiva, La Asociación Estratégica. Chile-Unión Europea, CELARE, Stgo, Chile, 2003.
- Estudios Internacionales, Journal published by the Institute of International Studies,Univ.of Chile.
- Latin America and World Affairs, Foreign Policy, Foreign Affairs Latinoamerica. México.
- The Inter American Dialogue , Washington DC.2023
- .MINREL, Chile.Academia Diplomática.2023
- WSG, September, 2023

Digital Sources And Web sites

International and National Sources, International Business Resources, Library of Congress Country Studies, Political Science Resources, Economic, Trade and Investments Statistics., Organismos Internacionales , ONGs, Primary an secondary sources .

LINKS

- www.nueva mayoría.org
- www.foreignaffairs.es
- APEC
- www.apecsec.org.sg
- BANCO INTERAMERICANO DE DESARROLLO
- www.iadb.org

- BIBLIOTECA DEL CONGRESO. WASHINGTON
- www.lcweb.loc.gov
- BIBLIOTECAS DEL MUNDO
- www.cervantesvirtual.com/servlet/MuestraCategorias?portal=2
- THE BROOKINGS INSTITUTION
- www.brook.edu
- CENTRO DE DOCUMENTACIÓN EUROPEA
- www.uv.es/cde
- COMISION ECONOMICA PARA AMERICA LATINA Y EL CARIBE. CEPAL
- www.eclac.cl
- COMUNIDAD ANDINA
- www.comunidadandina.org
- CUMBRE DE LAS AMERICAS
- www.summit-americas.org
- CUMBRES Y CONFERENCIAS IBEROAMERICANAS
- www.oei.es/cumbres.htm
- DIRECCION GENERAL DE RELACIONES ECONOMICAS INTERNACIONALES. DIRECON. MINISTERIO DE RELACIONES EXTERIORES DE CHILE.
- www.direcon.cl
- FLACSO
- www.flacso.cl
- INTAL Instituto para la Integración Latinoamericana
- www.iadb.org/intal
- INTERNATIONAL TREATIES
- <http://library.tamu.edu/govdocs/workshop/treaties.html>
- INTERNET LEGAL RESOURCE GUIDE
- www.ilrg.com
- LEGAL WEB SITES
- www.peruzzetto.com/dessji/DESSEHENEN.htm
- MERCOSUR
- www.mercosur.org.uy
- NACIONES UNIDAS
- www.un.org
- OEA
- www.oas.org
- ORGANIZACIÓN MUNDIAL DEL COMERCIO
- www.wto.org
- SISTEMA DE INFORMACION SOBRE COMERCIO EXTERIOR
- www.sice.oas.org.defaults.asp
- SUMMIT OF THE AMERICAS CENTER
- www.americasnet.net
- UNION EUROPEA
- www.europa.eu.int
- VIRTUAL LIBRARY INTERNATIONAL AFFAIRS RESOURCES www.etown.edu/
- INTERNATIONAL AFFAIRS RESOURCES www.etown.edu/vl
- INTERNATIONAL TREATIES <http://library.tamu.edu/govdocs/workshop/treaties.html>
- POLITICAL SCIENCE RESOURCES www.psr.keele.ac.uk

- COMISION ECONOMICA PARA AMERICA LATINA Y EL CARIBE. CEPAL www.eclac.cl
- FOREIGN AFFAIRS www.foreignaffairs.org. Versión en español.
- DAVOS www.weforum.org
- NAFTA www.nafta-sec-alena.org
- BANCO INTERAMERICANO DE DESARROLLO www.iadb.org
- CUMBRES Y CONFERENCIAS LATINOAMERICANAS www.oei.es
- INTAL Instituto para la Integración Latinoamericana www.iadb.org/intal
- MERCOSUR www.mercosur.org.uy
- NACIONES UNIDAS www.un.org
- UNION EUROPEA www.europa.eu.int
- CUMBRE DE LAS AMERICAS www.summit-americas.org
- OEA www.oas.org
- ORGANIZACIÓN MUNDIAL DEL COMERCIO www.wto.org
- SISTEMA ECONOMICO LATINOAMERICANO .SELA www.sela.org
- APEC www.apecsec.org.sg
- BIBLIOTECA DEL CONGRESO NACIONAL DE CHILE
- www.bcn.cl
- BIBLIOTECA DEL CONGRESO.USA. www.lcweb.loc.gov
- THE BROOKINGS INSTITUTION www.brook.edu
- CENTRO DE DOCUMENTACIÓN EUROPEA www.uv.es/cde
- CONGRESO NACIONAL DE CHILE www.congreso.cl
- COMUNIDAD SUDAMERICANA DE NACIONES
- www.comunidad.sudamericana.org
- www.comunidadandina.org
- www.imf.org
- www.aseansec.org
- www.unsm.org
- www.undp.org
- www.info.usaid.gov
- www.gov.cia.publications
- www.state.gov
- www.world.bank.org
- www.wto.org
- www.un.or
- http://europa.eu.int/index_es.htm
- www.vatican.va/phome_sp.htm
- www.zenit.org
- www.cartercenter
- www.ecouncil.ac.cr/rio/national/reports/america/chile/chl1.htm
- www.greenpeace.org
- www.observatoriosudamericanosobremigraciones.cl
- www.Prochile.cl
- www.Minrel.cl
- WSG., Santiago, september , 2023.

20. The Economic way of thinking

I.-Course Identification			
Course name:	The Economic way of thinking		
Code FEN:	ENNEG423		
Course name in English:	The Economic way of thinking		
Study Program:	—		
Course type:	Elective		
SCT Credits	6 credits	Contact Hours:4,5	Self-study hours: 4,5
Teaching Team	Rómulo A. Chumacero		
Assistants	TBD		
Prerequisites	Students should have introductory knowledge of economics, calculus, and statistics.		
Schedule	Tuesday and Thursday 15.10-16.40 hrs		

II.- Description and training intention of the course

The course discusses how the main principles of economics can help to understand, explain, and predict human behavior. It applies basic concepts of economics, along with simple theoretical models and statistical evidence to demonstrate the power and usefulness of economic analysis.

IV.- CONTENTS

Topics	Bibliography
So you are going abroad... Latin America as a living museum.	<ul style="list-style-type: none"> Latin America's political and cultural heritages and recent changes. The cosmopolitan manager.
The struggle for global hegemony and the emergency of the Global South .	<ul style="list-style-type: none"> The Russian Invasion and the Ukrainian War : A Third War is near ?
Latin America in the international system : from dependency to strategic autonomy?	<ul style="list-style-type: none"> Regions : Mexico , Central America , the Caribbean (Cuba : what next) and South America.. The Andean Populist Axis : Venezuela, Colombia, Ecuador, Perú, Bolivia The " A, B, C " countries. Argentina, Brasil and Chile.
Latin America's relations with the old and the new Europe.	<ul style="list-style-type: none"> The Third EU-CELAC Summit :July,2023
United States and Latin America.	<ul style="list-style-type: none"> The future of the Interamerican system: old and new challenges

	<ul style="list-style-type: none"> ● The North and the South Americans way of life
The Pacific Century and Latin America	<ul style="list-style-type: none"> ● China and Latin America: mutual benefit or dependency? ● G 20 Summit, Statement on Ukraine is sign of India's growing influence. (New Dehli, sep.10, 23)
BRICS and the Global South	<ul style="list-style-type: none"> ● Brics Summits welcomes 6 new members to reshuffle World Order, (Johannesburg, august 24,22)
Chile and Latin America. From open regionalism to social democracy ?	<ul style="list-style-type: none"> ● The Free Trade Agreements.: New trends.. ● Strategic regionalism and political changes
Chile and the second attempt to draft a new Constitution	<ul style="list-style-type: none"> ● After Nafta and the post Free Trade Agreements: environment, energy, corruption, low intensive democracy.
Why Latin America is important ?	<ul style="list-style-type: none"> ● From dependency to smart autonomy
Doing Business in Chile	<ul style="list-style-type: none"> ● Institutional strengths and regulations changes in the new Constitution.

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS

Methodology

This structure of the course is a Guide and your central learning resources are selected unit by unit. Each unit should be studied within a week. It is designed in the expectation that studying the unit and the associated core readings will require your reading and “working groups”.

Evaluation

- Homework 30 %
- Term paper 40 %
- Final exam 30 %

● VI.- BIBLIOGRAPHY

As the course focuses on presenting implementations of the economic way of thinking there is no textbook required. Nevertheless, students that are not familiar with the math, statistics, or economic requirements can consult the following (or similar) textbooks:

Economics

- Heyne, P., P. Boettke, and D. Prychitko (2010). The Economic Way of Thinking. Prentice Hall.
- Landsburg, S. (2012). The Armchair Economist. Free Press.

- Sowell, T. (2014). Basic Economics. Basic Books.

Math

- Silberberg, E. (1990). The Structure of Economics: A Mathematical Analysis. McGraw-Hill.

Statistics and econometrics

- Hill, C., W. Griffiths, and G. Lin (2011). Principles of Econometrics. Wiley & Sons.
- Johnston, J. and J. DiNardo (1997). Econometric Methods. McGraw-Hill.
- Pindyck, R. and D. Rubinfeld. (1997). Econometric Models and Economic Forecasts. McGrawHill.
- Ramanathan, R. (1993). Statistical Methods in Econometrics. Academic Press.
- The papers discussed on the applications will be distributed electronically.

21. Introduction to Finance

I.-Course Identification			
Course name:	Introduction to Finance		
Code FEN:	ENFIN205		
Course name in English:	Introduction to Finance		
Study Program:	COMMERCIAL ENGINEERING, COMMON PLAN		
Course type:	Mandatory		
SCT Credits	6 credits	Working Hours Face-to-face course: 4.5 (weekly)	Non-Presential WorkHours:4.5 (weekly)
Teaching Team	Claudio Raddatz Kiefer (clraddatz@fen.uchile.cl)		
Assistants	TBA		
Prerequisites	Introduction to Statistics/Mathematical Methods II		
Schedule	Monday and Wednesday: 11:00 to 12:20 hrs		

II.- Description and training intention of the course

This course, the first in the Finance sequence, aims to developing students a general vision of the theoretical and practical elements of investment decisions, highlighting the role of these elements in the company's financial function . In this way, the course will review theoretical models under conditions of certainty and introduce models under conditions of uncertainty. In addition, the impact on financing decisions on the value of companies and on the discount rates to be occupied in companies will be analyzed.

III.- COMPETENCIES, LEARNING OUTCOMES, AND CONTENTS

Generic Competencies

- Apply criteria of ethical discernment to face dilemmas of the economy and/or business
- Apply criteria of professional and disciplinary rigor during the training process

Specific Competencies

- Implement a business plan in business organizations or smaller-scale ventures, using the principles of people management, financial analysis, marketing techniques, and statistical accounting methods to explain reality and inform decision making.

Learning Outcomes

- The student analyzes the investment decision-making process globally, considering its financial role in companies.
- The student applies various financial investment models, under conditions of certainty and uncertainty.
- The student determines the cost of capital and evaluates the result of the investment.

IV.- CONTENTS

Session	Topics
Introduction RWJ Ch. 1 (except section 1.6) [1 class]	<ul style="list-style-type: none"> ● The problems of financial analysis ● Introduction to Corporate Governance. Further reading: <ul style="list-style-type: none"> ● Volkswagen case: ● https://www.bbc.com/mundo/noticias-44014908 (https://www.bbc.com/mundo/noticias-44014908) ● La Polar case: ● https://www.americaeconomia.com/analisis-opinion/la-polar-estafa-financiera-en-chile (https://www.americaeconomia.com/analisis-opinion/la-polar-estafa-financiera-en-chile) ● https://www.americaeconomia.com/analisis-opinion/la-polar-estafa-financiera-en-chile
Valuation of Financial Assets (Financial Mathematics) [6 classes] RWJ Ch. 4, 8, 9.	<ul style="list-style-type: none"> ● Applications: fixed income instruments, bond valuation, and intertemporal interest rate structure (Yield curve). Valuation of shares.
Evaluation of Investments under Uncertainty: RWJ Ch. 10,11 and 14.1-14.4 [4 classes]	<ul style="list-style-type: none"> ● Concept of risk. ● Introduction to portfolio management theory: the case of two assets (and conceptually the case of n assets). ● Beta and introduction to the CAPM model.

<p>Introduction to Capital Cost Determination: RWJ Ch. 13,16 and 17 [3 classes]</p>	<ul style="list-style-type: none"> ● Introduction to Capital Structure. ● Determination of the firm's cost of capital.
<p>Financial Analysis and Short-Term Finance: RWJ Ch. 3,26, and 27 [4 classes]</p>	<ul style="list-style-type: none"> ● Financial ratios. ● Cash management, accounts receivable, inventories, and their effect on profitability. ● Liquidity: Operational Cycle, Cash Cycle, and Cash Conversion Cycle. ● Short-Term Financing Strategies.

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS

Methodology

Lectures where the teacher will cover the topics with the participation of the students. Recitation sessions will complement the classes.

Evaluation

- | | |
|-------------------------------|-------|
| ○ Midterm Exam | : 30% |
| ○ Final Exam | : 40% |
| ○ Others (homework / quizzes) | : 30% |

Ground Rules

- A student engaging in copying will receive a grade of 1.0 in the corresponding evaluation. In addition, the case will be reported to the school authorities so that other sanctions can be applied.
- The request for re correction of the Midterm must be delivered in writing within a maximum period of 7 calendar days after it has been delivered to the student. In the case of the Final Exam, the deadline to request correction will depend on the deadline for closing the registry (with a maximum of 7 days). No request for correction will be received after this period.
- Those students who cannot attend the Midterm or the Final Exam, and have justified their non-attendance before the Undergraduate School, have the right to an alternative evaluation. This assessment will cover ALL course material. In addition, the grade of this evaluation cannot weigh more than 50% of the course's final grade.
- Attendance at classes is optional. However, it is highly recommended to attend. Failure to attend short quizzes is not justifiable or recoverable. At the end of the semester, the worst grade will be eliminated.
- The student will pass the course if the weighted average between Solemn and Exam is equal to or greater than 4.0 and if the final average is equal to or greater than 4.0. For those students who meet these requirements, their final grade will be calculated using the weights established in the Evaluation section described above.

● IV.- BIBLIOGRAPHY

Required reading

- "Fundamentals of Corporate Finance", Ross, Westerfield and Jaffe, McGraw-Hill, 9th edition. 2010 (RWJ).

Further reading

- "Principles of Corporate Finance", Brealey, Myers and Allen, eighth edition, McGraw-Hill, 2006 (BMA).
- "Financial Theory and Corporate Policy" Copeland, Weston and Shastri. (CWS)
- "Project Preparation and Evaluation", N. Sapag and R. Sapag, fifth edition, McGraw-Hill, 2008 (SS)

22. Business Intelligence and Analytics

I.-Course Identification			
Course name:	Business Intelligence and Analytics		
Code FEN:	ENGIN 415		
Course name in English:	Business Intelligence and Analytics		
Study Program:	—		
Course type:	Mandatory		
SCT Credits	6 credits	Working Hours Face-to-face course: 4.5 (weekly)	Non-Presential WorkHours:4.5 (weekly)
Teaching Team	Ph. D. David Díaz S. (ddiaz@unegocios.cl)		
Assistants	TBA		
Prerequisites	Introduction to Statistics/Mathematical Methods II		
Schedule	Monday and Wednesday: 11:00 to 12:20 hrs		

II.- Description and training intention of the course

The aim of this course unit is to review digital technologies used for business and assess their importance and implications through case studies and practical assignments. The course unit will define Business Intelligence and its technological components and how this is can be used for business innovation. Business Intelligence (BI) is the gathering of vast amounts of data in order to get insights that drive innovation. It encompasses a broad category of technologies that allow business users to gather, store, access and analyse data to improve the customer-centric information management capabilities. Business Intelligence consists of three integrated technological components: Data Warehousing, Analytical Reporting Data Mining and Machine Learning. The course unit will investigate mainly Data Mining and Machine Learning unit.

III.- COMPETENCIES, LEARNING OUTCOMES, AND CONTENTS

Learning Outcomes

- Understand the principles of business intelligence and its implications for business innovation.
- Understand the different technological components of BI namely, data/text/web mining, data warehousing and analytical reporting.
- Evaluate the impact of different BI technologies for business innovation.
- Understand how BI technologies are used in business.
- Critically appraise future technological developments and their implications.
- Demonstrate the ability to carry out independent research and critical analysis.
- Demonstrate the ability to use BI technologies to address business problems.

IV.- CONTENTS

Topics

During the course we will collectively analyze a number of digital technologies in the area of business intelligence and analyze their application and implications for business processes in organizations.

Among the developments which we aim to examine, we highlight the following:

- Overview of digital technologies for business
- Different sources of information: internal, external, customer data, interaction data, etc
- Data collection, aggregation and summarization; data quality;
- Business Intelligence process – CRISP-DM
- Define business problem
- Build data collection
- Prepare data for modeling
- Build model (different analysis techniques: association rules, classification, clustering)
- Evaluate model
- Deploy model and results
- Discuss various case studies of application of Business Intelligence to Business

For the model development, we will use mainly Python and corresponding Machine Learning and data processing libraries such as numpy, pandas, scikit-learn

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS

Methodology

The pedagogical method will involve a mix of lectures, case studies, and exercises using BI software. We recommend that students form study groups and meet to prepare for class discussion. During case study discussions, we will analyze the case situation and address the problems and issues it presents. We will ask students to make recommendations based on the use of BI technologies and will discuss the implementation of those recommendations.

Evaluation

Your final mark will be composed of 50% group projects, 50% individual work, calculated as follows:

$$\text{Final Mark} = 50\% \text{ LABS} + 25\% \text{ GP1} + 25\% \text{ GP2}$$

- **LABS** : Average score of your individual assignments, at least 2 individual homework assignments will be given.
- **GP1** : Score on the first part of the Group Project. More info will be provided in class.
- **GP2** : Score on the second part of the Group Project. More info will be provided in class.

PASSING – FAILING CRITERIA

To approve (pass) this course unit, you need to:

- Score a Final Mark greater or equal to 3,95
- Score an average score LABS greater or equal to 3,95 (equal weighting)

Both conditions need to be fulfilled simultaneously.

● IV.- BIBLIOGRAPHY

Compulsory reading

- This module will be mainly taught using material available for download from webdocencia.
- We will follow a series of “Labs” documents, in which detailed step-by-step instructions will be given to perform different business intelligence and data mining tasks.

Recommend Books (reading not compulsory)

- “Data Mining Techniques for Marketing, Sales and Customer Relationship Management”, de Michael J.A. Berry and Gordon S. Linoff, Editorial John Wiley, 2004.
- “Data Mining: Practical Machine Learning Tools and Techniques” de Ian H. Witten, Eibe Frank, Segunda Edición.

23. Finance II

I.-Course Identification			
Course name:	Finanzas II		
Code FEN:	ENFIN460/03		
Course name in English:	Finance II		
Study Program:	Business Engineering		
Course type:	B.A. Administration		
SCT Credits	6 credits	Working Hours Face-to-face course: 4.5 (weekly)	Non-Presential WorkHours:4.5 (weekly)
Teaching Team	Ph. D. David Díaz S. (ddiaz@unegocios.cl)		
Assistants	TBA		
Prerequisites	ENFIN300		
Schedule	Section 1; Tuesday and Thursday: 12:30 to 13:50 hrs.		

II.- Description and training intention of the course

The main purpose of this course is to develop skills and the acquisition of content for decision making in the area of corporate finance. The main topics to be analyzed are: investment policy (company valuation), financing decisions, capital structure, cost of capital, dividend policy, company valuation and mergers.

III.- COMPETENCIES, LEARNING OUTCOMES, AND CONTENTS

Learning Outcomes

- Defines the company's investment, financing and dividend policy.
- Determine the company's cost of capital, considering its risks.
- Valuates a company or a merger/acquisition, using different valuation models.

IV.- CONTENTS

Section	Topics
Valuation of companies under certainty (CWS Chap. 1 and 2)	<ul style="list-style-type: none"> • Investment decisions • 2.5. Two-Period Model
Structure and Cost of Capital (CWS Chap. 15 RWJ Ch. 15 and 16)	<ul style="list-style-type: none"> • 4.1. Enterprise value and cost of capital in a world without • corporate taxes • Enterprise value and cost of capital in a

	<ul style="list-style-type: none"> world with corporate taxation 4.3. Incorporation of personal taxes and effect on capital structure 4.4. Optimal capital structure: agency problems, agency costs, information asymmetry, empirical evidence.
Valuation of companies under certainty (CM Ch. 9 pp. 367-379 CWS Ch. 14 pp. 497-506)	<ul style="list-style-type: none"> 2.3. Financing and dividend policy
4. Capital Structure and Cost of Capital (CM Chap. 6 CWS Chap. 15 RWJ Ch. 15 and 16 BMA Caps. 18)	<ul style="list-style-type: none"> 4.1. Enterprise value and cost of capital in a world without corporate taxes
4. Capital Structure and Cost of Capital Enterprise value and cost of capital in a world with corporate taxation (CM Chap. 6 CWS Chap. 15 RWJ Ch. 16 BMA Ch. 19)	<ul style="list-style-type: none"> Enterprise value and cost of capital in a world with corporate taxation
4. Capital Structure and Cost of Capital (cont.) (CM Chap. 6 CWS Chap. 15 RWJ Ch. 16 BMA Ch. 19)	<ul style="list-style-type: none"> Enterprise value and cost of capital in a world with corporate taxation
4. Capital Structure and Cost of Capital (CM Chap. 6 CWS Chap. 15 RWJ Ch. 16 BMA Chap. 19)	<ul style="list-style-type: none"> 4.3. Incorporation of personal taxes and effect on capital structure
4. Capital Structure and Cost of Capital (cont.) (RWJ Ch. 18 BMA Chap. 20)	<ul style="list-style-type: none"> 4.4. Three approaches to DCF valuation
4. Structure and Cost of Capital (CM Chap. 7 CWS Chap. 15)	<ul style="list-style-type: none"> 4.5. Relationship between the CAPM and the cost of capital
4. Capital Structure and Cost of Capital (cont.) (RWJ Ch. 18 BMA Chap. 20)	<ul style="list-style-type: none"> 4.5. Relationship between the CAPM and the cost of capital
4. Capital Structure and Cost of Capital (CM Chap. 7 CWS Chap. 15 RWJ Ch. 17 BMA Chaps. 19 and 25)	<ul style="list-style-type: none"> 4.6. Optimal capital structure: agency problems, agency costs, information asymmetry, empirical evidence.
4. Structure and Cost of Capital (cont.) (CM Chap. 7 CWS Chap. 15 RWJ Ch. 17 BMA Chaps. 19 and 25)	<ul style="list-style-type: none"> 4.6. Optimal capital structure: agency problems, agency costs, information asymmetry, empirical evidence.
Dividend Policy (CM Chap. 8 CWS Chap. 16 RWJ Ch. 19 BMA Chap. 17)	<ul style="list-style-type: none"> 5.1. Proposition of irrelevance 5.2 Personal taxes

<p>Dividend Policy (CM Chap. 8 CWS Chap. 16 RWJ Ch. 19 BMA Chap. 17)</p>	<ul style="list-style-type: none"> ● 5.3. Agency theory ● 5.4. Information asymmetry ● 5.5. Empirical evidence
<p>6. Business Valuation, Mergers and Acquisitions of Companies (CM Ch. 9 pp. 379-456 CWS Ch. 14 pp. 506-555 BMA Chap. 32 D Chaps. 17, 18, 19 and 20)</p>	<ul style="list-style-type: none"> ● 6.1. Valuation Methods: Multiples
<p>6. Business Valuation, Mergers and Acquisitions (cont.) (CM Ch. 9 pp. 379-456 CWS Ch. 14 pp. 506-555)</p>	<ul style="list-style-type: none"> ● 6.2. Valuation Methods: Discounted Cash Flows
<p>6. Business Valuation, Mergers and Acquisitions (cont.) (CWS Ch. 14 pp. 506-555)</p>	<ul style="list-style-type: none"> ● 6.2. Valuation Methods: Discounted Cash Flows
<p>6. Business Valuation, Mergers and Acquisitions of Companies (CM Chap. 10 CWS Chap. 18 RWJ Ch. 29 BMA Chap. 32)</p>	<ul style="list-style-type: none"> ● 6.3. Conglomerates vs. non-clusters: Diversification versus Focusing
<p>6. Business Valuation, Mergers and Acquisitions of Companies (CM Chap. 9 CWS Chap. 18 RWJ Ch. 29 BMA Chap. 33)</p>	<ul style="list-style-type: none"> ● Merger Valuation

●

V.- METHODOLOGY, EVALUATION AND BASIC REGULATIONS

Methodology

Lectures in which the professor will cover the different topics with student participation. The classes will be complemented with assistantship sessions.

Evaluation

- Solemn: 30%.
- Final Exam: 30%
- Work 10%
- Assignments, Cases, etc.: 30%.

Basic regulations

If a student is caught cheating, he/she will receive a grade of 1.0 on the respective evaluation. In addition, the case will be reported to the school authorities so that other sanctions may be applied if appropriate. The request for correction of the Solemn must be submitted in writing within a maximum of 7 calendar days after it has been delivered to the student. In the case of the Final Exam, the deadline for requesting a correction will depend on the closing date of the final exam (with a maximum of 7 days). No request for correction will be received after this deadline. Those students who are unable to attend the Solemn or Final Exam, and who have justified their nonattendance to the Undergraduate School, have the right to a make-up evaluation after the exams. This evaluation will cover ALL course material. In addition, the grade of this make-up evaluation cannot be weighted more than 50% of the final grade

of the course. Class attendance is optional, however, attendance is highly recommended. The student will pass the course if the weighted average between Solemn and Final Exam is equal to or higher than 4.0 and in addition, if the final average is also equal to or higher than 4.0. For those students who meet these requirements, their final grade will be calculated using the weights established in the Evaluation section described above. Important: In accordance with the School's regulations, any type of copying, plagiarism or extraction of work or publications of third parties with the intention of substituting personal work for that of others (total or partial, from printed or digital media including those from the use of the Internet) will be immediate cause for failure of the course with a grade of 1.0. It is key that when references from the internet, books, magazines, or any other source are used, they must be properly cited.

● IV.- BIBLIOGRAPHY

- "Corporate Finance," Ross, Westerfield and Jaffe, ninth edition, McGraw-Hill, 2019 (RWJ).
"Corporate Finance," ninth edition, McGraw-Hill Companies, 2020 (RWJ).
- "Principles of Corporate Finance," Brealey, Myers and Allen, ninth edition, McGraw-Hill, 2020 (BMA).
- "Financial Theory and Corporate Policy", Copeland, Weston and Shastri, fourth edition, Addison Wesley, 2013 (CWS).
- "Investment Valuation: Tools and Techniques for Determining the Value of Any Asset", Aswath Damodaran, Wiley, second edition, Wiley, 2012 (D).