

## SYLLABUS

Course information					
Code:	Not applicable	Course:	Business in Peru and Latin America		
Coordinating area / program:	International Programs			Mode:	Classroom teaching
Credits:	4	Contact hours:	64	Autonomous study hours:	32
Career:	Not applicable				

Contact hours					
Sum:	64	Theory:	60	Practice:	0
		Laboratory:	0	Evaluation hours:	4

Course pre-requisites		
Code	Course	Degree
Not applicable	Not applicable	Not applicable

Course coordinators			
Surname and first name	Email	Contact hours	Contact site
Ruelas, Abdí	<a href="mailto:aruelas@usil.edu.pe">aruelas@usil.edu.pe</a>	8 a.m. – 6 p.m.	USIL Cusco Center

Instructors
Juan Manuel Delgado

Course overview
This course gives students a better understanding of the economic environment for investment, trade and importing in Peru and Latin America. It provides a basic understanding of regional economics, marketing, trade opportunities and free trade agreements, in the context of doing business in Latin America.

Course competencies	
Professional competency	Not applicable
Level of professional competency	Not applicable
USIL general competencies	Not applicable

Course learning outcomes		
General learning outcome	Nº	Specific learning outcomes
Exploration, description and understanding of the business environment in Peru and Latin America through political, macroeconomic, microeconomic and international trade analysis.	1.	Interpretation of concepts related to Peru's political economy, international trade and macroeconomics.
	2.	Analysis of pivotal reasons as to why some corporations have been successful in the region.
	3.	Naming and understanding key concepts to writing a business plan for establishing a company in Peru.

Contents and study activity scheduling						
Session	Week	(hrs)	Type	Contents	Study outcomes and study activities	Resources
<b>Unit</b>	<b>1:</b>	Peru's Political Economy, International Trade and Macroeconomics				
Specific result:	1					
1	1	2	AP	Peru's government and political background.	Description of Peru's recent economic, political and social background.	PowerPoint, videos and other teaching resources
2	1	2	AP	Latin American politics and Peruvian institutions.	Naming of major Peruvian institutions and political blocs in Latin America.	PowerPoint, videos and other teaching resources
	1	2	AA	Peru's current government and Latin American politics.	Students' autonomous work.	Reading, homework and exercises
3	2	2	AP	Peruvian economic history and recent performance.	Analysis of the current issues facing the Peruvian economy and analysis of the factors behind increased growth in recent years.	PowerPoint, videos and other teaching resources
4	2	2	AP	The retail industry in Peru.	Discussion of how the retail industry is reshaping the lives of many Peruvians.	PowerPoint, videos and other teaching resources
	2	2	AA	Peru's past and current economic	Students' autonomous work.	Reading, homework and exercises

				performance.		
5	3	2	AP	Field trip to the local mall.	Analysis of the cultural, social and economic impact of the local mall in Cusco.	Field trip to the local mall
6	3	2	AP	Globalization and main trading blocs in Latin America.	Naming and discussion of the most dynamic trading blocs in Latin America and their influence on the region.	PowerPoint, videos and other teaching resources
	3	2	AA	Drivers of globalization and trading blocs in the region.	Students’ autonomous work.	Reading, homework and exercises
7	4	2	AP	Volunteering Activity (I) – Pukllay Furniture Factory.	Analysis of NGO’s current marketing plan.	Field trip to Pukllasunchis I Carpentry Workshop
8	4	2	AP	Peru’s most important FTAs and international trade.	Naming and describing of Peru’s most important FTAs and their main products.	PowerPoint, videos and other teaching resources
	4	2	AA	International trade and Peru’s FTAs with USA, the EU, China, Japan and Chile.	Students’ autonomous work.	Reading, homework, and exercises
9	5	2	AP	Review and Quiz I		
10	5	2	AP	Crisis in the developed world: The great U.S. recession.	Analysis of the sub-prime mortgage crisis and effects on different parts of the world.	PowerPoint, videos and other teaching resources
	5	2	AA	Causes and analysis of the great U.S. recession.	Students’ autonomous work.	Reading, homework and exercises
11	6	2	AP	Crisis in the developed world: The Euro debt crisis.	Discussion of fiscal and monetary policy in the European Union.	PowerPoint, videos and other teaching resources
12	6	2	AP	Volunteering Activity (II) – Pukllay Furniture Factory.	Proposals for the NGO’s implementation of marketing plan.	Field trip to Pukllasunchis II Carpentry Workshop
	6	2	AA	Causes and analysis of the European debt crisis.	Students’ autonomous work.	Reading, homework and exercises
13	7	2	AP	Commodity prices and economic vulnerability in Peru.	Discussion of international commodity prices and reasons for their volatility.	PowerPoint, videos and other teaching resources
14	7	2	AP	Major social conflicts in Peru during the last decade.	Analysis of the Bagua social conflict as well as the Conga and Tía María conflicts.	PowerPoint, videos and other teaching resources
	7	2	AA	Causes of major social conflicts in Peru during the last decade.	Students’ autonomous work.	Reading, homework, and exercises
15	8	2	AP	The informal economy in Peru.	Understanding the high levels of informality in the region.	PowerPoint, videos and other teaching resources
16	8	2	AP	The informal economy in Peru.	Understanding the high levels of informality in the region.	Field trip lo local markets: San Pedro & El Molino markets
17	8	4	AP	The informal economy in Peru: Field trip to El Baratillo street market	Understanding the high levels of informality in the region.	Field trip to El Baratillo street market
	8	4	AA	Causes and consequences of Peru’s informal economy.	Students’ autonomous work.	Reading, homework and exercises
18	9	2	AP	Mid-term Exam		
Basic and supplemental mandatory reading:				[1], [2], [3], [4].		
Unit	2:	Successful Marketing Experiences				
Specific result:		2				
19	10	2	AP	The importance of strategic planning when crafting a business plan.	Understanding how strategic planning helps to attract potential investors and employees.	PowerPoint, videos, and other teaching resources
20	10	2	AP	Volunteering Activity (III) – Pukllay Furniture Factory.	Monitoring and assessing NGO’s development.	Field trip to Pukllasunchis III Carpentry Workshop
	10	2	AA	The importance of strategic planning for attracting investors and key employees.	Students’ autonomous work.	Reading, homework and exercises
21	11	2	AP	Marketing Experiences.	Case Study 1: Cerveza Cusqueña.	PowerPoint, videos and other teaching resources
22	11	2	AP	Marketing Experiences.	Case Study 2: Banco de Crédito del Perú.	PowerPoint, videos and other teaching resources
	11	2	AA	Successful marketing campaigns in banking services.	Students’ autonomous work.	Reading, homework and exercises
23	12	2	AP	Marketing Experiences.	Case Study 3: LATAM	PowerPoint, videos and other teaching resources

24	12	2	AP	Review and Quiz II		
	12	2	AA	Successful marketing campaigns in the airline industry.	Students' autonomous work.	Reading, homework and exercises
25	13	2	AP	Marketing Experiences.	Case Study 4: CENCOSUD	PowerPoint, videos and other teaching resources
26	13	2	AP	Volunteering Activity (IV) – Pukllay Furniture Factory.	Delivering of final suggestions.	Field trip to Pukllasunchis IV Carpentry Workshop
	13	2	AA	Successful marketing campaigns in retail.	Students' autonomous work.	Reading, homework and exercises
Basic and supplemental mandatory reading:				[5], [6].		
Unit	3:	Doing Business in Peru				
Specific result:		3				
27	14	2	AP	Incorporating a company in Peru.	Understanding basic legal details entailed in opening a business unit in Peru.	PowerPoint, videos and other teaching resources
28	14	2	AP	Writing a business plan.	Strengthening business plan through theoretical components discussed throughout the semester.	PowerPoint, videos and other teaching resources
	14	2	AA	The do's and don'ts of establishing a company in Peru.	Students' autonomous work.	Reading, homework and exercises
29	15	2	AP	Business plan review.	Reviewing of students' business plans and offering of constructive feedback.	PowerPoint, videos and other teaching resources
30	15	2	AP	Business plan final presentation.	Listening to students' business plan ideas and deciding whether final funding would be available; measuring their impact in Cusco.	PowerPoint, videos and other teaching resources
	15	4	AA	Business plan development.	Students' autonomous work.	Reading, homework and exercises
31	16	2	AP	Final Exam		
Basic and supplemental mandatory reading:				[7]		

AA: autonomous learning

AP: contact learning

<b>Methodology</b>	
The methodology used includes a combination of tools, in order to facilitate the enhancement of knowledge, promote debate in class, and increase students' ability to analyze the Peruvian and Latin American context of the business environment. This course provides students with a general Peruvian management perspective and introduces them to the latest concepts and practices related to the functional areas of management in Peruvian companies.	

<b>Evaluation system</b>		
Grades for each type of evaluation and the final grade for the course are rounded to whole numbers. The final grade is the average of the continuous assessment, mid-term exam and final exam grades.		
Nº	Type of evaluation	Weight
1	Continuous assessment	60%
2	Mid-term exam	20%
3	Final exam	20%

Continuous assessment (*)							
Type of evaluation	Percentages	Weighted description per type of evaluation			Week	Make-up evaluation	
		Nº	Description	%			
Type 1: Class Participation / papers & assignments	20%	1	Class Participation	50%	5	No	
		2	Papers & Assignments	50%	5	Yes	
		TOTAL			100%		
		Comments:					
Type 2: Presentations and Quizzes	40%	1	Class Presentations	50%	5	No	
		2	Quiz I	25%	5	No	
		3	Quiz II	25%	12	No	
		TOTAL			100%		
		Comments:					
Type 3: Final Project	40%	1	Final Project	100%	16	No	

		<b>TOTAL</b>	<b>100%</b>	
		Comments:		

(\*) Continuous assessment includes independent study activities.

<b>General guidelines</b>
<ol style="list-style-type: none"> <li>Students who arrive more than 10 minutes late will be counted as absent.</li> <li>No food is allowed in class.</li> </ol>

<b>Course specific rules</b>
<ol style="list-style-type: none"> <li>Homework and assignments are due on the day of class at 11:00 a.m.</li> </ol>

Attendance policy	
Total percentage of permitted absences in language courses:	20%
Total percentage of permitted absences in other courses:	30%

<b>Basic and supplemental mandatory reading</b>
<p><b>Basic mandatory reading:</b></p> <ol style="list-style-type: none"> <li>TAFT-MORALES, Maureen. (2016) <i>Peru: Politics, Economy, and Elections in Brief</i>. U.S. Congressional Research Service, <a href="https://goo.gl/aK7gme">https://goo.gl/aK7gme</a></li> <li>CONTRERAS, José Antonio. (2016) <i>Los Centros Comerciales en el Perú, Oportunidades de Inversión</i>. Asociación de Centros Comerciales y de Entretenimiento del Perú, <a href="https://goo.gl/LsNsvY">https://goo.gl/LsNsvY</a></li> <li>PICCONE, Ted. (2016) <i>The Geopolitics of China's Rise in Latin America</i>. Geoeconomics and Global Issues, Paper 2, Foreign Policy at Brookings, The Brookings Institution, <a href="https://goo.gl/SEyqQz">https://goo.gl/SEyqQz</a></li> <li>HUGHES, Barry (2016) <i>Economía Informal en Perú: Situación Actual y Perspectivas</i>. Centro Nacional de Planeamiento Estratégico, <a href="https://goo.gl/wGLW89">https://goo.gl/wGLW89</a></li> <li>PANTIGOSO, Paulo (2017) <i>Peru's Mining &amp; Metals Investment Guide 2017/2018</i>. Ernst &amp; Young, <a href="https://goo.gl/In1SCg">https://goo.gl/In1SCg</a></li> </ol> <p><b>Supplemental mandatory reading:</b></p> <ol style="list-style-type: none"> <li>PANTIGOSO, Paulo (2016) <i>Peru's Business and Investment Guide 2016/2017</i>. Ernst &amp; Young, <a href="https://goo.gl/oqSO5Z">https://goo.gl/oqSO5Z</a></li> <li>CHONG, Esteban (2016) <i>Doing Business and Investing in Peru 2016</i>. PricewaterhouseCoopers International Limited, <a href="https://goo.gl/oIbzcX">https://goo.gl/oIbzcX</a></li> </ol>

<b>Supplemental optional reading</b>
<ol style="list-style-type: none"> <li>SCHLEICHER, Andreas. (2016) <i>OECD Skills Strategy Diagnostic Report Peru 2016</i>. OECD, <a href="https://goo.gl/S7RO0o">https://goo.gl/S7RO0o</a></li> </ol>

<b>Approved by:</b>	<b>Validated by:</b>
	Office of Curriculum Development
Date:	Date: