



**Asignatura: Creatividad (F. Económicas)**

Guía Docente

Curso académico: 2016-17

## Presentación

<http://www.unav.edu/asignatura/creatividadeconom/>

## **Creatividad**

"No teníamos nada que perder y sí toda una visión que ganar" Rothko

Siete semanas, un objetivo: explorar y descubrir el mundo de la creatividad. Con la naturaleza como hilo conductor, las siete sesiones que componen esta asignatura son sólo la semilla de un deseo que va más allá, y que busca responder a la siguiente pregunta: ¿Qué pasa cuando uno descubre su lado creativo?

Dividida en siete sesiones, la asignatura cuenta con dos grandes bloques: cinco sesiones, y otras dos dedicadas a un reto que los estudiantes conocerán llegado el momento.

## Competencias

Edite el contenido aquí

## Programa

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## **Creatividad**

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**Un viaje creativo, desde la Era del Conocimiento hasta la nueva Era Conceptual, también conocida como Economía Creativa.**

*"Tu deseo de aprender es sincero, pero tienes la cabeza abarrotada. ¿Dónde piensas meter mis enseñanzas? Vete a tu cabaña, despréndete de todos tus pensamientos innecesarios y vuelve"* En ¡Melisande! ¿Qué son los sueños?

### **Sesión I: El mundo en que vivimos**

*"Si quieres que la innovación sea interesante, el juego que has de jugar es menos seguro. No se puede decir de antemano que vaya a salir bien".* George Stigler



En esta primera sesión analizaremos el paso de la Era del Conocimiento a la Era Conceptual, con todos los cambios en el sistema consumo que esto ha traído. Descubriremos que factores como la Abundancia, Asia y la automatización han jugado un papel importante en la construcción de este nuevo paradigma y, de la mano de Daniel H. Pink analizaremos seis destrezas creativas muy importantes para este nuevo tiempo, como son el diseño, la narración, la sinfonía, la empatía, el juego y la capacidad de crear sentido.

## **Sesión II: Design Thinking, la importancia de medir diferente**

*"Creo que uno de los errores de nuestra economía actual pasa por la simplicidad con la que la medimos".* Tim Brown, CEO de IDEO

A partir de un caso práctico en clase descubriremos la necesidad de medir diferente y nos preguntaremos: ¿cuáles son y/o pueden ser los parámetros para medir correctamente este nuevo tiempo? Con la innovación disruptiva y el design thinking como telón de fondo, descubriremos por qué negocios como BeMate, AirBnb, BlablaCar o Wikipedia han encontrado un hueco en el mercado.

## **Sesión III: La personalidad creativa, en busca de tu Elemento**

*"Si usted me mostrase algo que yo pudiera hacer y que fuese tan divertido como entrar de noche en una casa y llevarme todas las joyas sin despertar a nadie, yo lo haría".* En Fluir, una psicología de la felicidad

¿Qué significa ser creativo? Nuestra tercera parada comienza con un ejercicio en forma de ladrillo y una misión: Descubrir las mejores definiciones de creatividad y bucear por algunos de los mitos que la rodean. ¿Creativo se nace, o se hace? ¿Qué relación hay entre el tiempo y la calidad de nuestra dedicación? ¿Cuántos tipos de inteligencia hay, y cómo puedo saber dónde reside mi punto fuerte? Con Sir Ken Robinson y la búsqueda de "El elemento". como telón de fondo haremos un pequeño T.O.E.F.L (Test obligatorio para los amantes de la fusión libre -de ideas-) para medir el estado de nuestra creatividad y pondremos en común la experiencia compartida de llenar un aula de ladrillos.

## **Sesión IV: Nuestras cosas y nosotros**

*"Do you define the things in your life or they define you?"*

París, 1914. Picasso y Gertrude Stein regresan a casa tras una cena. En la calle, un convoy militar camuflado da pie a una conversación: "Gertrude, ¡eso es cubismo! ¡Y lo hemos hecho nosotros! En esta tercera sesión analizaremos la fusión entre función, forma, ética y estética de los productos que consumimos, viajaremos a través de los movimientos de vanguardia de principios del siglo XX y trataremos de aplicar técnicas creativas para re-pensar productos y servicios.

## **Sesión V: Retos de la vida creativa**

"Hazlo o no lo hagas, pero no lo intentes" Yoda

El peso que da ligereza, la mirada atrás que nos ayuda a seguir adelante, los tiempos d+espacio que nos ayudan a avanzar, nosotros y los otros o la destrucción como elemento de la construcción serán algunos de los temas que trataremos en nuestra última sesión, una sesión interactiva que busca ofrecer ideas, herramientas y técnicas que nos ayuden a navegar creativamente los mares del tiempo que nos tocó vivir.

## **Actividades formativas**

Edite el contenido aquí

## **Evaluación**



La evaluación de esta asignatura está basada en los siguientes parámetros:

1. Participación activa en clase y seguimiento de las materias que tratamos cada semana.

2. Relatos de Cowbird: de periodicidad semanal, buscan crear un espacio de reflexión donde desarrollar la creatividad al hilo de los conceptos y retos que lanzamos cada semana. Los criterios utilizados para evaluar los relatos son:

2.1. - Implicación: nivel de trabajo y esfuerzo desarrollado a lo largo de cada reto semanal y plasmado en el relato.

2.2. - Originalidad: planteamiento del ensayo e imagen destacada elegida.

2.3 - Profundidad: relación entre el relato y los conceptos tratados en clase.

2.4- Conexión: entre la propia vida y los conceptos tratados en clase, así como ideas aparentemente inconexas que encuentran un hilo conductor a partir de una mirada.

2.5- Escritura: capacidad de desarrollar creativamente un concepto.

## **Bibliografía y recursos**

Libros sobre creatividad hay muchos y muy buenos. A continuación recojo algunas de las fuentes que más me han ayudado, junto a una pequeña reseña de aquellos que he compartido.

- "Creatividad, el flujo y la psicología del descubrimiento y la invención":  
Mihaly Csikszentmihalyi, [aquí Localízalo en la Biblioteca](#)

- "Atención plena" — <http://www.natui.es/winifred-gallagher-y-su-libro-atencion-plena/>  
[Localízalo en la Biblioteca](#)

- "101 cosas que aprendí en la escuela de arte" -- <http://www.natui.es/kit-white-y-su-libro-101-cosas-que-aprendi-en-la-escuela-de-arte/>  
[Localízalo en la Biblioteca](#)  
(ebook)

- "Conversaciones con Ai WeiWei" <http://www.natui.es/conversaciones-con-ai-weiwei/>  
[Localízalo en la Biblioteca](#) (ebook)

- "La mirada creativa" <http://www.natui.es/la-imaginacion-no-significa-otra-cosa-que-abrir-los-ojos-y-descubrir/>  
[Localízalo en la Biblioteca](#)

- "Psicología para creativos" <http://www.natui.es/cinco-ideas-de-frank-berzbach-y-su-libro-psicologia-para-creativos-i/>  
[Localízalo en la Biblioteca](#) (ebook) [Localízalo en la Biblioteca](#) (versión impresa)

- "The Laws of simplicity" <http://www.natui.es/john-maeda-y-su-libro-the-laws-of->



[simplicity/ Localízalo en la Biblioteca](#) (ebook)

-“Steal like an artist” <http://www.natui.es/austin-kleon-y-su-libro-steal-like-an-artist/>  
[Localízalo en la Biblioteca](#)

-“Flow” <http://www.natui.es/mihaly-csikszentmihalyi-y-su-libro-flow-fluir/> [Localízalo en la Biblioteca](#)

-“Con una nueva mente” <http://www.natui.es/daniel-h-pink-y-su-libro-con-una-nueva-mente/> [Localízalo en la Biblioteca](#)

-“El engaño de Ícaro”, Seth Godin. [Localízalo en la Biblioteca](#)

-“Outliers”, Malcolm Gladwell [Localízalo en la Biblioteca](#)

- “Focus”, de Daniel Goleman [Localízalo en la Biblioteca](#)

-“Creative Confidence”, de Tom Kelley.

-“Piensa como un artista”, de Will Gompertz. [Localízalo en la Biblioteca](#)

La web de ["Neuronilla"](#) cuenta con un maravilloso repositorio de fuentes y técnicas.

Recomiendo también leer [esta entrevista](#) a su fundador, Juan Pastor, y seguir este nuevo proyecto sobre ["Metacreatividad"](#).

Siempre nos quedará el [canal de TED](#), [99u](#), [Cowbird](#)... Y la propia intuición.

## **Horarios de atención**

Horario de atención: Miércoles, de 10.30 a 11.30h.

Datos de contacto:

-mail: [hola@belentorregrosa.com](mailto:hola@belentorregrosa.com)

-twitter: [@belentorregrosa](#)

-teléfono: 679 587 771



**Asignatura: Diálogos europeos (F. Económicas)**

*Guía Docente*

*Curso académico: 2016-17*

**Presentación**

<http://www.unav.edu/asignatura/deuropeoseconom/>

**Diálogos europeos (F. Económicas)**

SCHOOL OF ECONOMICS &  
BUSINESS ADMINISTRATION

**ECONOMICS, LEADERSHIP & GOVERNANCE  
DEGREE PROGRAM**

**Course: European Dialogues**

**Professor: Dr. Iñigo González Inchaurreaga - igonzalezi@unav.es**

**European Dialogues** is a 10 hours required course in ECONOMICS, LEADERSHIP & GOVERNANCE undergraduate program. 2 ECTS Credits.

Schedule: Mondays & Fridays as pointed out in the next chart from 12.00 am to 14.00 pm. Class 13.

**Tentative schedule for 2016-2017**

Theme/Subject	Getting ready for debate	Debate on	Dialogue with:
Introduction Political Priorities of the European Union. 1. Is our priority in the EU the employment, growth and competitiveness? Or 2. Our priority is liberty, security and justice?	*1. Find 2 information sources. *2. Find solid arguments to defend your position. *3. Find arguments to disrupt the opposite position.	*January 16 <sup>th</sup> , Monday. **Class 13. ***From 12.00 to 14.00.	*January 20 <sup>th</sup> Friday 2017 **Mr. Álvaro Renedo
The future of the Euro and the monetary union. Has the Euro been a failure?		*January 30 <sup>th</sup> , Monday. **Class 13. ***From 12.00 to 14.00.	*February 3 <sup>rd</sup> , Friday 2017 **Mr. Xavier Vidal Folch
Refugee Crisis in the EU. Should we close our		*February 20 <sup>th</sup> , Monday.	*February 24 <sup>th</sup> , Friday 2017



borders?		**Class 13. ***From 12.00 to 14.00.	**Mr. Antonio Garrigues Walker
EU Banking Union. Should we implement a Baking Union?		*March 6 <sup>th</sup> , Monday. **Class 13. ***From 12.00 to 14.00.	*March 10 <sup>th</sup> , Friday 2017 **Mr. José Manuel González-Páramo
Will the populist movements change the roots of the European Union?		*March 13 <sup>th</sup> , Monday. **Class 13. ***From 12.00 to 14.00.	*March 17 <sup>th</sup> or 24 <sup>th</sup> , Friday 2017 **Person to confirm

**Dialogues Europe** consists in two parts: Debate + Dialogue.

#### Structure of the Debate

- 5 Topics, 5 debates
- 2 groups for each topic: YES vs NO
- New group members for each topic
- All group members research about the topic
- 5 teams within each group
  - 1. Define, outline
  - 2. Defend, explain, rebut
  - 3. Backup, extend, rebut
  - 4. Explain, sum up
  - 5. Short essay (after dialogue)

**As for the debate itself, it consists in 4 rounds of 7 minutes each, for each group**

1st opening proposition, Group YES, Group NO

2nd opening proposition (rebut), YES, NO

1st closing proposition

2nd closing proposition



**\* Consider strategies (visit “Roles in a Debate”)**

**Please, find additional information about the course**

- 1: Topic of the debates & Group members: "Actividades formativas" section"
2. Link to sources about debate rules and tips: " Bibliografía y recursos" section

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Se adjunta el comentario enviado a una alumna para la preparación y dinámica de los debates, que lógicamente es igual para todos:

- Estáis divididos en 5 subgrupos.
- Antes del debate todo el equipo trabaja junto para encontrar fuentes, argumentos a favor de vuestra posición (en el plano político, histórico, social, institucional, económico).
- También tenéis que encontrar los argumentos en contra para saber cómo os van a atacar y preparar la defensa.
- Igualmente necesitáis saber los puntos fuertes y débiles de la posición contraria para preparar vuestro ataque.
- Con todo esto tendréis que diseñar vuestra estrategia: cuántos argumentos de apoyo a vuestra posición poner en cada intervención, cuánto ataque y cuándo a la del rival. Decidid en qué momento sacáis el "**killer argument**".

**Con todo esto cada uno de los 4 subgrupos prepara la estructura de sus 7 minutos de intervención.**

- En la sesión de debate del jueves entran en acción 4 subgrupos, que corresponde a las 4 rondas de debate de cada equipo.
- En cada subgrupo habla solo una persona.
- El primer subgrupo lo tiene "más fácil" ya que su intervención estará cerrada antes de empezar. Por eso esa intervención tiene mucha importancia porque no tiene excusas de improvisación y marca el debate del resto de intervenciones. Su único problema es que no sabe si habla primero o segundo.
- Para las otras tres intervenciones de cada equipo están obligados a combinar las ideas y argumentos que ya estaban previstos (de defensa y de ataque) con la incorporación sobre la marcha de los argumentos y ataques que haya lanzado el equipo rival. Por eso los miembros de esos 3 subgrupos podrán tomar notas y cuchichear para ajustar la estructura de su debate, mientras los otros subgrupos están interviniendo. Pero, si molestan, el juez puede dictar penalización contra el equipo.



- Por todo lo dicho, se entiende que es necesario hacer una puesta en común previa al debate, para que todos los subgrupos conozcan todos los argumentos a favor y en contra, para poder saber cómo utilizarlos en su intervención.

Finalmente, el subgrupo 5 va tomando notas durante el debate y durante el diálogo, para seleccionar aquellos argumentos a favor (y en contra del rival) que hagan más convincente su posición en el ensayo de 500 palabras.

- El plazo para entregar el ensayo es el jueves de la semana siguiente.

**Nota adicional:** los que redactan el ensayo deben entregar también un documento aparte con la lista de todos los documentos usados por el equipo para la preparación de los argumentos del debate. Deberán valorar cada documento, con nota de 1 a 10, con respecto a dos criterios: a) credibilidad/ autoridad de la fuente y sus autores. b) solidez/rigor del contenido.

Otro apunte importante: los 8 que hablan en público en el debate 1 no vuelven a hablar en un debate siguiente hasta que haya pasado el resto de la clase. Es decir, en el debate 2 presentan los que no han presentado en debate 1. En debate 3 presentan los que no lo hicieron en 1 y en 2.

Se agradecerá que los que quieran compartan en Twitter durante el debate fotos del debate, argumentos, usando el hashtag #debateELG

## Competencias

Edite el contenido aquí

## Programa

### **Topic 1: The future of Europe**

Debate topic 1: Union of States Vs European Federation

Guest speaker: Iñigo Méndez de Vigo –Secretario de Estado de España ante la Unión Europea

## Actividades formativas





**Debate 2:** The roots of Europe. ¿A reference to Christianity in the European Constitution?

Group A: Yes

Alfonso	Hermoso Sota
Ana Patricia	Fanjul Alemany
David	Eslava Anoz
Fernando Miguel	Benavides Canales
Francisco Manuel	Nadal Busto
Germán	Barba Castro
José Ricardo	Díaz Gómez
Juan Ignacio	Güenechea Rodríguez
Marc	Herrero Faura
María	Chiva San Román
Maria Lourdes	Nagore Valiente

Group B: NO

Ibone	Gómez Olagüe
Ignacio	Gómez Bujarrabal
Ines	Huete Arrieta
Iñigo	Peña Medrano
Jaime	Ibarra Aguirre
Rocío	Isasi
Marta Maria	Miranda Sancho
Mélanie	Kubbinga
Pedro	González Jiménez
Sebastián Antonio	Coronel Hamilton
Taren Alan	Shaw
Yannick	Voit De La Piedra

**Debate 1:** The future of Europe. Union of States Vs Federal Europe.

Group A: Union of States

Alfonso	Hermoso Sota
Ana Patricia	Fanjul Alemany
David	Eslava Anoz
Fernando Miguel	Benavides Canales



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Francisco Manuel	Nadal Busto
Germán	Barba Castro
Ibone	Gómez Olagüe
Ignacio	Gómez Bujarrabal
Ines	Huete Arrieta
Iñigo	Peña Medrano
Jaime	Ibarra Aguirre

#### Group B: European Federation

José Ricardo	Díaz Gómez
Juan Ignacio	Güenechea Rodríguez
Marc	Herrero Faura
María	Chiva San Román
Maria Lourdes	Nagore Valiente
Marta Maria	Miranda Sancho
Mélanie	Kubbinga
Pedro	González Jiménez
Sebastián Antonio	Coronel Hamilton
Taren Alan	Shaw
Yannick	Voit De La Piedra

### **Evaluación**

60% Quality of analysis/arguments (Team)

10% Essay (Team)

30% Presentation skills (Individual)

(Based in the results of all 5 debates)

### **Bibliografía y recursos**

Link to:

[World debate Website](#) (Rules, communication tips)

[International Debate Education Association](#) (International Competition)

The sections especially useful are:

\* [Research of information](#).

\* [Speaking Style](#)

\* [Public speaking tips](#)



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\* [Roles in a debate](#) (keep the ideas and tips, while the roles won't apply exactly to our debate system)

\* [Summary of key ideas](#)

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## **Horarios de atención**

Edite el contenido aquí



**Asignatura: Financial Accounting I B (F. Económicas)**

*Guía Docente*

*Curso académico: 2016-17*

## **Presentación**

<http://www.unav.edu/asignatura/financialaccounting1b/>

The aim of the Financial Accounting I course is to build a strong foundation for learning about financial reporting and corporate finance. Accounting is the language of business and we will work hard to learn that language, so that students can understand financial documents, stories and presentations. Students will recognise how the language affects our perception of value creation and management performance.

The course covers the key terms and concepts of accounting as defined by the International Financial Reporting Standards, the construction of financial statements, and the methods of recording transactions. Upon completion of the course, students should be able to explain accounting terms, interpret amounts found in financial statements, and predict the effect of various transactions on the financial results and the financial standing of a company.

The detailed goals of the course are:

1. describe the context and purpose of accounting financial reporting,
2. describe the legal framework for accounting and financial reporting,
3. describe the fundamental bases of accounting,
4. describe and use the double-entry accounting system,
5. record various transactions and events associated with day-to-day business,
6. prepare a trial balance, identify and correct accounting errors,
7. prepare simple financial statements for small and medium companies,
8. interpret amounts in the financial statements.

## **Competencias**

### **Basic Competencies (Management and Economics)**

BC1. Students should demonstrate knowledge and understanding of the subject area based on a general secondary school education. They should have a general level that is well supported by advanced texts, but that also encompasses aspects that suggest knowledge of the leading edge of their field of study.

BC2. Students should be able to apply their knowledge to their job or vocation in a



professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.

BC5. Students should have developed the learning skills necessary to undertake higher programs of study with greater independence.

## General Competencies (Management and Economics)

GC2. Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.

## Specific Competencies (Economics)

SC14. Understanding the theory and practice of business operations.

## Specific Competencies (Management)

SC1. Possessing a thorough knowledge of the General Accounting Plan as well as accounting and finance theory.

SC3. Analyzing a business's real-life accounting and finance situation and making projections about its future.

### Programa

Week	Dates	Topic	Readings
1	5-9 Sept.	The language of accounting: users and the regulatory framework	Ch. 1
2	12-16 Sept.	The financial statements	Ch. 2
3	19-23 Sept.	The accounting process	Ch. 3
4	26-30 Sept.	End-of-period adjustments	Ch. 4
5	3-7 Oct.	Accounting for commercial companies	Cases
6	10-14 Oct.	Accounting for manufacturing companies	Cases
7	17-21 Oct.	Practice and MIDTERM EXAM	
8	24-28 Oct.	Accounting regulation	Ch. 5
9	31-4 Nov.	Revenue recognition	Ch. 6
10	7-11 Nov.	Accounting for inventory	Ch. 9
11	14-18 Nov.	Shareholders' equity	Ch. 11
12	21-25 Nov.	Financial statement analysis	Ch. 15
13	28-2 Nov.	Exercises and review	
Session		FINAL EXAM	

### Actividades formativas

There is quite a lot of technical material in the course and some of it is tricky.



Explanation and illustration of that material using lectures, cases and problem assignments forms the core of the course. The reading and problem assignments for each session will be available in Adi with enough time for preparation.

In order to make the most of this course, I suggest the following routine:

- Before class: Read the relevant chapters in the main textbook.
- In class: Take notes, actively participate in class discussion, take notes, and ask questions.
- After class: Review the topics and work on the practice exercises and homework.

## Evaluación

Components of evaluation:

1. Various in-class activities (discussion, tasks, quizzes): 10%
2. Homework assignments (as announced): 30%
3. Midterm exam (recording transactions and preparing pro forma statements): 20%
4. Final exam (multiple choice and preparing financial statements): 40%

To get a “pass”, students taking the class must a) achieve a grade of 50% or higher in the final exam; and b) achieve a grade of at least 50% in the total course grades.

Homework assignments are the key to passing the course. During the first part of the semester students submit all of their homework. In the second part you select only one major assignment for verification. The homework will be returned to students after verification.

## Bibliografía y recursos

The main course-book (Select one that suits you better):

1. *Financial Accounting and Reporting: A Global Perspective* by H. Stolowy, M. Lebas and Y. Ding, Cengage Learning, Andover, UK, 4th edition, 2013. There are chapters of the book [available online](#). [Find it in the Library](#)
2. *Financial Accounting "A Concepts-Based Introduction"* by D. Kolitz, Routledge, 2016. [Publisher website](#)

Additional reading:

- International Financial Reporting Standards (online from [ifrs.org](http://ifrs.org) or [eurlex](http://eurlex), book edition).



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- Scholarly articles and media material provided during classes

Important webpages:

- Financial Accounting Standards Board: [www.fasb.org/home](http://www.fasb.org/home)
- International Accounting Standards Board: [www.ifrs.org](http://www.ifrs.org)
- Instituto de Contabilidad y Auditoría de Cuentas (Ministerio de Economía, Gobierno de España): <http://www.icac.meh.es/>

### **Horarios de atención**

Office hours: Fridays 14.00-17.00. For questions after the Monday class please contact me by email.



**Asignatura: Financial Accounting II B (F. Económicas)**

*Guía Docente*

*Curso académico: 2016-17*

## **Presentación**

<http://www.unav.edu/asignatura/financialccounting2b/>

## **Financial Accounting II B (F. Económicas)**

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### **Course overview:**

The course of Financial Accounting II is an intermediate accounting course which builds on introductory financial accounting, and develops student's critical evaluation of selected financial accounting issues within the international accounting context.

In this course, you will learn the accounting treatment of non-current assets (tangible and intangible), financial assets, liabilities, and leases.

The course is essential for individuals exposed to financial information in the workplace including accountants, auditors, financial analysts, managers, bankers, and accounting regulators. It would also be useful for those not wishing to become accounting practitioners but planning to specialize in areas where accounting knowledge would be an advantage (such as bankers and finance professionals).

### **Course details:**

Degree in Economics (*ECO(b)*) and Degree in Economics + Leadership and Governance Program (*ELG*)

Second Semester - Compulsory course.

Instructor: Diem Nguyen (nguyen@unav.es)

Teaching Assistant: Nicholas Jaeger (nicholas.jaeger@unav.es)

The sessions will be held in **Room 04**, on **Thursdays (10:00 - 12:00)** and **Room 05** on **Fridays (08:00 - 10:00)**.

Language: **English**

## **Competencias**

### **Basic Competencies (Management and Economics)**

BC2. Students should be able to apply their knowledge to their job or vocation in a professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.

BC5. Students should have developed the learning skills necessary to undertake





higher programs of study with greater independence.

### General Competencies (Management and Economics)

GC2. Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.

GC5. Developing the capacity for independent critical thought on matters relevant to economics and business.

### Specific Competencies (Economics)

SC14. Understanding the theory and practice of business operations.

### Specific Competencies (Management)

SC1. Possessing a thorough knowledge of the General Accounting Plan as well as accounting and finance theory.

SC3. Analyzing a business's real-life accounting and finance situation and making projections about its future.

## Programa

Course schedule (tentative):

### Financial Accounting II (Spring 2017)

Week	Date	Topic	Readings
1	9-13 Jan.	Introduction + Property, Plant and Equipment	Ch. 10
2	16-20 Jan.	Property, Plant and Equipment	
3	23-27 Jan.	Property, Plant and Equipment	Ch. 11
4	30 Jan. - 3 Feb.	Intangible Assets	Ch.12
5	6-10 Feb.	Intangible Assets	
6	13-17 Feb.	Current Liabilities	Ch. 13
7	20-24 Feb.	Current Liabilities	
8	27 Feb. - 3 Mar.	Revision and Midterm Exam	
9	6-10 Mar.	Non-current Liabilities	Ch. 14
10	13-17 Mar.	Non-current Liabilities	



11	20-24 Mar.	Investments	Ch. 17
12	27-31 Mar.	Leases	Ch. 21
13	3-7 Apr.	Leases + Revision	
14	24-28 Apr.	Revision	
	15-May	Final Exam	

## Actividades formativas

The course contains a considerable amount of technical material and some can be tricky. The reading and problem assignments for each session will be available on Adi with enough time for preparation.

On the course website on Adi, you will find the course bibliography as well as all course materials, including:

- author presentations of selected book chapters,
- lecture notes (to be posted on Wednesdays and Fridays after class),
- practice exercises,
- assignments.

Do not forget to check the Notice board (*Anuncios*) for the latest updates while the course is running.

In order to make the most of this course, I suggest the following routine:

- Before class: Read the relevant sections/ chapters in the main textbook, or at least go through the chapter presentations which summarize the key contents and problems from the book.
- In class: Pay attention to the lectures, **actively participate** in class discussion, take notes, and ask questions to clarify issues that you find confusing. It is not allowed to use cell phones in class.
- After class: Review the topics and work on the practice exercises.

## Evaluación

Your course grades will be based on the following components:

- Class participation and activity: 20%
- Mini-tests: 20%
- Midterm exam: 20%
- Final exam (minimum score required: 40%): 40%

Please note that you must achieve a grade of 40% or higher in the final exam for the final exam results to be included in the course grade.

To get a pass, you must: (a) achieve a grade of at least 40% in the final exam; and (b) achieve a grade of at least



50% in the total course grade.

## **Bibliografía y recursos**

### **Main textbook:**

Kieso, Weygandt, Warfield (2014): Intermediate Accounting: IFRS edition, ed. Wiley & sons, second edition [Find it in the Library](#)

### **Further references:**

#### **Books:**

Weygandt, Kimmel, Kieso (2011): Financial Accounting: IFRS edition, ed. Wiley & sons [Find it in the Library](#)

Stolowy, Lebas and Ding (2013): Financial Accounting and Reporting: A Global Perspective, ed. Cengage Learning, fourth edition. [Find it in the Library](#)

Wahlen, Baginski and Bradshaw (2011): Financial Reporting, Financial Statement Analysis, and Valuation, ed. South-Western Cengage Learning, seventh edition [Find it in the Library](#)

### **Important webpages:**

Financial Accounting Standards Board: [www.fasb.org/home](http://www.fasb.org/home)

International Accounting Standards Board: [www.ifrs.org/home](http://www.ifrs.org/home)

Instituto de Contabilidad y Auditoría de Cuentas (Ministerio de Economía, Gobierno de España): <http://www.icac.meh.es/>

@X@buscador\_unika.obtener@X@

## **Horarios de atención**

Office hours: Wednesdays, 16.15 - 17.45, Thursday 16.15-17.45

Place: room 2520 (in the Tower)



**Asignatura: Fundamentals of Finance A (F. ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2016-17*

## **1. General info**

# **FUNDAMENTALS OF FINANCE (GROUP A) 2016-17**

## **1. General Information**

Professors: Dr. Ian P.L. Kwan  
Office: 4030 (La Torre)  
Email: [ikwan@unav.es](mailto:ikwan@unav.es)  
Telephone: 948 425 600 ext 802496  
Language/in-charge: English section  
Office hours: Thursdays, 11:00 – 13:00

Remarks: 1. Dr. Kwan will give most of the classes in the English Section.  
2. If you write us an email, please state your group and class number (for example, A21 means Group A, Class number 21).

Teaching dates: 1 September to 22 December 2016  
School/ Dept: School of Economics and Business/ Business  
Type of course: Fundamental/ Basic  
Course credits: 6 ECTS = 60 hours class time  
Semester: First



Undergrad degree: First year of:

- International Degree in Management (ADEb) – Groups 1&2
- International Degree in Economics (ECOb)
- Global Management and Law (ADEbD)
- Global Economics and Law (ECObD)

Second year of:

- Economics, Leadership and Governance (ELG)

Other:

- Exchange students taking a first course in Finance
- Liberal arts students taking a first course in Finance

Schedule: Group A: ADEb(1)/ECOb/ELG on

Mondays 12-14h (Aula 01)

Fridays 10-12h (Aula 11)

Group B: ADEb(2)/ADEbD/ECObD on

Mondays 10-12h (Aula 10)

Wednesdays 10-12h (Aula 01)

Subject website: Some materials can be accessed externally via:

<http://www.unav.es/asignatura/fundafinanceAeconom/>

<http://www.unav.es/asignatura/fundafinanceBeconom/>

UNAV ADI system)

(NOTE: Get full access to all materials through the



## **2. Subject Info**

### **2. Subject Information**

#### **Subject description:**

This course aims to provide the first year students a sound introduction to the use of mathematics in business and personal finance applications.

After attending this course, the student should be able to: (1) Set out and solve problems and real cases involving concepts of simple interest, compound interest and annuities; (2) Know the financial vocabulary.

Taking this course will help students acquire the following competences and skills: (1) Improve logical reasoning; (2) Improve analytical and synthesis skills; (3) Improve autonomous learning skills; (3) Improve work-time organization; (4) Improve work-team abilities.

Emphasized learning outcomes from the study of this module are: (1) Be able to solve problems with the concepts of simple and compound interest and annuities; (2) Be able to apply these concepts to real life situations such as home-loans, bonds and capital budgeting decisions.

### **2a. Competences**

#### **Basic Competencies (Management and Economics)**

BC2. Students should be able to apply their knowledge to their job or vocation in a professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.

BC5. Students should have developed the learning skills necessary to undertake higher programs of study with greater independence.

#### **General Competencies (Management and Economics)**

GC3. Mastering the digital, mathematical and technical tools necessary for academic and professional activity in economics and business.

GC4. Teamwork.



GC7. Knowing the different settings in which work is done: circumstances and markets, as well as historic, legal and humanistic contexts.

### **Specific Competencies (Economics)**

SC4. Knowing and soundly handling the fundamental concepts of and methods of finance.

### **Specific Competencies (Management)**

SC10. Incorporating mathematical reasoning and quantitative tools in a business's decision-making processes.

## **3. Subject Outline**

### **Subject Outline**

This subject is made up of 60 hours of class time, which is equivalent to 60 ECTS. Students are expected to dedicate the same amount of personal time to study, preparation of the drill and problem sets and case work as the hours of class time. The approximate class time allocation given to the different topics are given below. The personal study time and work in groups and assignments are suggested times. Students should allocate their time according to their personal needs. At the start of the semester, a more detailed outline of what will be taught and when will be provided and students are expected to use this to prepare accordingly before coming to each class.

### **Topic 1: Introduction to Finance and Time Value of Money**

1. Introduction to Finance
2. Concept of Time Value of Money
3. Problem of Finance Jargon
4. Self-learning Microsoft Excel and calculator skills

Theoretical classes	2 hours	Practical classes/ exam	0 hours
Personal study required	1 hours	Assignment/ group work	0 hours

### **Topic 2: Time value of money: Single cash flows**

1. "interest on principal cash flow" perspective
2. "discount on final cash flow" perspective



3. "effective interest" perspective
4. Use of Excel to value single cash flows

Theoretical classes	4 hours	Practical classes/ exam	4 hours
Personal study required	10 hours	Assignment/ group work	0 hours

### **Topic 3: Time value of Money: Multiple cash flows**

1. Valuation of Cash Flows (*a finite number of different cash flows*)
2. Valuation of Annuities (*a finite number of level cash flows*)
3. Valuation of Perpetuities (*an infinite number of level cash flows*)
4. Use of Excel to value a stream of cash flows

Theoretical classes	5 hours	Practical classes/ exam	3 hours
Personal study required	9 hours	Assignment/ group work	0 hours

### **Topic 4: Measuring asset performance**

1. Types of asset performance measures
2. Rates of Return
3. Dollar Returns (dollar value)
4. Use of Excel to measure asset performance

Theoretical classes	6 hours	Practical classes/ exam	6 hours
Personal study required	10 hours	Assignment/ group work	1 hours

### **Topic 5: Applications in Finance**

1. Stocks
2. Bonds
3. Mortgages
4. Use of Excel to in each of these applications





Theoretical classes hours	11 hours	Practical classes/ exam	17
Personal study required	20 hours	Assignment/ group work	6 hours

### **Self-Learning Microsoft Excel**

Microsoft Excel is a standard spreadsheet program that is probably the most widely used calculation software in the world of finance, economics, and accounting. You simply cannot do without learning this software! By the time you finish university, you should have reached intermediate to advanced levels of skills in Excel.

However, in this subject, students will not receive specific lessons on Excel apart from a few tips here and there. Like most professionals who learned Excel from learning-by-doing, we will follow this same pattern of learning: students are expected to learn how to use Microsoft Excel themselves by doing the simple exercises that are set for each of the topics. The subject textbook by Biehler will be helpful in your self-learning. The Excel functions required to these exercises may be in your examinations.

It does not matter which version of Excel use as the basic functions used in this subject are available in versions early as Excel 2003. You may learn to use Excel in Spanish or in English, although it is recommendable that you learn the basic functions in both languages. Since Excel is itself a language, it will be helpful when you need to communicate with others in either language.

## **4. Assessment**

### **4. Assessment / Grading System**

#### **Assessment / Grading System**

As with all subjects, students will receive a final grade out of 10 that consists of 100% of the assessments. The schedule for Final Exams can be found on the School webpage [here](#).

**December Announcement (Total: 100%):**



Mini Exam:	5% (Topics 1 & 2)
Mid-term Exam:	20% (Topics 1, 2 & 3)
Final Exam:	30% (All topics)
Class Preparation:	20% (Description below)
Class Participation:	10% (Description below)
Case Group Video:	15% (Description below)

**IMPORTANT NOTE:** To pass this subject, you must first get a minimum of 4 out of 10 in the Final Exam before any of the other assessments are counted. If you get less than 4 in the Final Exam, then that will be your grade in December and you will have to take the June exam. If you get more than 4 in the Final Exam, your combined grade of the December Exam and other assessments must be at least 5 out of 10 to pass the subject.

**Dates of Assessments:**

Quiz/Mini Exam:	Monday 26 September 2016, class time
Mid-term Exam:	Monday 17 October 2016, class time
Case Group Videos:	Friday 25 November 2016, 19:00h
Final Exam:	Friday 9 December 2016, 16:00 – 19:00h

**June Announcement (Total: 100%):**

June Exam:	40% (Friday 9 June 2017, 9:00h-12:00h)
Other assessments:	60%

Like the December announcement, to pass the subject you must first get a minimum of 4 out of 10 in the June Exam before Other Assessments will be counted, and the combined grade of June Exam and Other Assessments must be at least 5 out of 10. Other Assessments include Mini-exam, Mid-term exam, Class Preparation, Class



participation, and Case Group video.

### **Students Repeating the Subject:**

If you are repeating this subject, you do not have to do the Case Group Video. For the December Announcement, your December Final Exam will be worth 45% (30%+15%). All other assessments are required, which means preparing each lesson, coming to class, and participating like everyone else. If you do not pass in December then for the June Announcement, the June Final Exam will be worth 40% and the other assessments (mini-exam, mid-term exam, class preparation and participation) will be worth 60%. This means it is better for you to pass the subject in December since a December final exam is worth more than a June final exam.

### **Class Attendance:**

Class attendance is your responsibility. I will not explicitly take class attendance. Punctual class attendance is required. I will begin classes strictly on time. If you are not in the classroom at the start of the hour, please do *not* come. I will try to make the classes as interesting as possible and make it worth your time to attend. But if you don't want to come or cannot come for whatever reason, I am not going to hold it against you.

Although class attendance is not compulsory, it is directly linked with your class participation grade. If you attend class, you can participate and get class participation grades. Students with good participation grades will have a better chance of improving their grade especially if they are borderline cases. For example, you receive a total of 6.9 ("Aprobado") in all your assessments together. If you received a good class participation grade, there is more chance I will be kind and increase the grade to 7.0 ("Notable"). If your class participation grade is on the borderline between pass and fail, then you deserve no kindness from me.

### **Class Preparation and Participation:**

Students are required to prepare before each lesson according to the Lesson-By-Lesson (LBL) Plan available in ADI. Preparation includes reading the set readings and doing the assigned drills and problem sets for the lesson.

Each week on the same day of your class, *all students* must hand-in their own



solutions to the assigned drills and problem sets. You will receive a grade that counts towards your class preparation. If you can't hand-in the work during the class that the work is due, you can hand-in before the class or give it to one of your classmates to hand-in for you. Work will *not* be accepted after the due date.

Students are required to participate in class by answering questions regarding the lesson preparation material, asking interesting and well thought questions, and showing a keen interest in the topics. Good quality questions include ones that show you have thought about the problem but that there is something unclear that you want explained. Bad quality questions are those that show little thought about what has been said (repeatedly) before. Each lesson, several students will be randomly selected to answer questions.

The following is a guide to how I will grade *each* class preparation assignment and *each* class participation:

<b>Class Preparation (20%)</b>	<b>Class Participation (10%)</b>
-1 point = work not done	0 point = not present to answer any questions and did not inform me before class of absence
-1 point = work submitted but is terrible/ far below standard required	0 points = couldn't answer a simple question, showing little effort to participate
0.5 points = work done but below standard required	0 points = asked a question that showed no prior thought/ answer was incomplete or inadequate
1 point = work done to required standard	1 point = asked a decent question/ answered a question to the standard expected
2 points = work done very well; a model for others	2 points = asked a very good question/ answered a question very well

NOTE: In order to encourage you, I am in favor of awarding a standard 1 point when I see students making an effort. In exceptional cases I will give 2 points. If you get -1 point, then it is a warning to improve performance.

After the mid-term exam and just before the final exam, I will give an interim grade for class preparation and another for class participation each out of 10. As a guide (the actual grading may be different):

<b>Class Preparation (20%)</b>	<b>Class Participation (10%)</b>
> 80% of maximum points = 9-10	> 80% of maximum points = 9-10
70-80% of maximum = 7-8	70-80% of maximum = 7-8
60-70% of maximum = 5-6	60-70% of maximum = 5-6
< 60% of maximum = 0-4	< 60% of maximum = 0-4



NOTE: Maximum points is the sum of points given to the best performing student.

### **Examinations:**

All examinations are closed-book and consist of problems that require showing step-by-step solutions that demonstrate financial thinking. Some formulae may be given. The problems will be similar to those that appear in the Problem Sets and past exams (which are all available in ADI).

*Grading criteria:* Students solutions to problems will be graded according to *numerical accuracy* of solution, *clear step-by-step development* of solution, and *clear diagrams* that reflect fundamental financial thinking.

Missing the Final Exam will mean receiving a final grade of “NO PRESENTADO” (“NO SHOW”). If no written justification is provided and verified by the Director of Studies, then it is equivalent to failure.

### **Case work in groups:**

Students will be required to solve a case in groups. You will be assigned to a group according to alphabetical order. A limited time will be given to solve the case. Your group will have to make a video recorded presentation of their solution, upload it to the internet, and email the link to the professor before the deadline (i.e. YouTube-like videos).

*Grading criteria:* the video should not last more than 3 minutes, and will be graded on the *accuracy of the solution*, *clear step-by-step presentation*, *clarity of speech and body language*, and *innovativeness*, which includes being original and humorous.

## **5. Conduct**

### **Code of Conduct**

- Punctuality is required at all times. Students must be on time for classes. If you don't come on time, please do not come at all.



- If you cannot come to class for whatever reason, you may send an email before the start of the class with the reason and I will take note of it. However, your class attendance will still show that you did not attend that day.
- If you need to leave class early (e.g. to take a driving or TOEFL test), please see me before the start of class to tell me that you need to leave early.
- If you need to leave the class temporarily (e.g. to answer an urgent phone call or go to the restroom), just go and come back quietly and with minimum disturbance to your colleagues and to the class.
- Financial and scientific calculators are permitted, but computers, PDAs, mobile phones, and anything with communication capabilities are strictly prohibited into exams or quizzes.
- If you do not bring your calculator to an exam, or are missing other things for the exam, you will have to do without it. You will not be allowed to borrow anything from anyone once the exam has begun.
- There is no talking, socializing, or disruption of class (Classes can be fun, but you are here to learn and so is the student next to you). Specifically, no mobile or smart phones, PDA, etc are allowed to be used during a class.
- Water is allowed, but no food or other drinks are allowed in class.

## 6. Resources

### 6. Resources

#### Required textbook

- T.J. Biehler (2008) "The Mathematics of Money. Math for Business and Personal Finance", McGraw-Hill Higher Education. All exercises will be set from this first edition. You can use a paper version or electronic version.
- UNAV Library has the textbook: click [here](#)
- <http://www.mhhe.com/biehler1e> : You can purchase premium access to the textbook's website.

#### Excel Websites

Students are expected to learn excel by themselves. You will be asked to do exercises and hand-in work that is done in Excel. There are many websites you can learn from and which you should discover by yourself. However here are a few that I find helpful, especially in converting between English and Spanish versions of Excel.

- <http://www.piuha.fi/excel-function-name-translation/index.php?page=espanol-english.html>



- <http://www.planillero.com/convert-formulas.aspx>

### Recommended bibliography:

("Recommended" means you do not need to get it, but are further sources you can use for your personal study).

- J.E. Rogers, Haney B. F (2000). "Mathematics of Business" Pearson Prentice Hall [Find it in the Library](#)
- Pilar Maynar (2008), "La Economía de la Empresa en el espacio de educación superior", McGraw Hill. [Find it in the library](#) (print version) [Find in in the Library](#) (electronic version)
- Samuel A. Broverman, "Mathematics of investment and credit" ACTEX Academic series, 5<sup>th</sup> edition (2008). [Find it in the Library](#)
- Jesús M<sup>a</sup> Ruiz Amestoy, "Matemática Financiera – Ejercicios resueltos", Ed. Centro de Formación del Banco de España. [Find it in the Library](#)
- Eduardo Pérez Gorostidi (2003), "Introducción a la administración de empresas", Ed. Centro de Estudios Ramón Areces. [Find it in the Library](#)
- Eduardo Pérez Gorostidi, (2003) "Prácticas de administración de empresas", Ed. Pirámide. [Find it in the Library](#)

### Other Websites:

<http://www.studyfinance.com>

<http://www.teachmefinance.com/bondvaluation.html>

<http://ahe.com>

<http://www.investopedia.com>

<http://www.beanactuary.org/exams/exams/>

@X@buscador\_unika.obtener@X@

## 7. Office hours & FAQ

### 7. Office hours & FAQ

(Click [here](#) to make appointment online) - TO BE UPDATED AT START OF



## CLASS

### Office hours & out-of-class communication

To help students resolve problems or receive more detailed and personal explanations of concepts you find difficult, students are strongly encouraged to visit me during my office hours outside of class time. Rather than come individually, try to come in groups of 2 or 3 people. My office hours are Tuesdays 12:00-13:30 and 15:30-17:00 in Office 4030 on the 4<sup>th</sup> floor of the tower section of the Amigos Building.

Before coming for Office Hours, you should book an office hour time slot by clicking on the link [here](#). If there are no bookings, I will not come for office hours.

If you have important or urgent needs (including justification for missing an exam or assignment deadline), the first thing is to ask me in class. If you can't come, write me an email ([ikwan@unav.es](mailto:ikwan@unav.es)) stating your Group and Class number. You can also call me at my office on 948 425 600 Ext. 802496. When you write me an email, also

### Frequently Asked Questions & Frequently Given Answers

Student's FAQs (Frequently Asked Questions):

1. Do I really need to get the required textbook?
2. Which version of the textbook should I get?
3. Where can I get the textbook from? Can I borrow it from someone else? Can I borrow it from the library?
4. Is class attendance compulsory?
5. How do I get class participation grades?
6. What happens if I have an assignment due on a day I cannot go to class?
7. How should I inform the professor of my absence?
8. What happens if I don't hand in an assignment?
9. What should I do if I miss an exam?
10. What is and where do I get my group and class number? How do I use them?
11. What happens if I forget my calculator or other things on the day of the exam?

Professor's FGAs (Frequently Given Answers):

1. It is a required textbook, but I cannot force you to buy it so it depends on you. Many of the exercises in the Drill Sets will come from the textbook. If you don't have it you can't do the exercises. Many students have trouble with the vocabulary and need definitions. The textbook is





- good for this. If you are learning a subject for the first time completely in English, then you will probably need a textbook to help you through. We will use 50% of the textbook, especially the first five chapters and parts of the other chapters on applications. You will be expected to read most of it yourself as assigned reading. If you don't read it and you don't understand what the content of the classes, then you can only blame yourself for not doing your own personal study.
2. The required version is the old one, the first edition published in 2008. All the exercises and drills refer to this version. The book can be a paper or electronic version; it's up to you. If you want to get a newer version, you may but the numbering of the exercises and the exercises themselves may be quite different from the 2008 edition.
  3. You can get the textbook any way you like. Unfortunately the University bookstore does not generally stock books in English, so you will have to purchase it from an online store. There are also old copies that you can buy from other students who took the subject before. You can also borrow the book from the library (see [link](#))
  4. Going to class is your own responsibility. I will not explicitly take class attendance, but I will randomly ask students to provide answer to questions in order to award class participation grades. See the next question and answer.
  5. To get class participation grades, you need to ask and answer questions in class. To help students get these grades, I will randomly ask 5-7 students in each lesson to answer questions. I call you by class number and if you can answer the question, you will get 1 point; if you answer the question well, you will be awarded 2 points. If you are not there, then you will be awarded zero points for class participation.
  6. If you have assignments due on a day but you cannot go to class, you should give them to a friend who should hand it in for you. If you miss the deadline, then that is also your responsibility (see related Q&A). You cannot hand-in assignments after the deadline. They will not be accepted.
  7. If you are going to be absent from class and don't want to risk losing class participation grades, you can send me an email ([ikwan@unav.es](mailto:ikwan@unav.es)) to inform me of your absence, stating correctly your name, reason, group and class number (e.g. A21 means your group A and class number 21). You must send me the email *before* class.
  8. If you don't hand in an assignment, you will get -1 point for class preparation. If you could not hand in an assignment because of illness or other truly exceptional circumstances, send me an email *stating your full name, group and class number, and reason* for not handing in the assignment. In these cases you will just get zero points.
  9. If you miss an exam with no prior written warning by email, you will automatically get zero with no chance of taking the exam at another time. If you cannot go to an exam because you are sick, you need to submit to the School Office a medical certificate to get authorization for your absence. Once the authorization has been obtained, your zero grade will be reconsidered.
  10. Because there are many students taking this subject and there are multiple groups, each group is named A, B, or C. Within each group, each student is given a Class Number (e.g. 1, 2, 3...) to help in class administration. I will assign each student a class number after the first few weeks of lessons. Please put on ALL your work including exams, your Group and Class number. It helps me enormously in the administration of your grades.
  11. If you forget your calculator on the day of the exam, BAD LUCK! If you don't have it, you will



have to do without. You not permitted borrow a calculator or anything at all from another person during the exam.

## **8. Subject details**

### **8. Detailed Subject Outline**

#### **Detailed outline**

The following is a more detailed outline of the content of the subject. See the Lesson-by-Lesson Plan for more details about what assignments are due and when.

#### **Topic 1: Introduction to Finance and Time Value of Money**

##### 1.1 Introduction to Finance

- Valuation and cash flows
- Role of time and risk
- The problem of finance jargon – simple concepts with complex vocabulary

##### 1.2 Concept of TVM

- TVM = time value of money; simply speaking “Time equals money”.
- In general, the longer you invest your money, the higher the expected return.

##### 1.3 Problem of finance jargon

- Finance, like all other subjects and professions, has its own technical vocabulary called jargon.
- Quite often different jargon terms have the same underlying meaning but used in ways that depend on the situation; this is a cause of confusion for students.
- Students need to be aware of this and focus on the financial thinking to avoid the confusion, especially when looking at the same concept in different textbooks.

##### 1.4 Importance of self-learning excel and calculator skills

- In this subject and in most of your university and working careers, you will be expected to have intermediate to advanced skills in Microsoft Excel. However, you will need to learn these skills yourself and be required to produce work using Excel.



- You will not be required to take Excel into exams. You are expected to know how to use your business or scientific calculator.

## **Topic 2: TVM: Valuation of single cash flows**

### 2.1 TVM: “interest on principal cash flow” perspective

- Simple interest – depends only on time, principal, and interest rate calculated on the principal; there is only one period in time
- Compound interest – depends on time, principal, accumulation of interest on principal, and the interest rate on the principal plus accumulated interest; there are multiple periods in time
- Future value vs. Present value using simple or compound interest

### 2.2 TVM: “discount on final cash flow” perspective

- Simple discount – depends on time, final cash flow, and discount calculated on the final cash flow; there is only one period in time
- Compound discount – depends on time, final cash flow, accumulation of interest on principal, and the interest rate on the principal plus accumulated interest; there are multiple periods in time

### 2.3 TVM: “effective interest” perspective

- Effective interest rate
- Effective discount rate – not used often, but to illustrate the parallel between interest and discount
- Future value vs. Present value using effective interest or discount rates

### 2.4 Use of Excel to value single cash flows

## **Topic 3: TVM: Valuation of multiple cash flows**

### 3.1 Valuation of Cash Flows (*a finite number of different cash flows*)



- The value of an asset is equal to the sum of the present value of each future cash flow.
- The general valuation formula for future cash flows.
- “Moving” cash flows from present to future and from future to present

### 3.2 Valuation of Annuities (*a finite number of level cash flows*)

- If future cash flows are the same and are of a finite number, the general valuation formula can be simplified.

### 3.3 Valuation of Perpetuities (*an infinite number of level cash flows*)

- If the future cash flows are the same and are continue infinitely into the future, the general formula can be simplified even more.

### 3.4 Use of Excel to value a stream of cash flows

## **Topic 4: Measuring asset performance**

### 4.1 Types of asset performance measures

- Percentage returns: dividend yield, total returns
- Dollar returns (or dollar value): capital gain, accounting return, economic return
- Introduction to risk and diversification (not part of syllabus à Finance 1)
- Risk adjusted returns / Sharpe ratio (not part of syllabus à Finance 1)

### 4.2 Rates of Return

- Simple (or arithmetic, absolute, total) rates of return
  - Holding Period Rates
  - Annual Percentage Rates
- Effective (or geometric) rates of return
  - Effective Annual Rates & CAGR



- Internal Rate of Return

- Effects of inflation on rates of return

#### 4.3 Dollar Returns (dollar value)

- Simple dollar returns (capital gain, accounting dollar value) – no TVM
- Net present value (economic dollar value) – includes TVM

#### 4.4 Use of Excel to measure asset performance

### **Topic 5: Applications**

#### 5.1 Stocks

- Dividend discount model

#### 5.2 Bonds

- Characteristics: par value, coupon amount, coupon rate, coupon frequency, maturity
- Primary and secondary sales of bonds
- Premium vs. discount vs. par bonds
- Coupon paying vs. Zero coupon bonds
- Calculating yield to maturity
- Constructing and interpreting a yield curve
- Bond ratings and investment risk
- Hold to maturity vs. secondary sales and coupon reinvestment risk, etc.
- Clean vs. dirty prices

#### 5.3 Mortgages

- Amortization table



- Floating vs. fixed rate mortgages
- Making extra payments

5.4 Use of Excel to in each of these applications

## **8a. Lesson-by-lesson plan**

### **Lesson-by-lesson Plan (LBL Plan)**

**Access LBL Plan [HERE](#) - updated**

At the start of the semester, additional information will be provided on the Required Readings, Required Exercises, etc., in a detailed Lesson-By-Lesson Plan. You use this Plan to plan your study and submission of exercises. The Lesson-by-Lesson Plan will be continuously updated to reflect the on-going teaching progress.

The LBL Plan contains a detailed outline of what will be taught and when, as well as what assignments have been set and when they are due. You need to follow the LBL Plan closely.

## **9. Group A Content: ADEb(1)/ECO/ELG**

Content specific to Group A will be posted here...

- Degree in Management (ADE-Group 1)
- Degree in Economics (ECO)
- Economics, Leadership and Governance (ELG)

(currently empty)

## **10. Newly arriving students**

If you come to the first to few classes, you do not need to use the link below.

However, if you miss the first few classes because of late enrollment, please use the link below.

To access class materials for Topics 1, 2, and 3, please click [here](#):



**Asignatura: Fundamentos jurídicos Internacionales (F.  
Económicas)**

*Guía Docente*

*Curso académico: 2016-17*

## 1. PRESENTATION

# Fundamentos jurídicos Internacionales (F. Económicas)

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- **Mandatory course. ECTS:** 4,5
- **IN** class hours: 45 hours.
- **OUT** of class hours: 32 hours (individual or in group).
- **Second year**, first semester of E, L & G.
- **The whole course** is developed in English.

- **Kick off session:**

-September 1st 2016 – 8.00 to 11.00 - “Amigos” Building – Class A8.

- **Regular sessions:**

-All Tuesdays from 8.00 to 10.00 – “Amigos” Building – Class A8.

- **Last session:**

-December 5th from 11.00 to 14.00 – “Amigos” Building – Class 6.

- **Professor:**

-Dr. Iñigo González Inchaurrega

e-mail: [igonzalezi@unav.es](mailto:igonzalezi@unav.es)

[www.inigogonzalez.net](http://www.inigogonzalez.net)

## 2. INTRODUCTION

International Legal Foundations (ILF) is a mandatory course for all participants of the Economic, Leadership & Governance program. This is a course for all students with an interest in Global Law and future economists who want to be aware about international legal practice. The target of the course is to make all participants familiar with the origin of International law, its evolution towards a Global law, with the main issues of what we call “Global economic law” and, finally, with the most important matters



related with the concepts of universal justice without and human rights. This area of public law is highly challenging, because all economist involved in international affairs knows they will have to develop their professional activities in a fast changing legal environment that need a constant updating of international legal knowledge. In this course we will learn the main basic concepts and we will adquire the skills to be able to update our knowledge as fast as the market requires it.

### **3. TARGETS & SKILLS**

#### **3.1. To develop the next skills**

##### **GENERAL SKILLS**

1. Development of logical reasonig.
2. Capacity for analysis and synthesis of the issues addressed.
3. To develop oral communication skills.
4. To develop team work capacity.
5. Punctuality and ethical behaviour in daily procedures.
6. Interdisciplinary overview of international legal and economic issues.
7. Initiation into basic research techniques. Develop skill in critical writing in short essays.

##### **SPECIFIC SKILLS**

1. Capacity to understand basic concepts international legal foundations.
2. Understand basic ideas of the different legal traditions of the world to form opinions about the reality of global law environment.
3. Become aware of the ethical dimension of professional work.
4. Understand basic aspects interconnected between international law and international economics.
5. Capacity to ask and answer relevant questions about international legal issues with an overview of the knowledge acquired.
6. Basic legal knowledge, knowing how to explain in a concise and precise, the administrative structure of the legal system the WTO, its sources, subjects it and its basic operating system performance.
7. Ability to apply a dynamic group the basic rules of negotiation and mediation in conflict resolution.
8. Capability to find and understand basic international legal sources, and make a critical analysis by discovering the main points of the text.
9. Capacity to read and understand basic legal texts.
10. Capacity of legal oratory and capability to express the ideas appropriately, persuasively and convincingly, to the audience.

#### **3.2. Results of learning**

The student will be able to explain basic legal contents of the program, establishing relations between international legal issues and international affairs, arguing critical reasons, in essays and oral presentations (individual and in team).





## 4. PROGRAM

### 4.1. General structure of the course & Working areas

1. From International law to Global law
2. Global Economic Law
3. Universal Justice and Human Rights

### 4.2. General curricular track (45 sessions)

Working areas (# sessions)	Tracks to follow
<b>1. From International Law to Global Law (25 sessions)</b>	<b>1.1. Kick off sesión (1)</b> -Wellcome - Presentation & justification of the course. -Targets, procedures and general norms.  <b>1.2. Origin and development of international law (12)</b> 1.2.1. International law; concepts & definitions 1.2.2. The State and it international representation 1.2.3. State's competences over citizens. 1.2.4. Land territory 1.2.5. Maritime law 1.2.6. Uses of air space 1.2.7. Relations between International law and domestics laws.  <b>1.3. Towards a Global Law (12)</b> 1.3.1. The crisis of international law. 1.3.2. International law and the globalization of law. 1.3.3. Global Law, a Challenge for Our Time.



	<p>1.3.4. Legal Principles of Global Law (Justice, Reasonableness, Coercion, Universality, Solidarity, Subsidiarity, Democratización).</p> <p>1.3.5. The 20 rules of Global Law.</p>
<b>2. Global Economic Law (10)</b>	<p><b>2.1. From GATT to WTO. The Development of Economic Global Law (6)</b></p> <p>2.1.1. The Making of a New World Order. The Battle of Bretton Woods (Keynes Vs Harry Dexter White).</p> <p>2.1.2. The Negotiation Rounds &amp; The Uruguay Round (1947-1986).</p> <p>2.1.3. The born of the WTO (1986-1995).</p> <p>2.1.4. The WTO starts to run; A Challenge for 21st Century.</p> <p><b>2.2. Are property rights clear in international practice? (4)</b></p> <p>2.2.1. The intellectual property rights</p> <p>2.2.2. The case of the People's Republic of China</p> <p>2.2.3. Who is the owner of the air? What about the water?</p> <p>2.2.4. Who is the owner of internet?</p> <p>2.2.5. Is there any owner of the outearth space?</p>
<b>3. Universal Justice and Human Rights (8)</b>	<p><b>3.1. The use of force keeping the peace (2)</b></p> <p>3.1.1. Armed conflicts &amp; international regulations</p> <p>3.1.2. Resolutions of conflicts</p> <p><b>3.2. Human rights and contemporary International law (6)</b></p> <p>3.2.1. Can we talk about an International human right law? Laws of Burgos</p> <p>3.2.2. The Universal Declaration of Human Rights? Is this law or just ethereal rights?</p> <p>3.2.3. Is there any fair war?</p> <p>3.3.4. What is the Rule of Law?</p>



<b>6. Midterm exams or final presentations (4)</b>	

## **5. TRAINING ACTIVITIES**

This course will be taught in an interactive format. Students will be expected to arrive at class prepared for the topic and especially cases of the day. The class schedule has assignments to prepare before class and tutorials- any students having difficulty in a particular area is expected to consult additional readings. Students will be called upon to discuss the assigned readings and will present case presentations in class (individually or in group).

The professor views his role as an educator of legal professionals; as such the class will not be taught with an eye to the exam but will instead be taught to develop critical legal thinking in the area of international legal foundations. Doing conference with professor Gonzalez is highly recommended for those students who need additional explanations of concepts.

Among each of three areas of the Program of the course is divided, the students will have to carry out different practical tasks –text analysis, watch two movies, write some short essays, etc.- that will help to understand the contents of the course. Thus, all students will have to share and debate in class their proposals and defend their conclusions.

## **6. GRADING SYSTEM**

### **6.1. General evaluation:**

<b>Evaluación</b>	<b>Value in % of each training action</b>
The student meets its commitments, is punctual, does not amuse with the phone, internet and other elements in class.	10%
Class participation.	10%
Individual essays (Professor will value: style, tone, technique, reasoning / inference, organization of ideas, understanding, correct sentence formation, critical analysis of the topic).	20%
Individual public presentations.	10%
Written teamworks, (Professor will value: presentation of the written file, presentation of the working team. Professor will value if participants provide solutions, if students drive changes and lead ideas. Professor will value if the team has worked beyond their means.	10%
Public presentations with class' team.	10%
Midterm exams.	10%
Final team presentation is the final exam. Professor will valuate	20%



the general knowledge of International legal foundations that every sible student shows, but also how the team presents in public the different tasks.	
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## 6.2. Extraordinary evaluation:

Individual assignment on the topics of the course is required if there is not successfully completed any task.

## 7. BIBLIOGRAPHY AND OTHER RESOURCES

### 7.1. Basic bibliography

- McCAFFREY, STEPHEN (2005): *Understanding International Law*. Newark, NJ, Lexis Nexis. [Find it in the Library](#)
- DOMINGO OSLÉ, RAFAEL (2010): *The New Global Law*. Cambridge, Cambridge University Press. [Find it in the Library](#)

### 7.2. Links

- *International Center for Law and Economics*

<http://laweconcenter.org>

- *World Trade Organization*

<http://www.wto.org/>

- *United Nations Organization*

<http://www.un.org/en/>

@X@buscador\_unika.obtener@X@

## 8. SCHEDULE FOR CONFERENCE

All Wednesdays at "Amigos" Building from 17.15 to 18.15.



Universidad  
de Navarra

**Asignatura: Instituciones europeas - La expansión europea (F. Económicas)**

*Guía Docente*

*Curso académico: 2016-17*

## Presentation

<http://www.unav.edu/asignatura/inseuropeaseconom/>

# **Instituciones europeas - La expansión europea (F. Económicas)**

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## 1. General Information

### Professor:

Ignacio Baleztena

Strategic Communication & European Affairs Professional

Master of Science in Public Relations and & Corporate Communication, New York University

Bachelor of Arts in Audiovisual Communication, University of Navarra

[ibalezte@unav.es](mailto:ibalezte@unav.es)

### Class and Office Hours:

Elective course for Business and Economics undergraduate students. Compulsory for students enrolled in the **Economics, Leadership and Governance** program. 30 sessions of 45 minutes each.

- Tuesday: 10:00 – 12:00
- Wednesday: 11:00 – 12:00
- Office Hours: by appointment

This course examines the history, the institutional structure, the policy-making process and the main policies of the European Union. In addition, it analyzes recent critical events that have affected the Union and future challenges that Europe is facing.

## Objetives



The European Union was born with the objective of promoting peace, stability and prosperity in Europe after World War II. In over five decades, the EU has grown from its 6 original members to the current 28 (soon to be 27 after the exit of the United Kingdom) and has become a major political and economic actor on the world stage. The creation of a common currency, the establishment of a single market or the abolishment of border controls through the Schengen Area are some of the key achievements of the European Union. With its highs and lows, the European Integration is without the most successful experiment in international cooperation.

The European Union influences the daily lives not only of its 500 million citizens, but also its around 26 million active enterprises. Therefore, business leaders must understand the EU and how its regulation has an impact on business activities. This course examines the history, the institutional structure, the policy-making process and the main policies of the European Union. In addition, it analyzes recent critical events that have affected the Union and future challenges that Europe is facing.

It is expected that by the end of the course, students should be able to:

- Become familiar the European integration process that led to the creation of the current European Union
- Understand the political, economic and social systems of the EU and its institutional architecture
- Develop awareness of the challenges ahead for the Union
- Demonstrate the ability to discuss and critically analyze the topics presented during the course

## **Textbooks and other Resources**

### **Recommended textbook and readings:**

- Michelle Cini and Nieves Pérez-Solórzano Borragán (eds.). European Union Politics, 5th Edition (2016). Oxford University Press.
- Additional readings will be provided as handouts.
- It is suggested that students should also keep abreast of current events in the European Union, by reading newspapers and consult the official EU and other websites:

- [www.europa.eu](http://www.europa.eu)
- [www.europarl.europa.eu](http://www.europarl.europa.eu)
- [www.euractiv.com](http://www.euractiv.com)
- [www.politico.eu](http://www.politico.eu)
- [www.consilium.europa.eu](http://www.consilium.europa.eu)
- [www.ec.europa.eu](http://www.ec.europa.eu)
- [www.euobserver.com](http://www.euobserver.com)
- [www.euronews.com](http://www.euronews.com)

## **Evaluación**



#### **4. Evaluation:**

Final Exam (50%)

In-class Group presentation (25%)

Case studies (10%)

Attendance and participation (10%)

News presentation and discussion (5%)

#### **Horarios de atención**

- Office Hours: by appointment

#### **Bibliografía y recursos**

**Michelle Cini and Nieves Pérez-Solórzano Borragán (eds.). European Union Politics, 5th Edition (2016). Oxford University Press. [Find it in the Library](#)**

- Additional readings will be provided as handouts.

**It is suggested that students should also keep abreast of current events in the European Union, by reading newspapers and consult the official**



## EU and other websites:

- [www.europa.eu](http://www.europa.eu) -  
[www.consilium.europa.eu](http://www.consilium.europa.eu)
  
- [www.europarl.europa.eu](http://www.europarl.europa.eu) -  
[www.ec.europa.eu](http://www.ec.europa.eu)
  
- [www.euractiv.com](http://www.euractiv.com) -  
[www.euobserver.com](http://www.euobserver.com)
  
- [www.politico.eu](http://www.politico.eu) -  
[www.euronews.com](http://www.euronews.com)





Universidad  
de Navarra

**Asignatura: Principles of Business Administration A (F.  
ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2016-17*

**Welcome: Please READ!**

Dear All,

You will find all the information about this course in one document: the syllabus. It is in the Contents Section. Please read it carefully.

In the Contents Section you will also find the slides for the course. Print them out (two slides on one page is my suggestion) and bring them with you to class to take notes on.

In class, computers of any sort (notebooks, tablets, mobile phones) are not allowed. This rule is strictly enforced.

Best

Matthias Huehn

**Introduction**

**Course name: Introduction to Business Administration**

**Course description:**

The subject offers the students different ideas on what managers do and in what contexts managerial action happens. Thus, it not only has a practical focus - what do managers do? - but also enables students to understand the axiomatic underpinnings of different approaches to managing. The latter enables students to reflect on their own practice and on emerging theories for the rest of their lives.

**Degree: IDM, GML**

**Year: First**

**Semester: Second**

**Lecture schedule: TBD**

**Number of credits: 6 ECTS**

**Type of course: Required**



**Language:** English

**Instructors:** Matthias Huehn (mhuehn@unav.es)

**Department:** Business

**Office:** n.1430, *Edificio Amigos*

**Office Hours:** Mondays and Tuesdays from 12:00 to 13:00

## Competences

The course has two related goals: teach students about the different views on what managing actually involves and enable them to reflect on these different approaches so that their learning does not stop but accelerates when they become practicing managers. Its goal therefore is to act as a primer for life-long learning in management.

- Students should demonstrate knowledge and understanding of the subject area based on seminal texts, but that also encompasses aspects that suggest knowledge of the leading edge of their field of study.
- Students should be able to apply their knowledge to their job or vocation in a professional way.
- Students should be able to reflect on why they gather and interpret certain data and not other. So they are able to critically assess their judgment calls. That encompasses consideration of relevant social, scientific and ethical topics.
- Students should be able to convey information, ideas, problems and solutions to both specialised and general audiences.
- Students should have developed the learning skills necessary to undertake higher programmes of study with greater independence.
- Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.
- Teamwork.
- Developing the capacity for independent critical thought on matters relevant to economics and business.
- Communicating results and analyses useful in economics and business, both verbally and in writing.
- Knowing the different settings in which work is done: circumstances and markets, as well as historic, legal and humanistic contexts.



## **Programme**

- Understanding six concrete philosophical concepts of management and the attendant tools:
- Fayol's principles of Management, Weberian concepts of organisation, Tayloristic Management, Management as decision-making
- Maslow's, McGregor's & Herzberg's concepts of motivation, Mayo's management principles, Argyris' personal development model. Contingency theory (Burns/Stalker, Lawrence/Lorsch, Aston Group), Institutional Myths (Meyer/Rowan), Population Ecology (Hannan/Freeman).
- Learning Organisation by Argyris/Schön, Morgan's Holographic Organisation
- Culture as a concept: Hofstede, Deal/Kennedy, Gergen, Weick, Garfinkel
- Politics in organisations, Pfeffer, Mintzberg
- Psychology and management: Freud, Becker, Schein, Morgan, Jung.

## **Educational Activities**

### **I. Classroom teaching activities**

#### **1. Lectures**

Lectures are given by the professor on the themes indicated in the syllabus with the help of the blackboard, power point presentations, and videos. The power point presentation is posted on ADI in the Contents section. The lectures are interactive that means that students are encouraged to ask questions, make comments and engage in discussions with both the professor and their class mates. The participation is one of the three grade components and counts for 30% of the overall grade.

#### **2. Presentations (Required)**

Students will form groups of 7 to 10 members, choose one of the papers listed in the Bibliography and then present the papers in front of the class. The students may choose whether to present 30 minutes and allow questions during their presentation or whether they have a 10 minute Q&A session after their presentation. Those presenting cannot answer questions: that must be done by those not presenting. The presentations will be at the end of the second third of the semester.

#### **4. Evaluation**

The final exam assesses the successful accomplishment of the objectives and carries a weight of 40% of the overall course grade.



## II. Personal work

Students must understand themes covered early in the course to be able to comprehend information presented later in the course, and will have to be able to integrate material learnt throughout the course. Therefore, it is important that they do not fall behind and try to set aside regular times outside of class to work on the course material on a daily basis.

1. Students must read all the papers before the presentation.
2. Students should conduct personal study using the notes they take during the lectures.
3. Students have to engage in team work and meet with the professor as a group to prepare their presentation.

### **Credits/hours distribution of the activities. 6 ECTS= 150 h (25 h/ECTS)**

- 60 hours attending classes.
- 40 hours of personal study: reading articles and study.
- 30 hours of team work for the presentation.
- 20 preparing for the final exam.

## Assessment

There will be 3 grading components. Exams questions will be drawn directly from lectures, class discussions and the presented papers.

To calculate the final grade, course performance and grading will be determined as follows :

- Presentation            30 %
- Final exam              40 %
- Class Participation    30 %

The final exam will be held in May - the precise date will be announced during the semester.

### **Criteria to pass the course**



Students whose final grade is 5 points or more will pass the course.

Students whose final grade is below 5 points will not pass the course and will be graded as *Suspense*.

Students who do not take the final exam will not pass the course and will be graded as *No presentado*.

### **Exams review**

Students will be able to review the exams in an interview with the professor, after publication of the grades, on a day and place that will be announced.

### **Special assessment**

For those who do not pass the course in May or did not take the exam (grades *Suspense* or *No presentado*) there will be an extraordinary resit exam in June which will account for 40% of the final grade.

### **Students with special learning needs**

Accommodation will be provided for students with special learning needs, either regarding the methodology and/or evaluation of the course, but they will be expected to fulfill all course objectives. Students with a learning impediment must approach the professor at the beginning of the semester, otherwise their special situation cannot be taken into consideration.

## **Bibliography and Resources**

The PowerPoint slides for the lecture can be found under Contents.

Here is the list of papers from which students must choose their presentation from:

Conklin, J. (2001). Wicked problems and social complexity. *CogNexus Institute*. (first chapter of a book, free to download at CogNexus)

Drucker, P. F. (2004). What makes an effective executive. *Harvard Business Review*, 82(6).

Gosling, J., & Mintzberg, H. (2003). The five minds of a manager. *Harvard Business Review*, 81(11), 54-63



- Hamel, G. (2011). First, let's fire all the managers. *Harvard Business Review*, 89(12), 48-60.
- Herzberg, F. (2003). One more time: How do you motivate employees? *Harvard Business Review*, 81(1), 87-96.
- Mintzberg, H. (1971). Managerial work: Analysis from observation. *Management Science*, 18(2), B-97.
- Mintzberg, H. (1995). Musings on management. Ten ideas designed to rile everyone who cares about management. *Harvard Business Review*, 74(4), 61-67.
- Mintzberg, H., & Waters, J. A. (1985). Of strategies, deliberate and emergent. *Strategic Management Journal*, 6(3), 257-272.
- Mintzberg, H., & Westley, F. (2001). It's not what you think. *MIT Sloan Management Review*, 42(3), 89-93
- Pfeffer, J. (1992). Understanding power in organizations. *California Management Review*, 34(2), 29-50.
- Schein, E. H. (2002). The anxiety of learning. Interview by Diane L. Coutu. *Harvard Business Review*, 80(3), 100-106

When you are using the University's internet connection, you simply go to Scholar Google, search for the papers like on regular Google and use the right hand links to download the paper. The Conklin paper should be searched for on regular Google: it is freely available on Jeff Conklin's website.

### **Office Hours**

Mondays and Tuesdays 12:00 to 13:00 and by prior email appointment.

My office is in the Gallery : 2240



Universidad  
de Navarra

**Asignatura: Probability and Statistics I B (F. ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2016-17*

## Introduction

<http://www.unav.edu/asignatura/probstatistics1Beconom/>

# **Probability and Statistics I B (F. ECONÓMICAS)**

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**Department:** Economics

**School:** Economics and Business Administration

**This web site contains information for students of:** Economics (bilingual group), Business Administration (bilingual group), and double degrees Economics/Business Administration + Law (bilingual groups).

**Year:** 2<sup>o</sup>

**Organization:** First academic semester, from September to December

**Number of ECTS:** 6 cr (150 h)

**Type of course:** Mandatory ("obligatoria").

**Language:** English

**Schedule:**

- Tuesday, 12:00-14:00, room 12
- Friday, 12:00-14:00, room 15

**Professor:** Stella Salvatierra Galiano (ssalvat@unav.es)



## **Competences**

The objective is to offer tools from Probability and Statistical Inference to analyze practical problems in Economics and Management. Students will also analyze real data.

### **Basic Competencies (Management and Economics)**

BC1. Students should demonstrate knowledge and understanding of the subject area based on a general secondary school education. They should have a general level that is well supported by advanced texts, but that also encompasses aspects that suggest knowledge of the leading edge of their field of study.

BC2. Students should be able to apply their knowledge to their job or vocation in a professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.

BC3. Students should be able to gather and interpret relevant data (normally within their field of study) in order to make judgments that encompass consideration of relevant social, scientific and ethical topics.

### **General Competencies (Management and Economics)**

GC3. Mastering the digital, mathematical and technical tools necessary for academic and professional activity in economics and business.

### **Specific Competencies (Economics)**

SC10. Using mathematical reasoning and quantitative tools to analyze the economic context.

SC11. Properly using software applications in quantitative analysis of economic questions.

SC16. Practically applying the knowledge, abilities and skills acquired.

SC17. Knowing how to combine economic reasoning with other disciplines.





SC19. Smartly applying quantitative techniques, suitable software and methodological procedures when working on economic issues.

### **Specific Competencies (Management)**

SC8. Developing case studies on subjects related to economics and business.

SC9. Incorporating computer applications in a business's decision-making processes.

SC10. Incorporating mathematical reasoning and quantitative tools in a business's decision-making processes.

SC17. Smartly applying quantitative techniques, suitable software and methodological processes when conducting work on issues within business administration and management.

## **Program**

### **1. Introduction to Statistics.**

- Decision making under uncertainty: population and sample.
- Stages in decision making: data, descriptive statistics, statistical inference.
- What is Data Science?

### **2. Probability.**

- Random experiment, sample space.
- Properties of a probability.
- The interpretation of "probability"
- Conditional probability

### **3. Random variables**

- Discrete and continuous random variables
- Probabilities for random variables
- Expectation
- Variance
- Moments
- Cumulative distribution function
- Tchebyshev's Inequality

### **4. Popular distributions**



- Binomial distribution.
- Poisson distribution
- Uniform distribution
- Gaussian distribution.
- Exponential distribution.

## 5. Bivariate distributions

- Random vectors
- Joint distributions
- Covariance
- Correlation coefficient
- Independence of random variables
- Expectation and variance of functions of random variables.
- The bivariate normal distribution

## 6. Data analysis.

- Qualitative and quantitative data.
- Graphics.
- Mean, median and mode.
- Measures of dispersions.
- Quantiles.
- Indexes
- Analysis of two variables: dispersion graphics, covariances and correlation, linear relationship between two variables.
- Conditional probability
- Law of total probability
- Bayes' theorem

## 6. Introduction to statistical inference

- Population and sample
- Random sample
- Estimators, statistics.
- Sample distributions.
- Point estimation. Maximum likelihood method.
- Confidence intervals

## Methodology ("Actividades formativas")

This course includes different activities:

Theoretical classes (36 hours). The emphasis will be in the applications of the concepts and exercises rather than in theorems.

Problem solving classes (8 hours). Students will have to solve exercises every week and will have problem solving classes.



Labs (4 hours) using statistical software like STATA and EXCEL

Data analysis Project (20 hours). Students must show proficiency in Descriptive Statistics.

- They will work in teams on a real data analysis project
- Each group will have no more than 5 members. Students will send the team members to Stella Salvatierra ([ssalvat@unav.es](mailto:ssalvat@unav.es)) by October 24<sup>th</sup>.
- The description of the project and the database will be released by November 1st.
- Each team will meet Stella Salvatierra on the week of November 14-18, to check partial project goals.
- Final presentation of the projects will be the week of November 28 - December 2. Each group will have to turn in a written report. For the oral presentation, each team will have 7 minutes to speak about the main results. The schedule for the presentations will be available by November 25.

Exams (2 hours each):

- First exam: Last week of September
- Second exam: Last week of October
- Final exam: December, date to be announced.

Office hours: Students can stop by office 4060 every Monday (11:00-13:00), every Thursday (12:00-13:00), or make an appointment by sending an e-mail to [ssalvat@unav.es](mailto:ssalvat@unav.es)

Each student will have approximately 76 hours to solve exercises, attend office hours, read and study.

## **Assessment**

To pass the subject, the final mark must be higher than or equal to 5 AND the grade of the final exam must be higher than or equal to 4.

1) In December, the final mark will be a weighted average according to:

- Data analysis project: 20%
- Maximum(Examen1, Examen2): 30%
- Final exam: 50%. Theoretical and applied questions

2) For those who did not pass in December, there will be a second chance in June according to the following weights:

- Data analysis project: 20%
- Maximum(Examen1, Examen2): 10%
- Final exam: 70%. Theoretical and applied questions

## **Bibliography and Resources**

Main text:

- Douglas A. Lind, William G. Marchal and Samuel A. Wathen. *Statistical Techniques in Business &*



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*Economics*, McGraw-Hill. [Find it in the Library](#)

Suggested texts:

- Sheldon M. Ross, *Introductory Statistics*, Academic Press Inc. [Find it in the Library](#)
- Spiegel, M., Schiller, J., Srinivasan, R., *Probability and Statistics*, 4th. Ed., McGraw Hill. [Find it in the Library](#)

@X@buscador\_unika.obtener@X@

## **Office Hours**

Stella Salvatierra, office 4060:

- Tuesday and Thursday, 5:40-7:10 pm

The schedule between November 10 and December 2 is shown in the file "Schedule November 10-December 2".



Universidad  
de Navarra

**Asignatura: Probability and Statistics II A (F. ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2016-17*

## **Introduction**

<http://www.unav.edu/asignatura/probstatistics2Aeconom/>

# **Probability and Statistics II A (F. ECONÓMICAS)**

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**Probability and Statistics II**

**Department:** Economics

**School:** Economics and Business

**Degrees:** Economics and Business Administration

**Study plan:** IDE, IDM

**Year:** 2º

**Organization:** Second semester (January - May)

**ECTS credits:** 6

**Type:** Compulsory

**Language:** English

**Instructors:** Juncal Cuñado ([jcunado@unav.es](mailto:jcunado@unav.es)) and Héctor Cárcel ([hcarcel@alumni.unav.es](mailto:hcarcel@alumni.unav.es))



## **Competences**

### **Basic Competencies (Management and Economics)**

BC5. Students should have developed the learning skills necessary to undertake higher programs of study with greater independence.

### **General Competencies (Management and Economics)**

GC3. Mastering the digital, mathematical and technical tools necessary for academic and professional activity in economics and business.

GC5. Developing the capacity for independent critical thought on matters relevant to economics and business.

### **Specific Competencies (Economics)**

SC10. Using mathematical reasoning and quantitative tools to analyze the economic context.

SC11. Properly using software applications in quantitative analysis of economic questions.

SC16. Practically applying the knowledge, abilities and skills acquired.

SC19. Smartly applying quantitative techniques, suitable software and methodological procedures when working on economic issues.

### **Specific Competencies (Management)**

SC8. Developing case studies on subjects related to economics and business.

SC9. Incorporating computer applications in a business's decision-making processes.



SC10. Incorporating mathematical reasoning and quantitative tools in a business's decision-making processes.

SC11. Understanding prediction methods and using computer applications for quantitative analysis of business management.

### **Educational activities**

- **Lectures and problem solving.** Theoretical presentations will be complemented continuously with examples. There will be exercises and problems to solve
- Practical sessions with a computer using Stata and Excel
- **Exams** (midterm and final exam)
- **Tutorials:** student have a weekly schedule of tutorials and ask questions

*Possible changes in the methodology would be announced in class and posted on this website.*

### **Assessment**

The final grade will be a weighted average with the following percentages:

- Class quizzes (unannounced): 10%
- Problem sets: 10%
- Mid-term exam (February 21st): 30%
- Final exam: 50%

In Extraordinary June exams, grades will be determined as follows:

- Mid-term exam: 30%
- Final exam: 70%

### **Details:**

- **Final Exam (50%).** I have scheduled a cumulative final exam for the semester. The questions will be similar to the quizzes and exercises that you complete throughout the semester. Basically, you will be presented with several statistical problems representing all of the topics that we discussed throughout the semester. Your grade will reflect your ability to provide complete solutions to those problems.
- **Mid-Term Exam (30%).** You will also have a mid-term exam aimed at testing your knowledge of the first half of the course. Specifically, the mid-term will have questions related to the topics of Estimation and confidence intervals, One-sample tests of hypothesis,



and Two-sample tests of hypothesis.

- Problem sets (10%). During the semester, you will complete several out of class exercises. For each topic that we complete, I will assign several exercises from the corresponding chapter in the Lind book.
- Quizzes (10%). Randomly throughout the semester, I will assign you an exercise from the book at the beginning of class. You must complete the exercise individually and turn it in to me at the requested time.

## **Bibliography and Resources**

The **theoretical background** of this course essentially follows these texts:

- Lind, D.A., Marchal, W.C., Wathen, S.A., (2011), "Basic Statistics for Business and Economics", McGraw Hill, 15<sup>th</sup> edition. [Find it in the Library](#)
- Newbold, P., Carlson, W.L., Thorne, B., (2010), "Statistics for Business and Economics", Prentice Hall, 7<sup>th</sup> edition. [Find it in the Library](#)

@X@buscador\_unika.obtener@X@

## **Office hours**

**Instructor:** Juncal Cuñado ([jcunado@unav.es](mailto:jcunado@unav.es))

**Office:** 2180 (Amigos Building)

**Office hours:** Wednesdays, from 16:00 to 17:30; Fridays, from 12:00 to 13:30.





**Asignatura: Proyecto Integrado II: Revista digital (2º curso de  
ELG)**

Guía Docente

Curso académico: 2016-17

## Presentación

### Proyecto Integrado II

#### Revista digital

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*“I grew up in a physical world, and I speak English. The next generation is growing up in a digital world, and they speak social”- Angela Ahrendts*

*“We are in the throes of a transition where every publication has to think of their digital strategy.”- Bill Gates*

*“By 2025, we can expect the world to be completely digital. Paper books will be a thing of the past. Education will be delivered through analytics-based assessment tools and adaptive learning platforms.”- Osama Rashid*

*“Paper is no longer a big part of my day. I get 90% of my news online, and when I go to a meeting and want to jot things down, I bring my Tablet PC. It’s fully synchronized with my office machine, so I have all the files I need. It also has a note-taking piece of software called OneNote, so all my notes are in digital form.”- Bill Gates*

*“Analog is more beautiful than digital, really, but we go for comfort.”- Anton Corbijn*

*“The viral power of online media has proven how fast creative ideas can be spread and adopted, using tools like cellphones, digital cameras, micro-credit, mobile banking, Facebook, and Twitter. A perfect example? The way the Green Movement in Iran caught fire thanks to social media.”-Tina Brown*

Durante el segundo año en el programa de Economics Leadership and Governance, el alumno aprenderá la importancia de administrar bien su tiempo, ampliará su red de contactos y se mantendrá informado de los temas de actualidad mientras planifica y utiliza técnicas que lo ayuden a mejorar su trabajo como el delegar tareas entre los integrantes del grupo.

Entrevistas



Universidad  
de Navarra

Temas de actualidad

Motivación

Toma de decisiones

Creatividad

Habilidades de comunicación escrita

Red de contactos

El objetivo es crear una revista digital abierta al público donde, el diseño y los temas a enfocar serán auto-denominados por parte de los alumnos y los lectores. Estos últimos evaluarán los contenidos a través de su participación con comentarios y reacciones a las publicaciones.

El alumno contará con sesiones de seguimiento periódicas y voluntarias en las que recibirá retroalimentación por parte de asesores como de sus compañeros de clase.

### **Competencias**

Edite el contenido aquí

### **Programa**

Edite su contenido aquí

### **Actividades formativas**

Edite el contenido aquí

### **Evaluación**

Edite el contenido aquí

### **Bibliografía y recursos**

Proyectos previos de revista digital

<https://themarvinnews.com/>

### **Horarios de atención**

Edite el contenido aquí



**Asignatura: Retórica (F. Económicas)**

Guía Docente

Curso académico: 2016-17

## Presentation & Goals

# Rhetoric

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### Professor:

Xavier Oliver ([LknedIn](#))

**Rhetoric** is the art of [discourse](#), an art that aims to improve the capability of writers or speakers to inform, persuade or motivate particular audiences in specific situations.

Its best-known definition comes from [Aristotle](#), who considers it a counterpart of both logic and politics, and calls it “the faculty of observing in any given case the available means of [persuasion](#)”.

It is an extremely important subject in today’s over-communicated society because it is extremely difficult to attract employers, colleagues and customer’s attention if not done with lots of intelligence, precision and enthusiasm. This course pretends to discover the hidden potential we have to communicate and, at the same time, learn techniques that will help to explain our ideas better and more effectively.

Instead of talking about Presentation Skills, Story Telling, Content Marketing or Effective Communications, we will use the structure that Aristotle, Cicero and Quintilian developed centuries ago but with the tools of today. The course will be completely interactive with cases and workshops. Group work and class open discussions will be essential to improve individual capacities.

## Content

Rhetoric will be organized around eight different parts:

*The 5 canons of Rhetoric:*

1. **Invention:** the process of developing arguments
2. **Style:** determining how to present the arguments
3. **Arrangement:** organizing the arguments for extreme effect



4. **Delivery:** the gestures, pronunciation, tone and pace used when presenting the persuasive arguments
5. **Memory:** the process of learning and memorizing the speech and persuasive messages

*The 3 types of rhetorical proof:*

1. **6. Ethos:** How the character and credibility of a speaker can influence an audience to consider him/her to be believable—there being three qualities that contribute to a credible ethos: *perceived intelligence, virtuous character, and goodwill*
2. **Pathos:** the use of emotional appeals to alter the audience's judgment through metaphor, amplification, storytelling, or presenting the topic in a way that evokes strong emotions in the audience.
3. **Logos:** The use of reasoning, either [inductive](#) or [deductive](#), to construct an argument.

## Teaching & Learning Approach

The course is completely interactive with cases and workshops.

Group work and class open discussions will be essential to improve individual capacities in this area

## Evaluation

Evaluations will be based essentially on the participation in the discussions (60%) as well as with the written group reports and presentations (40%). Implication in the subject is paramount.



**Asignatura: Sistemas políticos comparados - Conceptos  
políticos fundamentales (F. Económicas)**

*Guía Docente*

*Curso académico: 2016-17*

## **Introduction**

<http://www.unav.edu/asignatura/spoliticoseconom/>

## **Comparative Politics**

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This class is an introduction to the study of Comparative Politics and it is a natural extension from your introductory class to political science. You will learn about some of the major concepts used in the study of comparative politics, and these will be discussed using frequent real-world examples from a variety of countries. The course will cover a wide range of issues, including the policies of modern states, varieties of democracy, authoritarianism, political culture, institutions, and interest groups. We also will discuss some relatively recent debates in comparative politics that have been important in the policy-making process, such as the role of the state in the economy, the economic success of autocratic regimes, and the growing influence of lobbying in many developed democracies.

**Class:** Comparative Politics

**Class Hours:** Wednesday 8:00 - 11:00

**Aula:** Edificio Amigos, Aula 07

**Credits:** 4,5 ECTS

## **Competences**

### **Competences of the degree**

- Development of logical reasoning in politics.
- Capacity to analyze and synthesize issues in comparative politics.

### **Competences of the subject**

- Acquire theoretical and applied knowledge of basic methods and concepts in comparative politics.
- In-depth knowledge of how different democracies and autocracies work, given



their institutional structure.

- Understand the policies of governments in modern states.
- Carry out comparative political analysis in a rigorous way.
- Discuss and develop real world examples.

## Learning results

- The student passes the final exam in which the subjects' contents are evaluated.
- Capability of applying theoretical reasoning in a paper that analyzes a topic relevant to the class-material and present the results to the rest of the class.
- Ability to discuss theoretical and applied literature on diverse policy topics.

## Program (Outline)

**Chapter 1:** Comparative Methodology

**Chapter 2:** Policies of Modern States

**Chapter 3:** Constitutions

**Chapter 4:** Political Socialization and Culture

**Chapter 5:** Political Parties

**Chapter 6:** Interest Groups

**Chapter 7:** Presidential and Parliamentary Systems

## Assessment

### Evaluation

- Grade composition
  - *Final exam:* 30%
  - *Essay:* 30%
  - *Presentation:* 20%
  - *Contributions in class:* 20%

Theoretical lectures are imparted and compulsory! The *final exam* is exclusively based on these lectures.

- The *essay* is to be written by a group of 2 students with a maximum of 5.000 words. The results will be presented by each group in a 10 minute *presentation* at the end of the semester. A list of topics to choose from will be made available



and the essay must employ the analytical tools or concepts explained in class. The ethical standards of a scientific working style apply.

- [Citation style for papers](#)

*Contributions in class* are evaluated with 1 point towards the final mark. Students are expected to actively participate in the debates and prepare the assigned texts to discuss them in class.

**Final Exam:** 02.05, 16:00 - 19:00, Aula 4

**Essay hand-in:** 24.04

**Presentation date:** 26.04

## **Bibliography**

### **Bibliography**

Shively, Phillips (2013) *Power and Choice*, McGraw Hill, 13<sup>th</sup> edition. [Find it in the Library](#)

Hague, Rod & Harrop, Martin (2013) *Comparative Government and Politics*, Palgrave Macmillan, 9<sup>th</sup> edition. [Find it in the Library](#) (10<sup>th</sup> edition)

### **Other Bibliography**

TBA

@X@buscador\_unika.obtener@X@

## **Office hours**

**Professor:** Martin Rode (martinrode@unav.es)

**Office:** 2070 (2nd floor, hilera, Edificio Amigos)

**Office Hours:** Thursday 11:00 - 13:00, (or make an appointment by email)



**Asignatura: Sociología para el Siglo XXI (F. Económicas)**

*Guía Docente*

*Curso académico: 2016-17*

## Introduction

### **SOCIOLOGY FOR THE 21ST CENTURY Economics, Leadership and Governance**

#### **Javier García-Manglano, PhD**

ICS, Biblioteca de Humanidades, Office 2120

jgmanglano@unav.es

**Classes:** Thursday 9:00 - 11:30, Edificio Amigos, Aula 14

**Office hours:** Monday and Wednesday 9:00 - 10:00, Sala Reuniones R4 (next to Tower lift)

#### **COURSE DESCRIPTION**

In this course you will be introduced to the basic concepts and theories of Sociology. You will learn how to think sociologically, i.e. to apply a sociological perspective to the world around you, recognizing the crucial links between individuals and the society in which they live. After a survey of classical and contemporary sociological theory, we will apply key sociological concepts to topical issues such as gender, globalization and consumerism, and to social institutions such as marriage and the family.

This course is meant for people in non-Sociology degrees. Thus, particular emphasis will be placed on making the theories and concepts presented during the course relevant for understanding the world we live in. Attendance is highly encouraged, and the students are expected to actively participate in class discussions. All students will work on a project during the semester, which will be presented in the final week of classes.

#### **Competences**

Edite el contenido aquí

#### **Programa**

##### **Part I. Introduction**

Setting the stage

Sociology: origins and definition

The sociologist toolkit





## **Part II. Key Thinkers and Concepts**

Karl Marx

Emile Durkheim

Max Weber

20th Century Sociology

## **Part III. Sociology of the Life Course**

Socialization

Youth and transitions to adulthood

Love, marriage and family

## **Educational activities**

### **Weekly homework**

Should ordinarily take about 1 hour of weekly work (readings, videos and/or answering some questions).

Due by midnight on the Tuesday before each class. Missing 3+ homeworks: <10% in this section.

### **Monthly assignments**

Watch one film per month –for a total of three during the semester. Write an essay on each film (800 to 1000 words).

Each month, some students selected at random will discuss their essays with me during office hours.

Missing 2+ of the 3 monthly essays or the one-on-one discussion with me: <10%

Extra credit: read any book/s from a provided list (1984, Brave New World...), write an essay, and discuss it with me during office hours.

### **Group Project**

I will offer a series of topics and resources for your group project. Groups will be made up of 3 or 4 students each

If you have an interesting topic (something you care about or something that



came up in class), feel free to suggest it to me by October 1st. I will assess whether it can be turned into a class project, and if so give you guidance.

### Timeline:

on September 29, Thursday, in class: I will present the available project topics, indicating how many people can group for each project. If you have an idea for a project, tell me by October 1st.

by October 6, Thursday, in class: everyone should be assigned to a project.

by midnight (23:59) on October 25, Tuesday: each group will send me one-pager with a brief answer to these questions: Why is this topic relevant sociologically? Any relevant questions you're trying to answer? What are the different ideological positions on this issue? What are their arguments? Is there any evidence available (facts, data...) to support any of those positions/arguments? Are you, as a group, more inclined towards one of those ideological positions? Why?

by November 15: turn in final group paper. 2,500 to 3,000 words in length. You will basically explain the questions posed in your one-pager (see previous point) in more detail, and add conclusions.

November 24 and December 1, in class: project presentations, 3 groups each day.

### Assessment

**The following five items will count roughly the same (20%) towards the final grade.**

#### **Class participation:**

Attending class and participating actively, responding to feedback forms when provided

Missing 3 or more classes will lead to a maximum grade of 10% in this section.

#### **Weekly Homework:**

See "Actividades Formativas"

#### **Monthly assignments:**

See "Actividades Formativas"

#### **Group Project:**

See "Actividades Formativas"



## **Final exam: 20%**

Date TBD. Needs to be passed (a grade of 5 out of 10) in order to pass the course and be evaluated in all other sections.

## **PLAGIARISM**

Any use of another person's words or ideas, taken directly or paraphrased, without citing the source is plagiarism; this includes taking material from the Internet without citing the website. If you have any questions about UNAV's policies on plagiarism ask me. If you have any questions on how to properly cite your sources please ask me. Students who are caught plagiarizing will receive a 0 (zero) grade.

## **Bibliografía y recursos**

[Sociology10.pdf-Sociology Slides- Oct. 20, 2015](#)

### **Introduction to Sociology: Power Point Presentation**

### **2014 READING LIST for Sociology:**

#### **Week 1**

Social Catholicism [http://pastoralplanning.com/23rdBookParts/CatholicSocialTeaching\\_SAMPLE.pdf](http://pastoralplanning.com/23rdBookParts/CatholicSocialTeaching_SAMPLE.pdf)

[//www.youtube.com/watch?v=ev733n-5r4g](http://www.youtube.com/watch?v=ev733n-5r4g)

### **C Wright Mills**

[http://search.credoreference.com/content/entry/jhueas/mills\\_c\\_wright/0](http://search.credoreference.com/content/entry/jhueas/mills_c_wright/0)

[http://www.pravo.unizg.hr/\\_download/repository/C.\\_Wright\\_Mills\\_Sociological\\_Imagination\\_The\\_Promise.pdf](http://www.pravo.unizg.hr/_download/repository/C._Wright_Mills_Sociological_Imagination_The_Promise.pdf)

Movie: Professor Mitch Duneier of Princeton talks about C. Wright Mills. <http://www.youtube.com/watch?v=CZOr7kLFjX4>

### **1-Class Discussion 1- September 8.**

Using the analysis of C.Wright Mills, what dramatic event happening within Europe today can be looked at with a Sociological Imagination, that a private issue can be argued as a result of a public problem. Explain yourself thoroughly incorporating the thinking of C. Wright Mills. (Do not use the examples Dr. Duneier uses).



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## Week 2 Research & Investigation in Sociology & Theoretical Perspectives

[http://en.wikipedia.org/wiki/Stanford\\_marshmallow\\_experiment](http://en.wikipedia.org/wiki/Stanford_marshmallow_experiment)

<http://sociology.about.com/od/Works/a/Asch-Conformity-Experiments.htm>

<http://sociology.about.com/od/Works/a/Milgram-Obedience-Studies.htm>

### Theoretical Perspectives

**Understanding Theoretical Paradigms or Perspectives in Sociology (Structural Functional, Symbolic Interactionist, Conflict)**

**Structural Funtional Sociologist: Emile Durkheim Bio -**  
<http://durkheim.uchicago.edu/Biography.html>

**Suicide: Ideas to remember:** <http://www2.uvawise.edu/pww8y/Soc/Theorists/Durkheim/Suicide.html>

Read "Social Catholicism" from Week 1 to compare with events surrounding creation of Durkheim's "Anneé Sociologique".

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## Week 3- Institutions (Definition & Purpose within Sociology) & Social Origins of the Individual

Institutions vs. Organizations

Patterns, rules, sanctions, purpose.

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## Week 4- Culture & Socialization

Early childhood development: [http://commonhealth.wbur.org/2014/06/trauma-abuse-brain-matters?utm\\_source=Center+on+the+Developing+Child%27s+mailing+list&utm\\_campaign=35d70e925a-September\\_mobile\\_9\\_11\\_2014&utm\\_medium=email&utm\\_term=0\\_b803499e01-35d70e925a-77919077](http://commonhealth.wbur.org/2014/06/trauma-abuse-brain-matters?utm_source=Center+on+the+Developing+Child%27s+mailing+list&utm_campaign=35d70e925a-September_mobile_9_11_2014&utm_medium=email&utm_term=0_b803499e01-35d70e925a-77919077)

Are we socialized according to Gender? Norwegian Study on gender <https://www.youtube.com/watch?v=tiJVJ5QRRUE>

Jean Piaget/ Cognitive



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Development: <http://psychology.about.com/od/piagetstheory/a/keyconcepts.htm>

Herbert Mead: <http://plato.stanford.edu/entries/mead/#RoISelGenOth>

Imaginative Play:

<http://online.wsj.com/articles/SB10001424052748703344704574610002061841322?gclid=COfy7t7V9cACFdMbtAodkyQAUw>

Early Language: <http://www.medicalnewstoday.com/articles/281670.php>

Child neglect: [http://commonhealth.wbur.org/2014/06/trauma-abuse-brain-matters?utm\\_source=Center+on+the+Developing+Child%27s+mailing+list&utm\\_campaign=35d70e925a-](http://commonhealth.wbur.org/2014/06/trauma-abuse-brain-matters?utm_source=Center+on+the+Developing+Child%27s+mailing+list&utm_campaign=35d70e925a-)

[September\\_mobile\\_9\\_11\\_2014&utm\\_medium=email&utm\\_term=0\\_b803499e01-35d70e925a-77919077](http://commonhealth.wbur.org/2014/06/trauma-abuse-brain-matters?utm_source=Center+on+the+Developing+Child%27s+mailing+list&utm_campaign=35d70e925a-September_mobile_9_11_2014&utm_medium=email&utm_term=0_b803499e01-35d70e925a-77919077)

Goffman: Total institutions: [totalinstitutions.pdf](#)

**Mass Incarceration, Family Complexity, and the Reproduction of Childhood Disadvantage** [http:](http://ann.sagepub.com/content/654/1/127.abstract)

<http://ann.sagepub.com/content/654/1/127.abstract>

**Written Homework- Social media, would Jean Piaget agree or disagree that watching television often during the day is good for children? Explain. One page paper. Remember to check your English. Due: October 6th, beginning of class. No late papers turned in via email or by hand will be accepted. All papers need to be submitted in printed form at the beginning of class.**

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## **Week 5- Socialization through Communication/ Media as an influential force**

Trust in Government? Lobbying Pressure? Watch videos.

<http://www.youtube.com/watch?v=MMSEnIVFBQ0>

<http://www.youtube.com/watch?v=lpbc-6lvMQI>

[http://www.youtube.com/watch?v=UVX6\\_LzX4mM](http://www.youtube.com/watch?v=UVX6_LzX4mM)

**Wiki Leaks: To be discussed in government.**

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## **Week 6- Weber's Bureaucracy, Groups and Types of Government Power**

Max Weber & Buraurcraies and Alienation:

<http://www.cf.ac.uk/socsi/undergraduate/introsoc/weber12.html>



**Formal Organizations:** <https://www.inkling.com/read/sociology-richard-schaefer-9th/chapter-5/understanding-organizations>

**What is a bureaucracy?** <http://www.sparknotes.com/us-government-and-politics/american-government/the-bureaucracy/section1.rhtml>

**Economic systems #1:** <http://www.cliffsnotes.com/sciences/sociology/economics-and-politics/predominant-economic-systems>

**Economic systems #2: Types of Economic systems:** Read 4 pages including & up to Reaganomics. <http://www.shmoop.com/economic-systems/types.html>

**Groups:** <http://www.cliffsnotes.com/sciences/sociology/social-groups-and-organizations/social-groups>

Max Weber, "Bureaucracy," pp. 956-965; 966-67; 973-975; 983-985; and 987-989 in *Economy and Society*, Vol. 2.

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## **Week 7 - Gouvernement**

**Purpose of Government:** <http://www.ushistory.org/gov/1a.asp>

### **Types of Government Power:**

<http://www.cliffsnotes.com/sciences/sociology/economics-and-politics/politics-and-major-political-structure>

**Immigration:** <http://www.economist.com/blogs/economist-explains/2014/07/economist-explains-5>

**Immigration:** <http://www.cfr.org/immigration/us-immigration-debate/p11149>

### **WikiLeaks: Assange & Manning & Free press & Diplomacy:**

**New York Times:** [http://www.nytimes.com/2011/01/30/magazine/30Wikileaks-t.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2011/01/30/magazine/30Wikileaks-t.html?pagewanted=all&_r=0) + Watch Video also on this link.

1. <http://www.extension.harvard.edu/hub/spotlight/press-freedom-age-wikileaks>

2. <http://news.harvard.edu/gazette/story/2010/12/working-with-wikileaks/>

3. (Part 1) <http://yaleglobal.yale.edu/content/wikileaks-fallout-part-i>

(Part 2) <http://yaleglobal.yale.edu/content/post-wiki-world-part-ii>

(Part 1) **WikiLeaks Ravage 1:** <http://yaleglobal.yale.edu/content/internet-ravage-part-i>



(Part 2) **WikiLeaks Ravage 2:** <http://yaleglobal.yale.edu/content/internet-ravage-part-ii>

MIDTERM: NOV. 3, 2015, DURING CLASS. MAX. 2 HOURS LONG. WILL COVER FIRST 7 WEEKS OF COURSE.

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## **Week 8 - Inequalities in Race, Gender and Age**

### **Gender Inequality in 1st world:**

**Top Management Jobs:** <http://blogs.hbr.org/2014/09/most-people-dont-want-to-be-managers/>

Are we socialized according to Gender? Norwegian Study on gender [https://www.youtube.com/watch?v=tiJVJ5QRRUEwhy\\_women\\_dont\\_want\\_top\\_jobs.docx](https://www.youtube.com/watch?v=tiJVJ5QRRUEwhy_women_dont_want_top_jobs.docx)

PDF: [why\\_women\\_dont\\_want\\_top\\_jobs\(1\).docx](#)

Regrets: [http://www.nytimes.com/2013/03/10/opinion/sunday/is-there-life-after-work.html?ref=opinion&\\_r=2&](http://www.nytimes.com/2013/03/10/opinion/sunday/is-there-life-after-work.html?ref=opinion&_r=2&)

<http://www.iol.co.za/lifestyle/people/regrets-from-other-side-of-glass-ceiling-1.1496272#.VE609ovF-Fc>

Missing girls: <http://www.cissmun.org/cissmun/wp-content/uploads/2012/11/61872915-1.pdf>

[http://ec.europa.eu/justice/gender-equality/gender-pay-gap/index\\_en.htm](http://ec.europa.eu/justice/gender-equality/gender-pay-gap/index_en.htm)

### **Gender Wage Gap:**

[http://www.jec.senate.gov/public/?a=Files.Serve&File\\_id=0f18b974-080c-446b-8fbd-072b3bf9aba6](http://www.jec.senate.gov/public/?a=Files.Serve&File_id=0f18b974-080c-446b-8fbd-072b3bf9aba6)

**Age: Movie:** <http://www.youtube.com/watch?v=lZeyYIsGdAA>

**Age discrimination:** <http://www.forbes.com/sites/lizryan/2014/01/31/the-ugly-truth-about-age-discrimination/>

**Fear of Success:** <http://fearofsuccess.blogspot.com.es>

A Functionalist perspective on Race and Ethnicity is that Functionalists believe that in terms of understanding ethnic stratification it is possible to achieve a value consensus in wider society regardless of cultural variations between ethnic groups in society. Functionalists believe that Ethnic groups need to become assimilated into mainstream or dominant culture. A key assumption behind this approach is that although societies go through a period of adaptation with an influx of immigrant groups that it naturally manages to stabilise itself through absorption.



Functionalists theorise that when immigrants become assimilated into the host society they can participate in the benefits of the host society, such as upward social mobility.

### **Discussion Topic:**

**Read the articles on the attached links "Are Gypsies Really the Greatest Problem Europe is Facing?"** <http://www.smh.com.au/world/are-gypsies-really-the-greatest-problem-europe-is-facing-20131026-2w87d.html>.

### **Spain's Tolerance of**

**Gypsies:** <http://content.time.com/time/world/article/0,8599,2019316,00.html>

Read the articles thoroughly. After you understand the articles, think how it relates to our discussion on Race Discrimination. The Gypsies argue that they are discriminated against but the other Europeans argue that the Gypsies do not want to integrate into society. What do you think the problem really is? Is it discrimination (by the Europeans) or is there a lack of willingness to integrate (by the Gypsies) completely in European society? What solution to this problem do you propose?

### **Week 9 - Family, Marriage, Children**

Durkheim and Family: Pgs 1-7 [DurkheimPg1 .png](#) [DurkheimPg2.png](#) [DurkheimPg3.png](#) [Durkheim-4.png](#) [Durkheim-5.png](#) [Durkheim-6.png](#) [Durkheim-7.png](#) \_

**Unwed Parenthood:** [http://www.nbcnews.com/id/39993685/ns/health-womens\\_health/t/blacks-struggle-percent-unwed-mothers-rate/#.VE7A8ovF-Fc](http://www.nbcnews.com/id/39993685/ns/health-womens_health/t/blacks-struggle-percent-unwed-mothers-rate/#.VE7A8ovF-Fc)

### **Marriage & Poverty:**

<http://www.heritage.org/research/reports/2012/09/marriage-americas-greatest-weapon-against-child-poverty>

**Family:** [http://www.vatican.va/holy\\_father/john\\_paul\\_ii/letters/documents/hf\\_jp-ii\\_let\\_02021994\\_families\\_en.html](http://www.vatican.va/holy_father/john_paul_ii/letters/documents/hf_jp-ii_let_02021994_families_en.html)

When functionalists look at marriage and family, they examine how they are related to other parts of society, especially the ways they contribute to the well-being of society.

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### **Week 10/ Religion & Atheism**

**Discussion topic:** Read the information on the following links. Imagine you are a Functionalist who believes that the purpose of government is to make laws which promote the common good and help the country and society function well. What would a Functionalist say after reading the links you see below? Do the laws create confusion and is that confusion beneficial to society?

<http://georgewbush-whitehouse.archives.gov/news/releases/2004/04/20040401-3.html>





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<https://litigation-essentials.lexisnexis.com/webcd/app?action=DocumentDisplay&crawlid=1&doctype=cite&docid=60+S.+Cal.+L.+Rev.+1209&srctype=smi&srcid=3B15&key=a529765c1e6d27676b6a09c4ebf0a071>

<http://law.justia.com/constitution/us/amendment-14/31-abortion.html>

[http://www.abort73.com/abortion\\_facts/us\\_abortion\\_law/](http://www.abort73.com/abortion_facts/us_abortion_law/)

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## **Week 11: Population, Demography, Sustainable Development**

**Population: The Population Puzzle: Boom or Bust** <http://www.scribd.com/doc/58320775/Population-Puzzle-Boom-or-Bust-by-Laura-E-Huggins-Hanna-Skandera>

<http://www.juliansimon.com/writings/Norton/> (Read Chapter 2 & 7)

<http://www.juliansimon.com/writings/Articles/CATONEW.txt> "Is population a drag on development?"

<http://www.prb.org/Publications/Datasheets/2014/2014-world-population-data-sheet/data-sheet.aspx> (Download 2014 World Population Data Sheet)

[http://www.prb.org/pdf14/2014-world-population-data-sheet\\_eng.pdf](http://www.prb.org/pdf14/2014-world-population-data-sheet_eng.pdf)

<http://www.foreignaffairs.com/articles/65735/jack-a-goldstone/the-new-population-bomb>

**Paper Topic: Regarding predictions of population, how influential was Paul Ehrlich's book "The Population Bomb", written in 1968, in influencing public opinion and in defining US political policy regarding population control in the 1970's? Make sure you mention the Club of Rome,**

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## **Week 12- Stratification in Global Perspective/ Economics & Global Economy / Neo Colonialism & Global Warming/ Conclusions**

**Pope John Paul**

**II, [http://www.vatican.va/holy\\_father/john\\_paul\\_ii/encyclicals/documents/hf\\_jp-ii\\_enc\\_04031979\\_redemptor-hominis\\_en.html](http://www.vatican.va/holy_father/john_paul_ii/encyclicals/documents/hf_jp-ii_enc_04031979_redemptor-hominis_en.html) (Read 12-22)**

**Video: YouTube: Would you still buy that dress after watching this? [http://www.youtube.com/watch?v=t\\_mA9L1DSr8](http://www.youtube.com/watch?v=t_mA9L1DSr8) (43 minutes long).**

**First Things: <http://www.firstthings.com/article/1999/12/john-paul-ii-and-the->**



### **crisis-of-humanism**

[http://online.wsj.com/article\\_email/SB125883405294859215-IMyQjAxMDI5NTI4NDgyMzQ0Wj.html](http://online.wsj.com/article_email/SB125883405294859215-IMyQjAxMDI5NTI4NDgyMzQ0Wj.html)

Harvey, David. (2005). "Introduction," "Freedom's Just Another Word ...," in A Brief History of Neo-liberalism, 1 - 38.

<http://www.sok.bz/web/media/video/ABriefHistoryNeoliberalism.pdf>

Gershman, John & Alec Irwin. (2002). "Getting a Grip on the Global Economy," Crisis," in Dying for Growth: Inequality and the Health of the Poor, Edited by Jim Yong Kim et al, 11 – 43

Professor Raghuram Rajan - <https://www.youtube.com/watch?v=QIH YiVrT7Ag>

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### **Week 13**

Sociology of Global Politics, Persuasion & Influence of the Media.

The State, State-Society Relations and

Developing Countries' Economic Performance

<http://www.diva-portal.org/smash/get/diva2:123090/FULLTEXT01.pdf>

The Nairobi speech

Address to the Board of Governors

by Robert S. McNamara, President, World Bank Group

Nairobi, Kenya, September 24, 1973

[http://juerg-buergi.ch/Archiv/EntwicklungspolitikA/EntwicklungspolitikA/assets/McNamara\\_Nairobi\\_speech.pdf](http://juerg-buergi.ch/Archiv/EntwicklungspolitikA/EntwicklungspolitikA/assets/McNamara_Nairobi_speech.pdf)

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Possible Exam Questions:

1. With reference to alienation (Marx), anomie (Durkheim), and rationalisation (Weber), what are the similarities and differences in the hopes and fears that the classical theorists had for the future of society?



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2. Understand the different sociological perspectives relating to power, types of government, religion and family.
3. Discuss Durkheims emphasis on "Integration" & "Regulation".

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## **Office Hours**

**Office hours (always by appointment using the link below)**

Monday and Wednesday 9:00 - 10:00

Edificio Amigos, Sala de Reuniones R4 (ground floor, next to tower lift)

[Book an appointment](#)