



Asignatura: Álgebra B (F. ECONÓMICAS)

Guía Docente

Curso académico: 2017-18

Presentation

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

Álgebra B (F. ECONÓMICAS)

Algebra enhances the capacity for analysis and synthesis. Helps speed the reasoning and facilitate abstract thinking.

As for inclusion in Business Administration/Economics studies is essential for quantitative modeling of economic reality, and it can solve complex problems with many variables (impossible to synthesize intuitively).

To achieve these objectives usual topics are thoroughly discussed in mathematics, such as linear programming, matrices and determinants, systems of linear equations, matrix and systems of equations for economic applications and graphs and networks.

Department: Economics.

Faculty: Economics and Business.

Degrees: ADE+Dcho (b), ADE+ECO (b), ECO, ADE (b), ELG.

Groups: G1 (ECO, ADE1 (b), ECObG), G2 (ADE+Dcho (b), ADE+ECO (b), ADE2 (b)).

Schedule: Thursdays 12-14 h and Fridays 10-12 h.

Classrooms: 16 and B2.

Year: 1st

Organization: Second semester, from January to May

ECTS credits: 6 (150 hours)

Type of course: Basic

Language: English.

Professors: Ignacio Rodriguez Carreño, irodriguez@unav.es and María Castillo Latorre mclatorre@unav.es

Competences

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.

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.

Specific Competencies (Management)

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

Program

Chapter 1: Introduction to Algebra. Basic concepts

Principles of logic. Proposition. Theorem. Induction. Reductio ad absurdum. Set Definition. Numerical sets. Cartesian product. Application

Chapter 2: Matrices, Determinants and Linear systems of equations

Matrix definition. Operation with matrices: add and product. Different classes: row matrix, column matrix, square matrix, diagonal matrix, scalar matrix, identity matrix, symmetric matrix, skew symmetric matrix, transpose matrix. Determinant definition. Sarrus law. Properties. How to calculate a determinant. Rank. Inverse matrix definition. Properties. Equivalent matrix. Similar matrix. Definition of a linear system of equations. Solution of a complete system. Solution of a homogeneous system. Resolution methods. Systems discussion, Rouché-Frobenius theorem.



Chapter 3: Linear Programming

Introduction. Objective function and constraints. Mathematical model. Feasible region. Graphical and analytical solution.

Chapter 4: Matrices' and linear systems of equations' applications

Matrix applications: election forecasting, Markov chains and dynamic systems, eigenvalues and eigenvectors, analysis of brand change, conditions of equilibrium in population migration. Applications of system of equations: equilibrium in a two goods market, equilibrium of the national income, Leontief's input-output model.

Chapter 5: Graphs and networks

Introduction. Aims. Definition and properties: graphs and networks, network size, degree of a node and network density. Accessibility, network distances, cycle paths and walkways. Centrality and power. Degree centrality. Closeness centrality. Degree centrality. Betweenness centrality. Eigenvector and eigenvalues. Eigenvector centrality. Dynamic networks. Economic networks.

Educational activities

In this section the overall methodology of the subject is detailed and hours of student workload are estimated.

There will be classroom activities and non-face activities:

1. Classroom activities (66 total hours). In this section the lectures to be given in large groups, the practical classes of problems, the hours devoted to the presentation of work, hours of examination, class test hours and hours of practice encompass computer.

a) Lectures. In 28 lessons of 1 hour, the most important points of each topic of the course will be presented by the teacher. Theory of the subject with examples and economic applications will be discussed.

b) Practical classes. In 20 1 hour classes key and difficult problems will be solved.

c) Video of an oral presentation. Throughout the course there will be one oral presentation that will be recorded in a video consisting of a case study related to the chapters 3, 4 or 5 of the subject.

d) Exams. In total throughout the course, there will be 8 hours of written examination. There will be some surprise tests or exams, together with the midterm and the final exams.

e) Computer practices. There will be 2 computer lab sessions of 2 hours each.

f) Cooperative learning experience. In 4 hours we will have a experience in cooperative learning in which you will be your colleagues' teacher.



2. Non face activities (84 hours). The main activity will be personal study of the subject. The number of estimated hours are 84.

Assesment

Ordinary evaluation:

1. Continuous evaluation: 30%+10% extra.

a) Participacion + cooperative work (10%). There will be a pioneer experience of cooperative work in the subject.

b) Computer practices (10%).

c) Video (oral work presentations) (10%). In the 13th week of the course,.

d) Surprise exams (10% extra). There will be some surprise exams that will be graded additionally.

2. Midterm exam: 20%. 3 hours. In the 9th week of the course, TBA.

3. Final exam: 50%. 3 hours. The student will have to get at least a 4 in this exam.

Extra-ordinary evaluation:

In case the student do not pass the subject in the ordinary evaluation, he/she will have to go to the extraordinary evaluation. The final exam will be graded as the 70%, and the rest of the grade will be given by its work during the course (participation and cooperative learning experience 7.5%, computer practices 5%, the video with the oral work presentations 7.5%, the surprise exams an additional 5%, and the midterm exam 10%).

Office hours

Professor Ignacio Rodríguez Carreño, irodriguez@unav.es: Tuesdays from 15:30 to 18:30 h. Office 2080. 2nd floor, corridor.

Professor María Castillo Latorre, mclatorre@unav.es: Mondays and Wednesdays from 16:00 to 17:30 h. Office 2280. 2nd floor, corridor.

Bibliography and Resources

Basic bibliography:

- *Algebra for Economics and Business Administration students. Theory book.* Ignacio Rodríguez and Jorge Biera.
- *Matemáticas para la Economía. Álgebra Lineal y Cálculo Diferencial.* Gloria Jarne, Isabel Pérez-Grasa, Esperanza Minguillón. Ed. McGraw Hill. [Localízalo en la Biblioteca](#)
- *Matemáticas para la Economía. Libro de Ejercicios. Álgebra Lineal y Cálculo Diferencial.* Gloria



Jarne, Isabel Pérez-Grasa, Esperanza Minguillón. Ed. McGraw Hill. [Localízalo en la Biblioteca](#)

- *Matemáticas en los estudios de Economía y Gestión de Empresas: ¿por qué?, ¿para qué?, ¿cuáles?, ¿son posibles?* J. Antomil, M. Arenas, A. Bilbao, P. Gladish, M Rodríguez Uría. Universidad de Oviedo. [Localízalo en la Biblioteca](#)

Additional bibliography:

- *Social and Economic Networks*. Matthew O. Jackson. Princeton University Press. [Localízalo en la Biblioteca](#)
- *Graph Theory Applications*. L.R. Foulds. Ed. Springer-Verlag. [Localízalo en la Biblioteca](#)
- *Networks, Crowds, and Markets. Reasoning about a Highly Connected World*. D. Easley, J. Kleinberg. Ed. Cambridge University Press.
- *Network Advantage. How to Unlock Value from Your Alliances and Partnerships*. H. Greve, T. Rowley, A. Shipilov. Ed: John Wiley & Sons, Ltd. [Localízalo en la Biblioteca](#)
- *Matemáticas para la Economía. Programación Matemática y Sistemas Dinámicos*. Isabel Pérez-Grasa, Esperanza Minguillón, Gloria Jarne. Ed. McGrawHill. [Localízalo en la Biblioteca](#)

Other resources:

- Khan Academy: <https://www.khanacademy.org>. Useful media resource to learn algebra.

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Universidad
de Navarra

Asignatura: CORE- Anthropology (Econ, ADE, Edu, Psic)

Guía Docente

Curso académico: 2017-18

Introduction

PHILOSOPHICAL ANTHROPOLOGY

September 2017 – April 2018

For students of Economics, Education, and Psychology

Instructor: Dr. Joe Milburn jmilburn@unav.es, Visiting Lecturer, Faculty of Philosophy, University of Navarra

First and Second Semester Time and Location: Tuesdays 10:00-12:00 – Room 14 Amigos Building

Credits (ECTS): 6 – Year: 1º

Department, Faculty: This course belongs to the *Instituto Core Curriculum of University of Navarra* <http://www.unav.edu/web/core-curriculum/inicio>

In this class we will be studying the human being from a philosophical perspective. The course will be directed towards two main sets of topics. The first set of topics is foundational. We will ask and answer the following questions: What is philosophical knowledge of the human being? Is such knowledge possible? How can we hope to obtain it? Is there a need for philosophical knowledge of the human being, or can we get by just fine intellectually, morally, and politically without it?

The second set of topics revolves around a characteristic often thought to be distinctive of human beings, i.e., rationality. We will ask and answer the following questions: In what does human reason consist? What is the end of reason? Is human reason valuable in itself or does it have only instrumental value? Can human reason arrive at objective truth regarding anything? Or can it only arrive at objective truth with regards to the natural and human sciences as they are understood today? Throughout the course it should be made clear that the human being is a rational, embodied, and social being.

In framing these questions we will be using for our foils such canonical authors as Huxley, Newman, Hobbes, Nietzsche, Montaigne, Descartes, and Pascal, as well as



the contemporary philosopher Alistair MacIntyre. Further topics to be discussed include: the immortality/mortality of the human soul; the difference between the human being and other creatures; the existence of God and the rationality of religion; materialism and mind-body dualism, and the importance of tradition in philosophical understanding.

At the end of the course students are expected to be capable of:

1. Understanding and elaborating sophisticated arguments in favor/against a range of philosophical positions.
2. Accurately applying a range of philosophical concepts that implicitly or explicitly appear in competing philosophical world-views.
3. Comparing, contrasting, and where possible synthesizing various philosophical positions concerning the human being

The work in both semesters will include careful reading and discussion of the texts indicated in the program as “mandatory bibliography”. Students are required to attend classes having read the mandatory texts corresponding to the subjects to be discussed in class. We will have lecture and discussion based classes.

Requisites to do well in the course: (a) Attendance and previous reading of mandatory texts. (b) Submission of all assignments and exams on time and in a thorough manner.

Plan of Studies: Undergraduate Course

Type of Course: Obligatory

Language: English

Competences

Grado Administración y Dirección de Empresas

CB1 - Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio

CB2 - Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio

CG6 - Saber comunicar oralmente o por escrito resultados y análisis de utilidad

en lo económico y empresarial.

CG7 - Conocer los diferentes entornos en los que desarrolla su trabajo: la coyuntura, los mercados, el contexto histórico, legal o humanístico.

Grado Económicas

CT1 Afrontar de manera crítica y reflexiva el estudio de la economía en su conexión con el resto de los saberes.

CT2 Identificar las cuestiones más relevantes de la existencia humana presentes en las grandes creaciones religiosas, humanísticas y científicas y adoptar una postura personal razonada frente a ellas.

CT3 Descubrir y enjuiciar los presupuestos antropológicos y las repercusiones éticas de la economía.

CB1 - Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio.

CB2 - Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio.

CG6 - Saber comunicar oralmente o por escrito resultados y análisis de utilidad en lo económico y empresarial.

CG7 - Conocer los diferentes entornos en los que desarrolla su trabajo: la coyuntura, los mercados, el contexto histórico, legal o humanístico.

Program

1. Introduction.
2. How to read philosophy, the inescapability of philosophical reflection. The human being as someone who seeks the truth. Philosophical knowledge of the human being, partial truths and the fullness of truth. The Value of Knowledge and the Life of the Mind: instrumentalism. Knowledge and End in Itself.
3. Plato: Introduction to Plato's Phaedo. The spiritual nature of man, contemplative knowledge the end

of human existence. Misology; the call to philosophize in face of fallibility of human reason.

4. Montaigne: Introduction to Montaigne; Apology for Raymond Sebond. Montaigne's view of human beings contrasted with the Platonic view; materialism vs. spiritualism, skepticism. The instrumental view of rationality implied in Montaigne's skepticism; skepticism, authority, and freedom.
5. Descartes: Introduction to Descartes, *Meditations on First Philosophy*. The sources of knowledge, the senses, reason; the value of tradition called into question; Descartes's search for a presuppositionless knowledge, Cartesian dualism: man as a mind-body composite. Descartes approach to our knowledge of God.
6. Pascal: Introduction to Pascal; the *Pensees* as a philosophical work; Pascal's account of intellectual error. The misery of man; Pascal's appropriation of Montaigne. The grandeur of man; man as a fallen being made for communion with God; Pascal's appropriation of the Stoics; his approach to the knowledge of God.
7. Contemporary context: Rationalism in the contemporary context; differences between scientific and moral knowledge. Moral Skepticism in the contemporary context. The social and historical aspects of human rationality; the need for thinking within a community. The Thomistic Synthesis as a model for philosophical enquiry. The failure of rationalistic moral enquiry. The failure of genealogical/skeptical moral enquiry.

Educational activities

If you want to benefit from taking this course, both in terms of your own learning and of maximizing your grade, you should assume the following responsibilities:

1. **BRING YOUR ASSIGNED TEXT TO EVERY CLASS.** It is your responsibility to do the reading as it is assigned and to bring the assigned text with you to all classes. Not bring assigned the assigned text to class shall be negatively assessed for your participation in class.
2. Attendance is required and I will keep track of it. You may accumulate **TWO** unexcused absences throughout the academic year without penalty. Each subsequent unexcused absence will reduce your grade by 0.5 points. For example, suppose your overall course grade is 8. If you have six unexcused absences, your course grade drops to 6; nine unexcused absences, you fail the course.
3. Out of respect for your teacher and your colleagues, you must come to class **ON TIME**. If you consistently come to class late, I will ask you to leave.
4. It is your responsibility to make it on time to the exams. Except in the case of serious illness or genuine emergency, there will be no make-up exam.



5. Plagiarism, or representing other people's ideas and/or arguments as your own, will not be tolerated. Discussing ideas and authors with your classmates is permissible, but you are not permitted to copy the structure and content of their papers, or **develop together a single answer to your homework assignments**. If you are found guilty of plagiarism you will certainly fail that assignment, and you may even fail the course. In addition, serious cases of plagiarism will be reported to the university authorities and may result in your suspension or expulsion from the university.

I strongly recommend that you read the university's plagiarism guidelines carefully and consult me if you have any further questions:

<http://www.unav.es/facultad/fyl/politica-educativa-plagio>. "El plagio intencional o por precipitacion/inadvertido puede incurrir... el cese de los estudios o la expulsion de la universidad."

6. The course will include a variety of pedagogical styles, including both lecture, discussion, and group work. Listening to your interlocutor, whether the teacher or your fellow students, is a sign of respect and consideration. Reserve side-conversations with other students for your own time, before or after class.
7. Last but not least, don't be afraid to ask questions! If you don't understand something you probably aren't alone. Do everyone a favor and speak up!

Assessment

1. 30% Class participation and reading comprehension exercises.
2. 10 % Mid-term exam. The midterm exam will consist in short answers.
3. 20% Course Paper.
4. 40% Final essay exam. The exam will take two hours to complete.
5. Obtaining a minimum mark of 5/10 in the final essay exam, and a global mark of 5/10 are both necessary to pass the course.

Rubric for Reading Comprehension exercises.

For your homework you will be assigned to read and summarize either a philosophical paper or book chapter. In your summary you need to provide the following information in the following way.



Bibliographical Information:

First, write the bibliographical information for the paper or book chapter.

E.g.

Descartes, Rene. (1993.) "Meditation Two: Concerning the Nature of the Human Mind: That It Is Better Known Than the Body," in *Meditations on First Philosophy*, 3rd Edition, tr. Donald A. Cress, (Indianapolis IN: Hackett) 17-23.

Main Questions:

Second, write out the main questions that the author is addressing in the text. Sometimes there is just one main question, sometimes there are several.

E.g.

Main Questions: (1) Is there anything I can be certain of at all? (2) What am I, a body or a mind?

Main Answers:

Third, write out the author's answers to these questions. Note that sometimes the author might admit he cannot give an answer.

Main Answers: (1) I can be absolutely certain that I exist. (2) I am a mind, that is, a thinking thing.

Key Terms

Fourth, write out the key terms that the author uses, along with their definitions. Sometimes, there might not be key terms that need to be defined. Usually there will be. As a rule of thumb, you should define any terms that have meanings that are not common knowledge that are used in writing out the **main question, main answers reconstructing the arguments**, or in writing out other **key terms**. Otherwise, you should not write out the definition of the term. If there are no key terms that need to be defined, simply write, 'not applicable'. Whenever possible try to define key terms only by reference to the text at hand. If you must, you may consult a dictionary, but only as a last resort.

E.g.

Key terms: Body: something that has extension in space.



Mind: A thinking thing.

Grading

For an A grade, I expect that you have correctly identified all or nearly all of the main questions, and have correctly identified all or nearly all of the author's answers to these questions. You have defined many if not all of the key terms that are necessary for understanding the author's questions and the author's answer to these questions.

For a B grade, I expect that you correctly identified many of the main questions and the author's response to these questions. I expect that you have correctly identified and defined many of the author's key terms. For a C grade, I expect that you have identified at least one of the author's main questions and main answers. You have shown effort in identifying and correctly defining the author's key terms.

For a D grade. You have failed to understand the author's main questions and main answers. You have shown little effort in identifying and defining key terms.

For an F, you have not done the assignment, or you have plagiarized.

Course Paper

The object of the course paper is for the student to take something they have learned throughout the class, and to apply it to a topic of study they are specializing in. Students will be responsible for choosing the theme of their paper, though they must have the theme approved by the instructor. The paper will be graded as follows.

60% Writing Mechanics. Do you have a clear thesis? Do you have paragraphs that have one main idea and are supported by the other sentences in the paragraph? Does each paragraph contribute to the goal of the paper (i.e. advancing a particular argument?)

30% Convincingness of the argument. Are there obvious objections to the argument you make? Does your argument rest on false premises or premises that are more doubtful than the conclusion?

10% Originality. Do you connect ideas learned in the course in a novel way to ideas from your specialization?

Bibliography and resources



BIBLIOGRAPHY (selections)

Husley, Aldox, *Brave New World*

Newman, John Henry, *The Idea of a University*

Sertillanges, Antonin, *The Intellectual Life*

Hobbes, Thomas, *De Corpore*

Nietzsche, Friedrich: *Beyond Good and Evil*

Plato, *Phaedo*

Montaigne, *Apology for Raymond Sebond*

Descartes, *Meditations on First Philosophy*

Pascal, *Pensees*

MacIntyre, Alasdair, *Three Rival Versions of Moral Enquiry*

Schedule of Readings

Date	Theme	Class work	Reading to be done for class	Work to be turned in
September 5	Introduction	Explanation and Discussion	None	None
September 12	How to read philosophy, the inescapability of philosophical reflection	Explanation and Discussion	<i>Brave New World</i> (selections)	Reading Comprehension Homework
September 19	The human being as someone who seeks the truth	Explanation and Discussion	<i>Brave New World</i> (selections) 'The Experience Machine' excerpt from <i>Anarchy, State, and Utopia</i>	Reading Comprehension Homework
September 26	Philosophical knowledge of the human being, partial truths and the fullness of truth	Explanation and Discussion	<i>The Idea of a University</i> (selections) <i>The Intellectual Life</i> (selections)	Reading Comprehension Homework
October 3	The Value of Knowledge and	Explanation and Discussion	<i>De Corpore</i> (selections)	Reading Comprehension



	the Life of the Mind part 1: instrumentalism		<i>Beyond Good and Evil</i> (selections)	Homework
October 10	The Value of Knowledge and the Life of the Mind part 2: Knowledge and End in Itself	Explanation and Discussion	<i>The Idea of a University</i> (selections)	Reading Comprehension Homework
October 17	Introduction to Plato's <i>Phaedo</i>	Explanation and Discussion	<i>Phaedo</i>	Reading Comprehension Homework
October 24	The spiritual nature of man, contemplative knowledge the end of human existence	Explanation and Discussion	<i>Phaedo</i>	Reading Comprehension Homework
October 31	Misology; the call to philosophize in face of fallibility of human reason	Explanation and Discussion	<i>Phaedo</i>	Reading Comprehension Homework
November 7	Introduction to Montaigne; Apology for Raymond Sebond	Explanation and Discussion	Apology for Raymond Sebond	Reading Comprehension Homework
November 14	Montaigne's view of human beings contrasted with the Platonic view; materialism vs. spiritualism, skepticism	Explanation and Discussion	Apology for Raymond Sebond	Reading Comprehension Homework
November 21	The instrumental view of rationality implied in Montaigne's skepticism; skepticism, authority, and freedom	Explanation and Discussion	Apology for Raymond Sebond	Reading Comprehension Homework
November 28	Midterm Review	Explanation and Discussion	None	None
January 8	Introduction to Descartes.	Explanation and Discussion	<i>Meditations on First Philosophy</i>	Reading Comprehension



	<i>Meditations on First Philosophy</i>		(selections)	Homework
January 15	The sources of knowledge, the senses, reason; the value of tradition called into question; Descartes's search for a presuppositionless knowledge, Cartesian dualism: man as a mind-body composite.	Explanation and Discussion	<i>Meditations on First Philosophy</i> (selections)	Reading Comprehension Homework
January 22	Descartes approach to our knowledge of God	Explanation and Discussion	<i>Meditations on First Philosophy</i>	Reading Comprehension Homework
January 29	Introduction to Pascal; the <i>Pensees</i> as a philosophical work; Pascal's account of intellectual error.	Explanation and Discussion	<i>Pensees</i> (Selections)	Reading Comprehension Homework
February 6	The misery of man; Pascal's appropriation of Montaigne	Explanation and Discussion	<i>Pensees</i> (Selections)	Reading Comprehension Homework
February 13	The grandeur of man; man as a fallen being made for communion with God; Pascal's appropriation of the Stoics; his approach to the knowledge of God	Explanation and Discussion	<i>Pensees</i> (selections)	Reading Comprehension Homework
February 20	Rationalism in the contemporary context; differences	Explanation and Discussion	<i>Three Rival Versions of Moral Enquiry</i> (Selections)	Reading Comprehension Homework



	between scientific and moral knowledge			
February 27	Moral Skepticism in the contemporary context	Explanation and Discussion	<i>Three Rival Versions of Moral Enquiry (Selections)</i>	Reading Comprehension Homework
March 6	The social and historical aspects of human rationality; the need for thinking within a community	Explanation and Discussion	<i>Three Rival Versions of Moral Enquiry (Selections)</i>	Reading Comprehension Homework
March 13	The Thomistic Synthesis as a model for philosophical enquiry	Explanation and Discussion	<i>Three Rival Versions of Moral Enquiry (Selections)</i>	Reading Comprehension Homework
March 20	The failure of rationalistic moral enquiry		<i>Three Rival Versions of Moral Enquiry (Selections)</i>	Reading Comprehension Homework
April 11	The failure of genealogical/skeptical moral enquiry		<i>Three Rival Versions of Moral Enquiry (Selections)</i>	Reading Comprehension Homework
April 18	Resume of course			
April 25	Final Exam Review	Explanation Discussion	None	Course Paper Due

Office hours

Thursdays 2:00pm-4:00 pm or by appointment



Asignatura: CORE- Antropología C (F. Económicas)

Guía Docente

Curso académico: 2017-18

Presentación

Fundamentos de Antropología

1. Presentación

Esta es una antropología humanista, con base en la tradición filosófica y literaria, que sirve para conocerse a sí mismo.

Se estudia en tres partes

- 1) Las áreas fundamentales de la conciencia humana. Es lo central de la Antropología: los fenómenos del pensamiento, afectividad, creatividad y libertad
- 2) La forma en que las áreas desarrollan la personalidad. A la experiencia sobre esto, se le llama "Humanismo". Por eso, esta parte se llama "Curso de Humanismo".
- 3) Las cuestiones existenciales ante las que se enfrenta toda vida humana: sentido de la vida, felicidad, dolor, muerte, más allá, dignidad de la persona humana.

2. Datos de la asignatura

Curso: 1º de Económicas

Duración: Dos semestres

Horario Curso 2017-2018: Martes, de 10 a 11,45, en el Aula 16 de Amigos

Número de créditos ECTS: 3 + 3

Numero de horas de trabajo del alumno: 150 a 180

Profesor: Juan Luis Lorda Iñarra (en [Academia](#); en [Wikipedia](#))

Idioma: Castellano (hay documentación en inglés).

Tipo de asignatura: Básica - Core Curriculum de la Universidad de Navarra
<http://www.unav.edu/web/core-curriculum/inicio>

Plan de estudios: Económicas

Un mundo -interior- por descubrir



Mucha experiencia sobre la expansión armónica de la personalidad

Unas preguntas para plantearse

Competencias transversales del título

Competencias básicas:

CB1) Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio

CB2) Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio

Competencias generales:

CG6) Saber comunicar oralmente o por escrito resultados y análisis de utilidad en lo económico y empresarial.

CG7) Conocer los diferentes entornos en los que desarrolla su trabajo: la coyuntura, los mercados, el contexto histórico, legal o humanístico.

Competencias específicas (ECO-ADE):

CE8) Tener conciencia de la dimensión ética de la práctica profesional

Competencias transversales

CT1 Afrontar de manera crítica y reflexiva el estudio de la economía en su conexión con el resto de los saberes.

CT2 Identificar las cuestiones más relevantes de la existencia humana presentes en las grandes creaciones religiosas, humanísticas y científicas y adoptar una postura personal razonada frente a ellas.

CT3 Descubrir y enjuiciar los presupuestos antropológicos y las repercusiones éticas de la economía.

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Programa

Parte I. Los fenómenos de la conciencia humana



1. Introducción a la psicología filosófica.
2. El puesto del hombre en el cosmos.
3. Autoconciencia humana y sensibilidad
4. La inteligencia humana y sus actos
5. La afectividad humana, I: El corazón.
6. La afectividad (II): Las pasiones
7. La acción humana: voluntad y libertad.
8. Un ser que convive
9. Un ser familiar
10. Entre naturaleza y cultura
11. Madurez y personalidad

II. Curso de Humanismo

1. Introducción al humanismo
2. La formación de hábitos
3. La verdad y conocimiento.
4. Los saberes y su método.
5. La vida intelectual
6. La palabra y el lenguaje
7. Las artes de la palabra
8. Trabajo y ocio
9. El sentido estético y el gusto.
10. La prudencia: arte de tomar decisiones
11. La honestidad y la justicia
12. El dominio de sí: fortaleza y templanza.
13. La amistad y las virtudes de la convivencia
14. Vida social y participación



Parte III. Las cuestiones existenciales

1. Introducción a las cuestiones existenciales
2. Existencia y sentido de la libertad
3. ¿Felicidad o realización?
4. El sentido del sufrimiento y de la muerte
5. El escándalo del mal
6. Las enfermedades y conflictos de la libertad
7. Los anhelos humanos y el más allá
8. Religión y religiones
9. La pregunta filosófica por Dios
10. El origen del hombre
11. La identidad de la persona y el alma

-

Actividades formativas

FUNDAMENTOS DE ANTROPOLOGÍA 2015-2016

Existen unos apuntes para la asignatura, que se renuevan cada año.

METODO PARA LAS CLASES

Los alumnos deben leer el tema antes de la clase. La clase comienza preguntando y abriendo un debate, para profundizar. Luego se profundiza en los puntos principales del tema, con apoyo en presentaciones en Power Point.

TRABAJOS

Cada alumno presentará dos trabajos, que se escogen de las listas que se presentarán, de forma que no haya repeticiones. Los alumnos del seminario quedan exentos.

A. Trabajo sobre un capítulo de los apuntes (o una parte de un capítulo). En el primer trimestre, se escoge el punto y se habla con el profesor para estudiar la bibliografía de ampliación. Con esa bibliografía y orientación,

1. Se presenta un trabajo breve (3 páginas), que es una síntesis de la bibliografía, con comentario personal:
2. Se añaden sugerencias para mejorar el tema en los apuntes: ideas o enfoques (1 página). Especialmente, conviene señalar lo que no se entiende y lo que se podría



suprimir por escaso interés. Se valorará aportar ilustraciones tomadas de la literatura o del cine sobre el tema, justificando por qué.

3. También se pueden sugerir mejoras y correcciones sobre el Power Point correspondiente.

4. Cuando toque tratar ese tema en clase, presentarán algún aspecto de lo que han estudiado, de acuerdo con el profesor.

B. Cuestionario sobre una película o sobre una novela breve. Para el segundo trimestre, sobre la lista que se proporcionará.

Distribución del tiempo

La distribución del tiempo partiendo del número de horas de trabajo del alumno (workload) que ha sido calculado para la asignatura. De 150 a 180 horas de trabajo del alumno.

40 horas de clases presenciales

20 horas de ejercicios en clase

30 horas de lectura de literatura y ensayo y respuesta a los cuestionarios.

1,30 horas para la realización del primer parcial

1,30 hora para la realización del segundo parcial

2 horas para la realización del examen final

60 - 80 horas de estudio de la asignatura

20 horas para realización de trabajos

Evaluación

EXÁMENES

Habrá dos exámenes parciales y un final. Los exámenes parciales son liberatorios, se libera con 7 y la nota se guarda hasta junio.

Cuando en un parcial se obtiene un 6,5, se puede subir la nota haciendo el trabajo extra que pida el profesor, pero hay que acordarlo antes de que pasen 15 días desde que se entregan las notas y se dispondrá de otros quince para entregarlo.

Hay una lista fija de preguntas (pequeños temas) para los exámenes. Cada examen parcial constará de preguntas escogidas por sorteo de esta lista. También el examen final de mayo y el de junio se realizan sobre esta lista. La lista, que se renueva cada curso, se puede ver entre los Documentos de la asignatura.

ASISTENCIA, PARTICIPACIÓN Y TRABAJOS

La asistencia y participación en clase supone un 20% de la nota final.



En la asistencia y participación, se cuentan también respuestas de palabra o por escrito pedidas en clase. Cuando se avisa, las preguntas bien contestadas en clase, suben directamente alguna décima en la nota final.

Las aportaciones extras que mejoren los apuntes o las presentaciones Power Point, suben la nota de participación.

Los trabajos suponen un 20 % de la nota final. Habrá cuatro notas: trabajo excepcional (10); Buen trabajo (8); trabajo aceptable (6); mal trabajo (2). La presentación fuera de plazo bajará 3 puntos la nota del trabajo.

Bibliografía y recursos

Cada año se publican al principio de curso y de acuerdo con los alumnos los cuadernos de APUNTES.

- Fundamentos de Antropología,
- Curso de Humanismo.
- Cuestiones existenciales

Aquí se seleccionan algunos títulos útiles.

En las páginas de DOCUMENTOS se pueden encontrar otros materiales útiles.

A) Bibliografía general de consulta y ampliación

R. Yepes: *Fundamentos de Antropología*, Eunsa. [Localízalo en la Biblioteca](#)

J. R. Ayllón, *Antropología Filosófica*, Ariel, [Localízalo en la Biblioteca](#)

J.M. Burgos: *Antropología: una guía para la existencia*, Palabra [Localízalo en la Biblioteca](#)

J. Aranguren: *Antropología filosófica*, McGraw Hill. [Localízalo en la Biblioteca](#)

J.A. García Cuadrado: *Antropología filosófica*, Eunsa. [Localízalo en la Biblioteca](#) (versión electrónica)
[Localízalo en la Biblioteca](#) (versión impresa)

J. F. Sellés, *Antropología para incorformes*, Rialp [Localízalo en la Biblioteca](#)

C. Valverde: *Antropología filosófica*, Edicep. [Localízalo en la Biblioteca](#)

J.M. Barrios: *Elementos de antropología pedagógica*, Rialp. [Localízalo en la Biblioteca](#)

J.L. Lorda: *Para una idea cristiana del hombre*, Rialp. [Localízalo en la Biblioteca](#)

B) Algunos ensayos interesantes para la primera parte y la segunda

Aristóteles: *Ética a Nicómaco*. [Localízalo en la Biblioteca](#) (versión electrónica) [Localízalo en la Biblioteca](#) (versión impresa)



J. Marías: *Mapa del mundo personal*, Alianza. [Localízalo en la Biblioteca](#)

J. Pieper: *Virtudes fundamentales*, Rialp. [Localízalo en la Biblioteca](#)

C. S. Lewis: *La abolición del hombre*, Encuentro. [Localízalo en la Biblioteca](#)

C. S. Lewis: *Los cuatro amores*, Rialp. [Localízalo en la Biblioteca](#)

J.L. Lorda: *Moral, el arte de vivir*, Palabra. [Localízalo en la Biblioteca](#)

C) Algunos ensayos interesantes para la tercera parte

J. Marías: *La felicidad humana*, Alianza. [Localízalo en la Biblioteca](#)

E. Rojas: *Una teoría de la felicidad*, Dossat. [Localízalo en la Biblioteca](#)

R. Guardini: *Mundo y persona*, Encuentro. [Localízalo en la Biblioteca](#)

Pascal: *Pensamientos*. [Localízalo en la Biblioteca](#) (versión electrónica) [Localízalo en la Biblioteca](#)

S. Kierkegaard: *La enfermedad mortal*. [Localízalo en la Biblioteca](#)

C.S. Lewis: *Una pena en observación*, Anagrama. [Localízalo en la Biblioteca](#)

V. Frankl: *El hombre en busda de sentido*, Herder. [Localízalo en la Biblioteca](#) (versión electrónica)
[Localízalo en la Biblioteca](#) (versión impresa)

J. A. Vallejo-Nájera: *La puerta de la esperanza*, Planeta. [Localízalo en la Biblioteca](#)

D) Algunas ilustraciones literarias para la segunda parte

Platón: *Apología de Sócrates*. [Localízalo en la Biblioteca](#) (versión electrónica) [Localízalo en la Biblioteca](#)
(versión impresa)

San Agustín: *Las confesiones*. [Localízalo en la Biblioteca](#)

W. Shakespeare: *Hamlet*. [Localízalo en la Biblioteca](#) (versión electrónica) [Localízalo en la Biblioteca](#)
(versión impresa)

L. Tolstoy: *La muerte de Iván Ilich*. [Localízalo en la Biblioteca](#) (versión electrónica) [Localízalo en la Biblioteca](#)
(versión impresa)

F. Dostoievsky: *Crimen y castigo*. [Localízalo en la Biblioteca](#) (versión electrónica) [Localízalo en la Biblioteca](#)
(versión impresa)

R.L. Stevenson: *El doctor Jeckill y Mr. Hide*. [Localízalo en la Biblioteca](#) (versión electrónica) [Localízalo en la Biblioteca](#)
(versión impresa)

J. Conrad: *El corazón de las tinieblas*. [Localízalo en la Biblioteca](#) (versión electrónica) [Localízalo en la Biblioteca](#)
(versión impresa)



O. Wilde: *El retrato de Dorian Gray*. [Localízalo en la Biblioteca](#) (Versión electrónica) [Localízalo en la Biblioteca](#) (versión impresa)

G. García Márquez: *El coronel no tiene quien le escriba*. [Localízalo en la Biblioteca](#)

J. Orwell: *Rebelión en la granja*. [Localízalo en la Biblioteca](#)

A. de Saint Exupery: *El principito*. [Localízalo en la Biblioteca](#)

A. Camus: *El extranjero*. [Localízalo en la Biblioteca](#)

W. Golding: *El Señor de las moscas*. [Localízalo en la Biblioteca](#)

Atención de alumnos

El profesor permanecerá en el descanso entre clases y después para cualquier duda; y también para acordar una entrevista.

Estará presente en su despacho en la Facultad de Teología, los martes de 12 a 2

Se puede concertar también una entrevista por correo, jllorda@unav.es

En cambio, es preferible que no envíen por correo los trabajos, sino que los presenten impresos en clase.



Asignatura: Calculus I B (F. ECONÓMICAS)

Guía Docente

Curso académico: 2017-18

Introduction

<http://www.unav.edu/asignatura/calculus1Beconom/>

Calculus I B (F. ECONÓMICAS)

Course description: The aim of this course is to provide the basic tools of Differential and Integral Calculus which are necessary to succeed in the following courses that are taking part in the degrees of Economics, Management and Business Administration.

Department: Economics

School: Economics and Business

Degrees: ADE bilingüe (group 2), Derecho + ADE bilingüe, Derecho + ECO bilingüe

Type: Basic subject

Module IV - 1 (ADE) / Module IV - 1 (ECO)

ECTS credits:

Year: 1st

Semester: 1st

Language: English (this group and another one) and Spanish (another group)

Course schedule and room:

- Wednesday, 10:00-12:00 (room 15, Amigos Building)
- Friday, 12:00-14:00 (room B1, Amigos Building)

Instructors:

- Fernando Pérez de Gracia (fgracia@unav.es)
- María Castillo Latorre (mclatorre@unav.es) - Precalculus and Support classes, held in Spanish
- Elena Díaz Aguiluz (ediaza@unav.es)

Competences

Basic Competences:



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.

General Competences:

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

Specific Competences (ADE):

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

Specific Competences (ECO):

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

Program

1-. Introduction. Summation notation. Rules for sums. Double sums. Economic examples and applications.

2-. Functions of one variable. Basic definition. Graphs of functions. Linear functions. Quadratic functions. Polynomials. Power functions. Exponential functions. Logarithmic functions. Economic examples and applications.

3-. Properties of functions. Shifting of functions. New functions from old. Inverse functions. Graphs of equations. General functions. Economic examples and applications.

4-. Differentiation. Slopes of curves. Tangents and derivatives. Increasing and decreasing functions. Rates of change. A dash of limits. Simple rules for differentiation. Sums, products and quotients. Chain rule. Higher-order derivatives. Exponential functions. Logarithmic functions. Economic examples and applications.

5-. Derivatives in use. Implicit differentiation. Differentiating the inverse. Linear approximations. Polynomial approximations. Taylor's formula. Continuity. More on limits. Intermediate value theorem. L'Hôpital's rule. Economic examples and applications.

6-. Integration. Indefinite integrals. Area and definite integrals. Properties of definite integrals. Integration by parts. Integration by substitution. Infinite intervals of integration. Economic examples and applications.

7-. Single-variable optimization. Simple tests for extreme points. The extreme value theorem. Local extreme points. Inflection points. Economic examples and

applications.

Educational activities

Due to the heterogeneity of the students' mathematical levels (either coming from sciences or from humanities) and aiming to ease the learning process of this course, a test will be held **on Wednesday, the 6th of September** to assess the precalculus level of each student. Those students who had not passed this test (marks less than 6) will have to attend compulsorily support classes focused on those topics that had not been properly understood before, either because they had not been studied or because they had not been learned deeply enough. Students that had passed this initial test will have non-compulsory support classes. Nevertheless a bonus of 5% of the final mark will be given to those students attending support classes or to those that had passed the initial test. More information about these support classes will be given further on.

The course includes different face-to-face and non face-to-face activities.

Face-to-face activities:

1. Theoretical/practical classes: 36 hours.
2. Problem solving classes. Each week a problem set will be assigned and some problems will be discussed in class: 20 hours.
3. Seminars (application to Economics and Business): 4 hours.
4. Exams. Midterm and final exams: 4 hours.

Non face-to-face activities:

1. Personal solving problems: 46 hours.
2. Personal study: 40 hours (there will be support groups for 24 out of these 40 hours).

Total face-to-face activities: 64 hours.

Total non face-to-face activities: 86 hours.

Classes of the Calculus I course will include theoretical and practical sessions, problem-solving sessions and seminars where particular applications to Economics and Business will be discussed. Each week students will be given a set of problems to solve and reinforce the topics that have been learned. One class per week will be devoted to discuss these exercises.

Apart from a midterm and a final exam, some tests will be held. Dates for midterm and final exams will be fixed by the faculty and will be published in due course.

Precalculus and Support classes:

- They will consist of two weekly hours (in small groups) where those problems that have been assigned the previous week will be discussed. Sets of problems will be available on the web.
- The distribution of groups will be published at the end of the first week of classes.
- From October onwards, the precalculus classes will be focused on the reinforcement of the units being taught throughout the Calculus I course.



- The second week of October an optional test will be held. Those students that successfully complete this test may stop attending the support classes. However, if they wish they can continue attending these classes in order to foster those notions being learned in classes. We would like to emphasize that this test is non-compulsory.
- The 5% bonus requires no more than 2 absences to the support classes which must be properly justified (in case of illness a medical certificate must be provided).

Assessment

The final mark of this course will be the average weight of the following:

December exam

- Midterm exam: 20%
- Final exam: 60%
- Surprise tests: 10%
- Team exam: 10%
- Pre-Calculus (attendance and participation in classes) : 5% (bonus)

June exam

- Midterm exam: 20%
- Final exam: 60%
- Surprise tests: 10%
- Team exam: 10%
- Pre-Calculus (attendance and participation in classes): 5% (bonus)

Bibliography and Resources

- Sydsaeter, K., Hammond, P., Strom, A. (2012). *Essential Mathematics for Economic Analysis* . 4th Edition. Pearson. [Find it in the Library](#)
- Chiang, A. y Wainwright, K. (2006). *Métodos fundamentales de economía matemática* . McGraw Hill. Cuarta edición. [Find in in the Library](#)
- Larson, R. y Edwards, B.H. (2011). *Cálculo*. McGraw Hill. Novena edición. [Find it in the Library](#)

@X@buscador_unika.obtener@X@

Office hours

Fernando Pérez de Gracia (fgracia@unav.es):

- seminar room n.7 (ground-floor) Amigos Building
- hours: Tuesdays, from 16:00 to 19:00

Elena Díaz Aguiluz (ediaza@unav.es):

- office 0490 (ground-floor, tower) Amigos Building



Universidad
de Navarra

- hours: Fridays, from 16:00 to 18:00 (only from October 27th to November 10th)

María Castillo Latorre (mclatorre@unav.es) :

- office 2280 (2nd floor, corridor) Amigos Building
- hours: Wednesdays and Thursdays, from 18:00 to 19:30



Asignatura: Calculus II A (F. ECONÓMICAS)

Guía Docente

Curso académico: 2017-18

Introduction

<http://www.unav.edu/asignatura/calculus2Aeconom/>

CALCULUS II

Course description: The aim of this course is to provide the basic tools of optimization and functions of many variables in general and along a time period which are necessary to succeed in the following courses that are taking part in the degrees of Economics, Management and Business Administration.

Department: Economics

School: Economics and Business

Degrees: ELG, ECOB, ADEb1

Year: 1st

Semester: 2nd

ECTS credits: 6 (approximately 150 working hours)

Language: English

Type: compulsory

Instructors:

- Pedro Mendi, pmendi@unav.es, office 2490 (2nd floor, Tower)
- Montserrat Ana Miranda Galcerán, montse@unav.es, office 2110 (Hilera)

Course schedule and rooms:

- Mondays, 12:00-1:30pm. Room B1.
- Fridays, 12:00-1:30pm, Room B1.

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.

Specific Competencies (Economics)

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

Specific Competencies (Management)

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

Program

A tentative calendar may be found [here](#).

1-. Functions of many variables. [Chapter 11]. Functions of two variables. Partial derivatives with two variables. Geometric representation. Functions of more variables. Partial derivatives with more variables. Economic examples and applications. [2 weeks].

2-. Tools for comparative statics. [Chapter 12]. A simple chain rule. Chain rules for many variables. Implicit differentiation along a level curve. More general cases. Linear approximations. Differentials. Economic examples and applications. [2 weeks].

3-. Multiple optimization. [Chapter 13]. Two variables: necessary conditions. Two variables: sufficient conditions. Local extreme points. Linear models with quadratic objectives. The extreme value theorem. Three or more variables. Comparative statics and the envelope theorem. Economic examples and applications. [2 weeks].

4-. Constrained optimization. [Chapter 14]. The Lagrange multiplier method. Interpreting the Lagrange multiplier. Several solutions candidates. Why the Lagrange methods Works. Sufficient conditions. Additional variables and constraints. Comparative statics. Non-linear programming: A simple case. Multivariate inequality constraints. Nonnegativity constraints. Economic examples and applications. [2 weeks].

5-. Difference equations. [Chapter 20]. First order difference equations. Stationary points. Stability. Linear difference equations with variable coefficients. Second order difference equations. Second order equations with constant coefficients. [2 weeks].

6-. Differential equations. [Chapter 21]. First order differential equations. Qualitative theory of differential equations. Solving differential equations by separating variables.



First order linear differential equations. Qualitative theory. Stability. Second order differential equations. Second order differential equations with constant coefficients. [2 weeks].

Assessment

The final grade in this course will be a weighted average of different exams, with the weights being as follows:

May exam

- Quizzes: 20%
- Midterm exam, March 2: 20%
- Final exam, May 2: 60%

June exam

- Quizzes: 20%
- Midterm exam, March 2: 20%
- Final exam, June 14: 60%

Educational activities

The course includes different face-to-face and non face-to-face activities.

Classes of the Calculus II course will include theoretical and practical sessions, where particular applications to Economics and Business will be discussed.

In addition to a midterm and a final exam, there will be two quizzes.

Face-to-face activities:

1. Theoretical/practical classes: 36 hours.
2. Problem solving classes. Problem sets will be assigned and some problems will be discussed in class: 24 hours
3. Exams. Midterm and final exams: 4 hours.

Non face-to-face activities:

1. Personal solving problems: 46 hours.
2. Personal study: 40 hours (there will be support groups for 24 out of these 40 hours).

Total face-to-face activities: 64 hours.

Total non face-to-face activities: 86 hours.

Bibliography and Resources



- Sydsaeter, K., Hammond. (2012). *Essential Mathematics for Economic Analysis*. 4th Edition. Pearson. [Find it in the Library](#)
- Sydsaeter, K., Hammond, P. Seierstad, A., Strom, A., 2008. *Further Mathematics for Economic Analysis*. FT Prentice Hall. Second Edition. [Find it in the Library](#)
 - Chiang, A. and Wainwright, K. (2005). *Fundamental methods of Mathematical Economics*. 4th Edition. McGraw Hill [Find this book in the Library](#)
 - Larson, R. and Edwards, B.H. (2011). *Calculus*. 9th Edition. McGraw Hill. [Find this book in the Library](#)

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[@X@buscador_unika.obtener@X@](#)

Office hours

- Pedro Mendi, office 2490 (2nd floor, Tower). Office hours: Mondays and Tuesdays: 3:00-4:30pm.
Email: pmendi@unav.es
- Montserrat Ana Miranda, office 2110 (2nd floor, "Hilera"). Office hours: Wednesdays: 16:00-18:40.
Email: montse@unav.es



Asignatura: Financial Accounting II B (F. Económicas)

Guía Docente

Curso académico: 2017-18

Presentación

<http://www.unav.edu/asignatura/financialaccounting2b/>

Financial Accounting II B (F. Económicas)

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)

The sessions will be held in **Room 04**, on **Tuesdays (08:00 - 10:00)** and **Room 16** on **Wednesdays (12:00 - 14:00)**.

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 2018)

Week	Date	Topic	Readings
1	8-12 Jan.	Introduction + Property, Plant and Equipment	Ch. 10
2	15-19 Jan.	Property, Plant and Equipment	
3	22-26 Jan.	Property, Plant and Equipment	Ch. 11
4	29 Jan. - 2 Feb.	Intangible Assets	Ch.12
5	5-9 Feb.	Intangible Assets	
6	12-16 Feb.	Current Liabilities	Ch. 13
7	19-23 Feb.	Current Liabilities	
8	26 Feb. - 2 Mar.	Revision and Midterm Exam	
9	5-9 Mar.	Non-current Liabilities	Ch. 14
10	12-16 Mar.	Non-current Liabilities	
11	19-23 Mar.	Investments	Ch. 17
12	9-13 Apr..	Leases	Ch. 21



13

16-20 Apr.

Leases + Revision

14

23-27 Apr.

Revision

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,
- 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. Cell phones are allowed only for on-line quizzes and tests.
- 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

International Accounting Standards Board: 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: Mondays, 14.30 - 16.00; Thursdays, 12.00 - 13.30

Place: room 2520 (in the Tower)



Asignatura: Fundamentals of Finance B (F. ECONÓMICAS)

Guía Docente

Curso académico: 2017-18

1. General info

FUNDAMENTALS OF FINANCE (GROUP B) 2017-18

1. General Information

Professors:	Dr. Ian P.L. Kwan	Mr. Andrea Roncella
Office:	4030 (La Torre)	
Email:	ikwan@unav.es	aroncella@alumni.unav.es
Telephone:	948 425 600 ext 802496	
Language/in-charge:	English section	(certain topics)
Office hours:	Tuesdays 16:15-18:00h	
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:	4 September to 1 December 2017	
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:

- Degree in Management (ADEb) – Groups 1&2
- Degree in Economics (ECOb)
- Double Degree in Management and Law (ADEb+D)
- Double Degree in Economics and Law (ECOb+D)

Second year of:

- Economics, Leadership and Governance (ECObG)

Other:

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

Schedule: Group A: ADEb1/ECOb/ECObG on

Mondays 10-12h (Aula B1)

Wednesdays 12-14h (Aula B2)

Group B: ADEb2/ADEbD/ECObD on

Tuesdays 12-14h (Aula 15)

Wednesdays 8-10h (Aula 12)

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	11 hours	Practical classes/ exam	17 hours
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

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)
Excel Exam:	5% (Description below)
Class Preparation:	15% (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: Wednesday 27 September (in class)



Mid-term Exam:	Wednesday 18 25 October (in class)
Excel Exam:	Wednesday 8 November, 16-19h (30 mins)
Case Group Video:	Friday 1 December, 18:00h (by internet)
Final Exam:	Tuesday 5 December, 9-12h (Aula 10,12)

June Announcement (Total: 100%):

June Exam:	40% (Monday 11 June 2018, 9-12h)
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 it 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.

There are approximately 10 class preparation assignments (i.e. homework). The following is a guide to how I will grade *each* class preparation assignment and *each* class participation:

Class Preparation (15%)	Class Participation (10%)
-1.0 point = work not done or not	0 point = not present to answer any questions



submitted	and did not inform me before class of absence
-1.0 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 still below standard required	0 points = asked a question that showed no prior thought/ answer was incomplete or inadequate
1.5 points = 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):

Class Preparation (15%)	Class Participation (10%)
> 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 are the sum of points given to the best performing student.

Excel Exam:

Excel (or its equivalents like Google Sheets) is an extremely important tool to learn for finance and business (and life) in general. You will be required to take a short 30 minute excel exam in the School computer room using the computers provided. It will be very similar to the excel exercises that you will be asked to do as part of your class preparation exercises. There will be no classes on excel. Students are expected to learn on their own with materials provided.

Case Group Video:

Students will be required to solve a case in groups. 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.

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.

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. [Find it in the Library](#)
- <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 asked to do exercises and hand-in work that is done in Excel. There are many website 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](#) (ebook) [Find it in the Library](#) (print version)



- Samuel A. Broverman, "Mathematics of investment and credit" ACTEX Academic series, 5th edition (2008). [Find it in the Library](#)
- Jesús M^a 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)

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 and location can be found in the General Section of this Syllabus.

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) 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) 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 illustrates 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.



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de Navarra

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 B Content: ADEb2/ADEb+D/ECOb+D

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

- Degree in Management (ADEb-Group 2)
- Degree in Management and Law (ADEb+D)
- Degree in Economics and Law (ECOb+D)
-

(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](#):



Universidad
de Navarra

Asignatura: Principles of Microeconomics B (F. ECONÓMICAS)

Guía Docente

Curso académico: 2017-18

Introduction

Principles of Microeconomics

“Principles of Microeconomics” is your first contact with economic theory. We will cover the building blocks that are necessary for future (and more complex) Microeconomic analysis. We will begin our course with a brief introduction to the market forces –demand and supply– and some policies that affect these market forces, such as taxes. Then, we will briefly introduce consumer and producer decision theory. Finally, we will study some basic industry analysis. To successfully complete this course, a minimum knowledge of basic linear algebra, calculus and real analysis is required.

Faculty: School of Economics and Business Administration

Departament: Economics

Degrees: ADE (bilingual) (first year); Doble grado ADE (bilingual) + Derecho (second year) ; Doble grado ECO (bilingual) + Derecho (second year)

Type: Básica/ basic subject

Módulo y materia: I. Teoría Económica/ Economic Theory 1. Microeconomía /Microeconomics

ECTS (credits): 6 ECTS

Year: First year (ADE) and second year (doble grado)

Semester: First semester (Fall)

Language: English

Course schedule and classroom: Wednesday, Noon-2pm, Aula 16 (Amigos Building); Thursday, 10am-noon, Aula 10 (Amigos Building)

Instructor: Raúl Bajo (rbajo@unav.es)



Office Hours: By appointment (email)

Office: 2500 Amigos Building (Torre, 2nd floor)

Competences

ADE and Doble grado ADE+Derecho

Basic Competences

CB1. 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.

CB2. 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.

General Competences

CG1. Understanding the different areas of economic analysis in theory and practice.

CG2. Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.

Specific Competencies

CE14. Understanding the influence of the economic context on business activities.

CE20. Understanding the basics of economic theory and the economic environment

Doble grado ECO+Derecho

Basic Competences

CB1. 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.

CB2. 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.



CB5. Students should have developed the learning skills necessary to undertake higher programs of study with greater independence.

General Competences

CG1. Understanding the different areas of economic analysis in theory and practice.

CG2. Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.

Specific Competencies

CE1. Thoroughly understanding the fundamental concepts and methods of economic theory.

CE3. Reaching conclusions relevant to economic policy based on real information.

CE5. Handling the concepts, theories and models necessary to form firm opinions about the economic context.

Program

Full Syllabus in pdf version ([link](#))

1. Introduction

2. Market Analysis

- a. Market forces: demand and supply
- b. Markets and welfare
- c. Elasticity
- d. Government interventions and regulation
- e. Market failures

3. Consumer theory: utility maximization

4. Producer theory

- a. Firm's costs
- b. Production decisions
- c. Market structures

Educational Activities

EA1. On-campus lectures



Four 45-minutes lectures per week.

EA2. Problem Sets

Based on the material covered in class

EA3. Individual study

Students are expected to understand the theory and to solve problem on their own.

EA4. Office Hours

The professor will be available (upon request) in his office to solve questions on the material covered in class.

Assessment

December evaluation (convocatoria ordinaria)

- Problem sets (20%)*
- Midterm exam (25%) - TBA
- Final (comprehensive) exam (55%) - TBA**

*Problem sets: students are allowed to work on the problem sets in teams. However, each student must submit his/her own (complete) work.

**The professor reserves the right to fail a student if the grade in the final (comprehensive) exam is less than 38/100.

June evaluation (convocatoria extraordinaria): the same as in December.

Bibliography and Resources

- Mankiw, N.Gregory. (2015) *Principles of Microeconomics*, Cengage Learning, 6th edition. [Find it in the Library](#)



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- Frank, Robert (2010) *Microeconomics and Behavior*, McGraw Hill, 8th edition. [Find it in the Library](#)

Office hours

Office hours: by appointment (rbajo@unav.es)

Office: Amigos Building, Office 2500 (Torre, floor 2)



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

Guía Docente

Curso académico: 2017-18

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 the syllabus 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: ADE2, ADE&D, ECO&D

Year: First

Semester: Second

Lecture schedule: Tuesdays 08:00 - 09:30 Aula 15 & Thursdays 12:00 13:30 Aula B1

Number of credits: 6 ECTS

Type of course: Required



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Language: English

Instructors: Matthias Huehn (mhuehn@unav.es)

Department: Business

Office: 2240, *Edificio Amigos*

Office Hours: Tuesdays & Thursdays from 11:00 to 12:00

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.



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 *Suspenso* .

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 *Suspenso* 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



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(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

Tuesdays & Thursdays 11:00 to 12:00 and by prior email appointment.

My office is on the Gallery: 2240



Asignatura: Financial Accounting I A (F.Económicas)

Guía Docente

Curso académico: 2017-18

Presentación

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

Financial Accounting I A (F.Económicas)

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 accounting affects our perception of value creation and management performance. Students will gain the skills to predict the financial consequences of management decisions and market forces in a business setting..

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 consequences 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.

Course materials are available on Google Drive.

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	1-8 Sept.	Introduction to the financial statements	Ch. 1, 2
2	11-15 Sept.	The accounting process	Ch. 3
3	18-22 Sept.	End-of-period adjustments	Ch. 4
4	25-29 Sept.	Practice: The BACH simulation game	Midterm
5	2-6 Oct.	Accounting for commercial and manufacturing companies	Cases
6	9-13 Oct.	Using accounting to forecast business performance	Assignment due



7	16-20 Oct.	Accounting regulation	Ch. 5
8	23-27 Oct.	Revenue recognition	Ch. 6
9	30-3 Nov.	Accounting for inventory	Ch. 9
10	6-10 Nov.	Shareholders' equity	Ch. 11
11	13-17 Nov.	Financial statement analysis	Ch. 15
12	20-24 Nov.	Financial forecasting	Ch. 15
13	27 Nov. - 1 Dec.	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, read the book again, and work on the practice exercises and homework.

Evaluación

The assignments will be posted on the course website. The assignments must be completed and submitted in due time (TBA for each assignment). Early submission is strongly encouraged.

Components of evaluation:

1. Activities in the classroom: 10% (tasks, quizzes)
2. Activities assigned for homework: 20% (business analysis and forecasting)
3. Midterm exam: 20% (includes the BACH simulation game and transaction recording)
4. Final exam: 50% (concepts (multiple choice), preparing financial statements, end-of-year adjustments, business analysis)



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.

Bibliografía y recursos

Course materials are available on Google Drive.

The main course-books:

1. *Financial Accounting and Reporting: A Global Perspective* by H. Stolowy, M. Lebas and Y. Ding, Cengage Learning, Andover, UK, 5th edition, 2017. There is an eBook [available online](#). Earlier editions are OK, but there may be slight differences (especially chapter 6 on revenue recognition). [Find it in the Library](#) (ed. 2017) [Find it in the Library](#) (4th edition, 2013)
2. *Financial Accounting "A Concepts-Based Introduction"* by D. Kolitz, Routledge, 2016. [Publisher website](#) [Find it in the Library](#)

Additional reading:

- International Financial Reporting Standards (online from ifrs.org, the [European Commission](#), or in a [book edition](#)).
- Scholarly articles and media material provided during classes

Important webpages:

- Financial Accounting Standards Board: www.fasb.org/home
- International Accounting Standards Board: www.ifrs.org
- 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: [Tuesdays 16.00-18.00](#), 4050 in the Tower (4th floor), tel. 802348.

Sign up here for [appointments](#).



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Asignatura: Principles of Macroeconomics A (F. ECONÓMICAS)

Guía Docente

Curso académico: 2017-18

Introduction

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

Principles of Macroeconomics A (F. ECONÓMICAS)

Course name: PRINCIPLES OF MACROECONOMICS

Course description:

The objective of the course is to introduce the basic concepts and tools used in macroeconomic analysis. In this course the student will learn how to use and compare different economic models to analyse and understand current economic issues. The course studies the functioning of the aggregate economy both in the long run and in the short run, and covers many of the issues that dominate the theoretical and political debate: unemployment, inflation, growth, etc.

Degree: Degree in Economics & Degree in Management

Department: Economics

Course Time: Monday 10-12 (Aula 16) and Thursday 10-12 (Aula B2)

Instructor: Mirko Abbritti (mabbritti@unav.es)

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 competences (Management and Economics)

GC1. Understanding the different areas of economic analysis in theory and practice.



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

Specific competences (Economics)

SC1. Thoroughly understanding the fundamental concepts and methods of economic theory.

Specific competences (Management)

SC14. Understanding the influence of the economic context on business activities.

SC20. Defending personal ideas on economic issues with astute and sound arguments.

Program

Part 1: Introduction

Part 2: The Data in Macroeconomics

1. Measuring a Nation's Income

- The Economy's Income and Expenditure
- How to Measure Gross Domestic product (GDP)
- The Components of GDP
- Real versus Nominal variables

2. Measuring the Cost of Living

- The Consumer Price Index
- Inflation

Part 3: The Real Economy in the Long-Run



4. Production and Growth

- Economic Growth around the World
- Productivity: Role and Determinants
- How to Foster Economic Growth

5. The Financial System

- Financial Institutions
- Saving and Investment in the National Accounts
- The Basic Tools of Finance

6. Unemployment

- How to Measure Unemployment?
- Why is there Unemployment?
- Alternative Theories

Part 4: Money and Prices in the Long-Run

7. The Monetary System

- What is Money?
- Central Banks, Commercial Banks and Monetary Policy

8. Inflation: Causes and Costs



- What Causes Inflation: the Classical Theory of Inflation
- Costs and Benefits of Inflation

Part 5: The Macroeconomics of Open Economies

9. Open Economy Macroeconomics

- The International Flows of Goods and Capital
- The Prices for International Transactions: Real and Nominal Exchange Rates
- Theories of Exchange Rate Determination

Part 6: Short Run Economic Fluctuations

10. Aggregate Demand and Supply

- Key Facts about Economic Fluctuations
- Explaining Short-Run Economic Fluctuations
- The Aggregate Demand Curve
- The Aggregate Supply Curve
- What Causes Recessions?

11. Influence of Economic Policy on Aggregate Demand

- Monetary Policy
- Fiscal Policy

12. The Short-Run Trade-off between Inflation and Unemployment: The Phillips Curve



- The Phillips Curve
- The Role of Expectations
- The Role of Supply Shocks
- The Cost of Reducing Inflation

Educational activities

EA1. On-campus classes

EA2. Supervised projects (independently and in groups)

EA3. Tutorials

EA4. Individual Study

EA5. Assessment

Assessment

The final grade for the course is calculated on the basis of

- Two 30 minutes partial exams (5% of the grade each) - SA2
- A one-hour midterm exam (30%) - SA3
- A two-hours final exam (60%) - SA4
- Bonus point: class participation and problem set corrections (10%) - SA1 and SA2

The grade of the retake exam is calculated as follows:

- Class participaton and partial tests: 30% - SA1, SA2 and SA3
- Retake-exam: 70%. - SA4

Bibliography and Resources

Main Reference:

Mankiw, G. and Taylor, M.P: Economics, Cengage learning, 2nd edition [Find it in the Library](#)

Complementary References:

Bernanke, B. and Frank, R: Principles of Economics, McGraw-Hill, 3rd edition [Find it in the Library](#)

Krugman, P. and Wells, R.: Macroeconomics, Worth Publishers, 3rd edition. [Find it in the Library](#)

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