Universidad de Navarra

Asignatura: **(Core) Naturaleza, tecnología y sociedad (FEyP, Issa, Eco)**
Guía Docente
Curso académico: 2017-18

Presentación

http://www.unav.edu/asignatura/core-tecnologia-naturaleza-y-sociedad-/

Naturaleza, Tecnología y Sociedad

La asignatura aborda el papel cultural de la ciencia y la tecnología, y el reto de pensar y promover sus desarrollos de un modo coherente con los valores de la naturaleza y la sociedad humana a las que pertenecemos.

Así, se reflexiona sobre la relación, intersección, diferencias y posibles conflictos y soluciones entre la realidad no debida al ser humano que pertenece al ámbito de lo que llamamos "natural" ("la esfera de lo real a la que tenemos acceso inmediato a través de los sentidos"[1]) y la realidad sí debida a la actividad humana, que incluye sus elaboraciones tanto materiales (artificiales) como sus desarrollos intangibles, a lo largo de la historia y a través del territorio, en las distintas sociedades humanas.

Otras características:

Departamento: Biología ambiental.
Titulación:
Facultad:
Curso: 3º o 4º
Organización temporal: Semestral/2º semestre.
Número de créditos: 3 ECTS (75 horas)
Profesores: Dr. Jordi Puig i Baguer.
Plan de estudios:
Módulo y materia a la que pertenece en el plan de estudios: Módulo VIII. Optatividad.
Carácter de la asignatura: Claves Culturales
Idioma en que se imparte: Castellano.
Esta asignatura pertenece al Core Curriculum de la Universidad (http://www.unav.edu/web/core-curriculum/inicio)
2018: Se imparte en el Aula 8 del Edificio Amigos. Jueves 12:00 a 14:00

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[1] Arana, J. 2012. *Los sótanos del universo. La determinación natural y sus mecanismos ocultos*. Editorial Biblioteca Nueva, S.L. Madrid, p. 35.

Edite el contenido aquí

Competencias

Objetivos

Promover una lectura atenta, una reflexión honda y creativa, una valoración ajustada, una escritura precisa, una presentación clara y una discusión constructiva, personales y en grupo, en torno a los vínculos e interdependencias entre naturaleza, tecnología y sociedad a través del estudio de los temas propuestos por el temario y abordados por los profesores. Desarrollar las mismas actividades con ocasión de la preparación y dirección de seminarios por parte de grupos de alumnos, centrados en los temas acordados cada año con el profesor.

Específicamente, para 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.

Programa

Programa

Tema 1 y 2: El ser humano: un ser corpóreo en un medio ambiente.

Tema 3 y 4: El ser humano: naturaleza y sociedad, inseparables.

Tema 5: La ciencia y la tecnología en el mundo contemporáneo.

Tema 6: Acercamiento estético a lo natural y humano: belleza, contemplación y valor.

Tema 7: Ciudad, naturaleza y sociedad, 1: ecología urbana.

Tema 8: Ciudad, naturaleza y sociedad, 2: cultura.

Temas a partir del 9: A acordar anualmente. Exponen y dirigen los alumnos, por grupos.

Actividades formativas

La presencia en clase es exigida en esta asignatura (las ausencias reducen la calificación: 1 punto cada ausencia), y se evaluará el modo de estar presente. Aproximadamente 30 horas presenciales obligatorias (13 sesiones de dos horas de duración en horario regular; más 1-2 sesiones de revisión por grupos)

Antes de empezar la clase, los alumnos deben realizar una lectura breve que introduzca el tema del día. Se espera que cada alumno la comente (no más de 250 palabras) y formule además una pregunta al profesor y al resto de la clase para alimentar el debate en la sesión que seguirá. Este comentario y la pregunta se pueden mandar al profesor antes o después de la clase a través de ADI. Y esta elección tiene consecuencias en la nota (ver apartado "evaluación").

El profesor empieza la clase exponiendo, por espacio de unos 30 minutos, los puntos sobre los que centrará la reflexión que se propone como tema del día, tras lo cual abrirá la discusión, que está previsto que dure hasta el término de la clase.

Tras cada sesión el profesor propondrá otra lectura (optativa), más extensa, sobre el tema tratado. Los alumnos podrán elaborar un segundo comentario escrito sobre ella, que deberán entregar antes de empezar la clase de la semana siguiente. No se podrán emplear más de 400 palabras. El comentario se evaluará atendiendo a los objetivos que se propone la asignatura (ver apartado correspondiente).

Para preparar los temas 9 y siguientes, los participantes en el curso se organizarán en grupos de trabajo desde la primera clase. Cada grupo acordará con el profesor la preparación de un seminario a presentar en 15 minutos y discutir por espacio de 30 minutos ante el resto de la clase.

Evaluación

DE ASISTENCIA ACTIVA OBLIGATORIA, CADA FALTA A CLASE BAJA UN PUNTO LA NOTA FINAL,

SIN MENOSCABO DE LOS CRITERIOS SIGUIENTES:

Criterio 1: La asistencia completa a un mínimo de 11 sesiones es imprescindible para aprobar la asignat ura.

Criterio 2: La entrega y aprobación de los comentarios (no más de 250 palabras) sobre cada lectura obligatoria es necesaria para aprobar la asignatura.

Criterio 3: La preparación en grupo de un seminario, su presentación (de unos 15 minutos) y su conducción (hasta 30 minutos), en torno a un tema acordado con el profesor, es indispensable para aprobar. Se deberá entregar un informe sobre lo presentado, de no más de 3.000 palabras .

El cumplimiento de los criterios 1, 2 y 3 permite obtener hasta un 6,5 de nota final.

Criterio 4: Los comentarios a la lectura obligatoria, con la pregunta formulada al profesor, se pueden realizar de antemano y ser enviados al profesor antes de la clase. En caso contrario, deben ser enviados antes de la siguiente clase.

Criterio 5: Si se ha cumplido con los criterios 1, 2 y 3 (cuyo cumplimiento permite obtener hasta un 6,5) y se entregan con antelación a la clase y se aprueban todos los comentarios a la lectura obligatoria (C riterio 4), se puede obtener hasta un 8,5. Los comentarios se evalúan según los objetivos indicados en el apartado correspondiente.

Criterio 6: Cada semana se dará (sólo a los alumnos que hayan entregado con antelación su comentario a la lectura obligatoria) la posibilidad (optativa) de realizar además un segundo comentario, de no más de 400 palabras, sobre un segundo texto, y entregar ese comentario antes de la siguiente clase. Si se aprueban todos esos comentarios entregados semanalmente sobre la lectura optativa, el alumno obtendrá entre un 9 y un 10.

Criterio 6: Una excepcional presentación y conducción del seminario que les corresponde a los alumnos puede subir la nota final por encima de los criterios antes mencionados.

Bibliografía y recursos

Edite el contenido aquí

@X@buscador_unika.obtener@X@

Horarios de atención

Edite el contenido aquí

Asignatura: **Econometrics I (F.Económicas)**
Guía Docente
Curso académico: 2017-18

Presentación

ECONOMETRICS 2017-2018

Name of the course: Econometrics

Year: Third (or fourth in double degree)

Semester: First

Credits (ECTS): 6

Type of course: Required

Language: English

Departament: Economics

Degrees: Economics, ADE

School: Economics

Professor: Juan Equiza Goñi : jequizag@unav.es

Assistant: not available

Lecture Schedule: Monday from 8am to 10am in Aula B2

Friday from 10am to 12pm in Aula 11

Competencias

This course introduces students to multiple regression methods for analyzing data in economics and related disciplines. Extensions include regression with discrete random variables, instrumental variables regression, analysis of random experiments and quasi-experiments. Regression with time series data is covered in a more advanced course. The objective of the course is for the students to learn how to conduct -and how to critique- empirical studies in economics and related fields. Accordingly, the emphasis of the course is on empirical applications.

Grade 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.

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

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.

SC12. Applying prediction methods and knowing how to judge their reliability.

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

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

Specific Competencies (Management)

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

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

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

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

Course competences

- Using mathematical reasoning and quantitative tools to analyze the economic context (SC10)
- Properly using software applications in quantitative analysis of economic questions (SC11)
- Knowing how to combine economic reasoning with other disciplines (SC17)

Programa

Part I. Introduction and Review

1. Economic Questions and Data

2. Review of Probability

3. Review of Statistics

Part II. Fundamentals of Regression Analysis

4. Linear Regression with One Regressor

5. Regression with a Single Regressor: Hypothesis Tests and Confidence Intervals

6. Linear Regression with Multiple Regressors

7. Hypothesis Tests and Confidence Intervals in Multiple Regression

8. Nonlinear Regression Functions

9. Assessing Studies Based on Multiple Regression

Part III. Further Topics in Regression Analysis (one of the following and depending on time availability)

10. Regression with Panel Data

11. Regression with a Binary Dependent Variable

12. Instrumental Variables Regression

13. Experiments and Quasi-Experiments

14. Time series analysis

Actividades formativas

There will be two type of classes:

- Theory lectures

- Exercise sessions

Evaluación

The final grade is

- class participation, not-announced tests: 5%
- submission of solved problem sets: 15%
- midterm: 20%
- final test: 60%

In June, the test counts for 70% of the grade (the other 30% will be the average grade of midterm and work in class).

Students retaking the course MUST contact me at the beginning of the semester.

Bibliografía y recursos

Bibliography

Basic

- Stock, J.H. and Watson M.W., 2015, Introduction to Econometrics, Pearson: Global Edition, Updated 3rd Edition Find it in the Library

Complementary

- Wooldridge, J.M., 2009, *Introductory Econometrics: A Modern Approach***,** South-Western: International Student Edition. Find it in the Library

- Gujarati, D.N. y Porter, D.C., 2009, *Basic Econometrics*, McGraw Hill International Edition, 5th edition. Find it in the Library

@X@buscador_unika.obtener@X@

Horarios de atención

Professor: Juan Equiza Goñi (jequizag@unav.es)

Office: 2030 (Amigos building)

Universidad de Navarra

Office hours: Tuesdays 15h30 - 16h30

Thursdays 15h30 - 16h30

(but, please, send me an email before 12pm those days to tell me that you are coming)

Asignatura: **CORE- Ética C (F. Económicas)**
Guía Docente
Curso académico: 2017-18

Presentación

Ética C (F. Económicas)

- **Asignatura:** Ética
- **Departamento**: Instituto Core Curriculum
- **Curso:** 2º- 3º
- **Duración:** anual
- **Número de créditos ECTS aproximados:** 6
- **Numero de horas de trabajo del alumno:** 150
- **Profesor(es) que la imparte(n)**: Alfredo Cruz
- **Tipo de asignatura:** OBLIGATORIA
- **Idioma en que se imparte:** castellano
- Esta asginatura pertecene al Core Curriculum de la Universidad de Navarra http://www.unav.edu/web/core-curriculum/inicio

La asignatura de Ética se dirige al estudio y análisis de las principales cuestiones del actuar moral de los seres humanos. El programa de la materia parte de una base atropológica en la que se resalta la relación entre las acciones morales y el bien de la persona. De este modo, se vincula la consciencia que podemos tener de todo aquello que podemos desear como un bien personal y la necesidad de buscar la verdadera dimensión de nuestras acciones en las diversas facetas de la sociedad. Los temas principales sobre los que giran las cuestiones que se desarrollan a lo largo del curso son el deseo del bien, la conciencia, la deliberación de las acciones, la virtud, la responsabilidad moral, la ley, y la vinculación de la ética con las creencias religiosas.

Competencias

Competencias básicas:

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

CB3. Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética.

CB5) Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía

Competencias generales:

CG2) Identificar, integrar y utilizar los conocimientos adquiridos en el argumento, discusión o resolución de problemas relevantes para lo económico y empresarial.

CG5) Desarrollar la capacidad de razonamiento autónomo y crítico en temas relevantes para 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 especificas (ECO):

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

Competencias especificas (ADE):

CE14) Comprender la influencia que el entorno económico tiene en la actividad empresarial.

CE16 - Plantear y responder preguntas relevantes sobre cuestiones relacionadas con la empresa y/o la economía con una visión global de los conocimientos adquiridos

Programa

1. Introducción

2. La moralidad del ser humano:

a) ¿Por qué se nos presentan problemas morales?

b) La perfectibilidad humana

c) La acción: libertad e intencionalidad

d) La acción: actualización práctica del agente; decidir es decidirse

e) Hábitos y afectos

3. ¿Por qué es bueno ser moralmente bueno? La cuestión de los motivos:

a) Felicidad o deber. Egoísmo o altruísmo

b) El hedonismo

c) La felicidad es actividad

d) Bien individual, bien propio y bien común. El fundamento social de la moral

4. La medida de la perfección moral:

a) ¿Para qué están los seres humanos?

b) De la deliberación a la decisión: apetito y razón, identidad personal y contexto práctico

c) ¿De qué soy responsable? El problema de las consecuencias, y el consecuencialismo

d) Virtud: buen gusto y pericia

e) La norma al servicio de la virtud

5. Las virtudes principales o cardinales

6. Ética y religión:

a) ¿Qué añade la religión a la ética?

b) El Cristianismo: Razón, historia, esperanza

Actividades formativas

ACTIVIDADES

2 clases semanales

2 sesiones de cine-forum, una cada semestre.

Evaluación

Universidad de Navarra

Examen parcial: tendrá lugar una vez finalizado el primer semestre (la fecha exacta se anunciará en clase con suficiente antelación); obligatorio y no liberatorio; consistirá en un ensayo breve; equivale al 40% de la nota final.

Examen final: consistirá en un ensayo breve; equivale al 60% de la nota final.

La asistencia y participación activa en clase será tenida en cuenta en la valoración de las pruebas escritas.

Convocatoria extraordinaria. Examen similar al final.

Repetición de la asignatura. Examen similar al final.

Bibliografía y recursos

BIBLIOGRAFÍA

- Alfredo Cruz Prados, *Ethos y Polis*, Eunsa, Pamplona, 2006: Cap. III Localízalo en la Biblioteca (versión electrónica) -- Localízalo en la Biblioteca (versión impresa)
- Robert Spaemann, *Ética: Cuestiones fundamentales*, Eunsa, Pamplona, 1988 Localízalo en la Biblioteca (versión electrónica) -- Localízalo en la Biblioteca
- Robert Spaemann, Personas. Acerca de la distinción entre algo y alguien, Eunsa, Pamplona, 2010 Localízalo en la Biblioteca
- Robert Spaemann, Felicidad y benevolencia, Rialp, Madrid, 1991 Localízalo en la Biblioteca
- Julián Marías, *Tratado de lo mejor*, Alianza, Madrid, 1995 Localízalo en la Biblioteca
- Josef Pieper, *Las virtudes fundamentales*, Rialp, Madrid, 1997 Localízalo en la Biblioteca
- Peter T. Geach, *Las virtudes*, Eunsa, Pamplona, 1993 Localízalo en la Biblioteca
- Alejandro Llano, *La vida lograda*, Ariel, Barcelona, 2002 Localízalo en la Biblioteca

Horarios de atención

Se concertará la hora con el profesor, en clase, por teléfono (ext. 2897) o email.

Asignatura: **International Seminar I: Governance (F. Económicas)**

Guía Docente

Curso académico: 2017-18

Presentación

http://www.unav.edu/asignatura/interseminar1econ/

International Seminar I

Politics and Governance in the United States

This course is concerned with the fundamental principles and the modernization of the state, the public administration and the governance mechanisms in the United States.

The main goal of this course is to foster and strengthen the student´s ability to analyze and understand the political and economic conditions of contemporary North America. Through an introduction to politics and governance in the United States through a basic understanding of the economic thought and action within the American public sector.

Competencias

1) The student will be able to assess aims, challenges and regulatory frameworks of the different public institutions and appraise various governance structures according to the purpose they are designed to meet.

2) With this seminar, the student will be able to build a rigorous argument that defends a scientifically well-founded proposition to a concrete governance problem.

3) In addition the independent study will enable the student to analyze writings and intellectual positions of influential scholars in the fields of public governance and management.

Programa

Universidad de Navarra

Two week program sponsored by the Department of Government at Georgetown University.

Monday, May 22

* Lectures

- *Introduction to U.S. Politics, Culture, and Economy*, Professor Eric Langenbacher, Department of Government.

- *The Political and Philosophical Framework of American Politics*, Joe Hartman.

Tuesday, May 23

* Lectures

- *The Outcome and Impact of the 2016 Elections*, Professor Hans Noel, Department of Government.

- *Global Cooperation and Change*, Professor James Vreeland, Department of Government/ School of Foreign Service.

Wednesday, May 24

* Lectures

- C*ampaigns and Elections in the U.S.*, Professor Michael Bailey, Department of Government.

- *State, Local and Federal Interactions in the United States*, Professor Micah Jensen, McCourt School of Public Policy.

Thursday, May 25

* Lectures

- *The Public Policy Process in the United States*, Professor Lynn Ross, McCourt School of Public Policy.

- *Diversity and Civil Rights Policy in 21st Century America*, Professor Jeremy Mayer, George Mason University.

Friday, May 26

* Lecture

- *The Media in US Politics and Society*, Professor Diana Owen, Culture, Comunication and Technology.

* *Site Visit and Briefings*

Cato Institute, Simon Lester

Tour of the Capitol Visitors Center

Universidad de Navarra

Saturday, May 27

- *Special Guest Speaker, Shraminla Raj, US Aid*

Sunday, May 28

- *Sightseeing activities (National Mall, Smithsonian Museum...)*

Monday, May 29

- *Memorial day: Arlington National Cementery, National Memorial Day Parade*

Tuesday, May 30

* Lecture

- *The Making of US Foreign and Security Policy*, Professor Anthony Arend, School of Forign Service.

* *Site Visit and Briefings*

Member of Congress on Capitol Hill. Lobbying and the Policy Process, Scott Fleming, University President´s Office.

Democratic National Commitee, Miles Fernandez.

Wednesday, May 31

* Lecture

- *The Transatlantic Relationship in the Trump Era* Professor Jeffrey Anderson, School of Forign Service/Department of Government.

* *Site Visit and Briefings*

U.S. Department of State, Peter Howard.

Thursday, June 1

* Lectures

- *The Digital Revolution: National Responses and Governance*, Professor Abraham Newman, School of Foreign Service.

- *Health Care and the U.S. Public Policy Process*, Professor Jack Hoadley, McCourt School of Public Policy.

* *Special Guest Speaker,*

Nuria Tolsá, Banco Iberoamericano de Desarrollo.

Friday, June 2

* Lectures

- *Globalization of Trade and Investment in the Contemporary Period: US-EU Perspectives*, Professor Ted Moran, School of Foreign Service.

- *American Power in the Trump Era*, Professor Robert Lieber, Department of Government.

Active participation in the lectures is mandatory and highly recommended.

In addition to the lectures, the seminar includes the site visit and briefing with Members of the congress on Capitol, Cato Institute, Democratic National Committee and U.S. Department of State.

Actividades formativas

In addition to the lectures, the seminar includes the site visit and briefing with Members of the congress on Capitol, Cato Institute, Democratic National Committee and U.S. Department of State.

Evaluación

Activity to deepen the understanding of American Society

Lukacs, John (2004). A New Republic: A History of the United States in the Twentieth Century.

Activities related with the sessions at Georgetown University

Preparatory activity:

Presentations of the Professors who are going to speak and about the institutions we visit, etc.

Concurrent activities:

Provide an interesting question about each session.

Universidad de Navarra

Write an essay about selected questions.

A global view: activity related with the American experience

Photography competition

Please find more details in "Contenidos" (Washington activities)

Bibliografía y recursos

1. Lukacs, John (2004). *A New Republic: A History of the United States in the Twentieth Century*, New Haven, Yale University Press (D. 84.212) Find it in the Library
2. Tocqueville, Alexis de [1959(1835)]. *Democracy in America*, New York, Vintage Books. Find it in the Library
3. Barone, M. et al (2012), *The Almanac of American Politics*, New York, Columbia Books. Find it in the Library
4. Edwards, G., Wattenberg, R. & Lineberry, M. (2014), *Government in America*, New York, Pearson.
5. Hetherington, M. & Larson, B. (2010), P*arties, Politics and Public Policy in America*, Washington, CQ Press.

@X@buscador_unika.obtener@X@

Horarios de atención

For academic questions, please contact the professors in charge this year by email:

Markus Kinateder (mkinateder@unav.es)

Miguel Ángel Borrella (mborrella@unav.es)

For admin/logistical question, please contact Amaia Urtasun (aurtasunz@unav.es)

Asignatura: **Investments in Financial Markets B (F.Económicas)**
Guía Docente
Curso académico: 2017-18

Introduction

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Investments in Financial Markets B (F. ECONOMIC)

Introduction:

This is intended as a first course in investments for students of business, economics and finance who have already learned the fundamental concepts of the mathematics of finance, such as time value of money, valuation of cash flows, net present value, etc. Assuming this basic knowledge, the idea of this course is to become familiar with the principles of investments in financial markets and the difference asset classes and financial instruments, the risk and return trade-off, the efficient diversification theory, financial statement analysis and the valuation of some of the most common financial instruments.

Executive Summary:

By studying this subject, students will develop a broad and basic knowledge of the principal financial markets and financial assets used for investing. Students will learn the differences between real and financial assets, the different classes of financial assets and where to find the markets for these assets, and the role of financial assets in distributing wealth and risk between the different market participants.
The subject also aims to develop basic technical skills for evaluating and trading the principal financial assets studied during the course. These skills include:

1. Learning basic measures of financial risk and how to interpret them;
2. Learning how to construct a portfolio of financial assets, measure its performance, and report it to investors; and
3. Learning basic strategies for trading of financial assets.

General Information:

Instruction Language: English

Type of course: Second course in finance, first in investments

Course credits: 6 ECTS (European Credit Transfer System)

Semester: First

Pre-requisites: Basic course in finance (Fundamentals of Finance)
Basic course in probability and statistics

Degree:

- ADEb+D

- ECOb+D
- ECOb+G

Classrooms/Timetable: Mondays from 12:00 - 14:00 in Aula 05 and Tuesdays from 8:00 - 10:00 in Aula 4

Professor: Jessica Alfaro
Office: 2300 Amigos Building

Email: jessicaalfaro@unav.es

Competences

Competences

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.
CG2	Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.
CG4	Teamwork.
CG5	Developing the capacity for independent critical thought on matters relevant to economics and business.
CE2	Understanding the most relevant aspects of corporate transactions, financial derivatives, risk management and investment projects.
CE3	Analyzing a business's real-life accounting and finance situation and making projections about its future.
CE4	Understanding business in theory and in practice, as well as businesses' organizational structures and the relationships between their different components.
CE8	Developing case studies on subjects related to economics and business.
CE10	Incorporating mathematical reasoning and quantitative tools in a business's decision-making processes.

Program

Subject Content

The content of this subject is divided into five broad topics. The numbers in brackets refer to the chapters of the subject textbook *Essentials of Investment* by Bodie, Kane & Marcus.

Topic 1: Overview of financial markets

- Financial markets, the economy, and players (Ch01)
- Asset classes and securities (Ch02)

- Securities markets (Ch03)

Topic 2: Equity securities

- Macroeconomic and Industry Analysis (Ch12)
- Equity valuation (Ch13)
- Financial statement analysis (Ch14)

Topic 3: Derivative securities

- Options (Ch15, 16)
- Futures (Ch17)

Topic 4: Measuring risk and return

- Measuring risk and returns (Ch05)
- Diversification and efficiency (Ch06)
- Single index models and CAPM (Ch07)

Topic 5: Debt securities

- Bond pricing and yields (Ch10)
- Managing interest rate risk (Ch11)

Educational Activities

Methodology

There are a lot of basic concepts needed, especially in the first topics of the course, in order to be able to understand and invest in the financial markets. Fortunately, the text book for this subject does a good job explaining these concepts. We will be relying on the one written by Bodie, Kane, and Marcus (BKM) *Essentials of Investments* (9th Global Ed.) to take us through these concepts. It is highly recommended for the students to have access soon the 9th edition (or a recent one) of this textbook.

BKM provides ready-made PowerPoint slides which can be downloaded free-of-charge from the textbook's website. We will use these slides in class, but students need to take note of which slides were discussed, as it is not possible to cover everything. This will help the students with your personal study and in doing each topic quiz.

Students will have to do each topic quiz online (as part of the assessment).

Finally, each group is required to participate in a Trading Game in which you students practice what learned in the subject. A Trading Game Project including a Final Presentation and Report is required to be submitted at the end of the course.

Subject Time Allocation

This subject is made up of 60 hours of class time (including evaluation sessions) and 90 hours of non-classroom activities.

The class time allocation given to the different activities are given in more detail below. Students should allocate their personal time accordingly.

1.- **Classroom activities** (60 hours):

Lectures 35 hours

This activity will cover the most relevant aspects of the topics included in the program. Students must attend to class and read and prepare in advance the required documentation supplied to them in Aula Virtual DI.

Practice classes 20 hours

This activity will include discussions concerning (i) current financial events and news, (ii) the trading game presentation and reports.

Evaluation sessions 5 hours

2.- **Non-classroom activities** (90 hours):

Teamwork (60 hours): is the most effort required activity in the subject. Its goal is to develop basic technical skills for evaluating and trading the principal financial assets studied during the course in a very practical way through the Trading Game Project and Video.

The students will spend around 30 hours to study the course material, to understand the concepts explained in class, to apply them to the teamwork, to look for information and finally, to prepare the exams.

Assesment/Grading System

There will be two exams (midterm and final exam) as well as other exercises.

Final grade for the subject in its ordinary evaluation will be as follows:

- **Mid term exam**: 20%.
- **Final exam** (ordinary): 40%.
- **Other exercises:** 40%.

Final grade for the subject in its extraordinary evaluation will be as follows:

- **Mid term exam**: 20%.
- **Final exam** (extraordinary): 70%.
- **Other exercises:** 10%.

Bibliography and Resources

Basic Bibliography

Bodie, Kane and Marcus (BKM) *Essentials of Investments* (9th Global Ed.) Find it in the Library

Other Resources

PowerPoint slides, and other resources and materials will be available in ADI. Students should keep informed about what is happening in the financial markets through the media and other sources that are easily accessible via the internet. The world of finance is global so your information sources should also be global.

Office hours

Professor: Jessica Alfaro

Office: 2300 Amigos Building
Email: jessicaalfaro@unav.es

Office hours: Monday (15:00 to 19:00)

Please send an email to schedule meeting during office hours.

Announcements

quiz
*Due Date: November 28, 2017 11:59:00 PM CET*quiz
*Due Date: November 21, 2017 11:59:00 PM CET*quizquiz
*Due Date: October 14, 2017 11:59:00 PM CEST*quiz
Due Date: September 29, 2017 11:59:00 PM CEST

Please read Chapter 1 of the Bodie, Kane and Marcus textbook (BKE) for Tuesday´s class. Here are the articles assigned for tomorrow as well:

Real Assets

Origins of the Financial Crisis

Dodd-Frank

Brexit

North Korea

Here are the Introductory and Chapter 1 slides that we reviewed last week. Please review Chapter 2 of BKM for Monday's class.

Please read these articles in preparation for class this week:

LIBOR Scandal

ECB

Hurricane Irma

SOX

homework
*Due Date: November 28, 2017 11:59:00 PM CET*homework
*Due Date: December 8, 2017 11:59:00 PM CET*homework
*Due Date: December 8, 2017 11:59:00 PM CET*homeworkhomeworkhomework
Quiz 2 is now posted online under announcements. It will be open until Saturday, October 14th.

For those whose courtesy access has expired, you can purchase access to MH Connect here. Here is the course URL if you need it:

http://connect.mheducation.com/class/j-alfaro-year-2017-2018-1st-semester

I have also assigned Chapter 12, 13 and 14 as study assignments on MH Connect. These are ungraded study tools and will help you prepare for the quiz and exam

As a reminder, the midterm exam will be held in class on Monday, October 16th. The exam will cover Chapter 1-3 and 12-14 (Topics 1 & 2). It will be approximately 30 multiple choice questions and 5 problems. You will have 90 minutes to complete the exam.

If you have done well on the multiple choice questions and problems on the quizzes you will do well on the exam. Please bring a calculator to the exam.

Slides:

Chapter 1

Chapter 2

Chapter 3

Chapter 12

Chapter 13

Chapter 14

Teaching Schedule

Trading Game Instructions

Introductory Slides

Please read chapter 15 of BKM for class this week.

We will also discuss the SocGen rogue trader, so please read the following articles as a start:

SocGen 1

SocGen 2

Please also come prepared to discuss what economic changes are happening in Spain and Cataluña due to the recent independence movement. You can read these articles or others:

CNN

Bloomberg

El Pais

We may also have time for your teams to work on the trading projects in class, so please come prepared with your computers as needed.

Here are some of the problems we did in class. Make sure you are familiar with problems and know the equations, which may be used on the exam.

Treasury bills

Apple Call and Put

Margin Accounts

Intrinsic Value

Constant Growth DDM

Here are the slides from Chapter 15.

As a reminder, the midterm exam will be held tomorrow in class on Monday, October 16th. The exam will cover Chapters 1-3 and 12-14 (Topics 1 & 2). It will be approximately 30 multiple choice questions and 5 problems. You will have 90 minutes to complete the exam.

You may use a calculator, but no study tools. Please bring a pen or pencil to class and you must have your UNAV student number.

I received a number of emails about MH Connect on Friday, the day the quiz was due. If you are still having problems connecting, we can try to resolve it in my office hours, which are held 15:00 - 19:00 tomorrow in 2300 Amigos.

Please read Chapter 17 BKM in preparation for our class tomorrow. We will start this chapter tomorrow and finish it on Monday, October 23rd.

You will also have time to work on your trading game projects tomorrow, so please be prepared to work with your team. Remember, teams need to have invested 75% of their portfolio by next week and should have at least completed one short sale. Since I am giving you class time, I would also request that teams turn in their progress reports in class on Monday, October 23rd.

As a reminder, the progress report is due in class on Monday, 10/23. Please make sure you follow the guidelines set for the trading game project and paper.

You do not need to include the Sharpe Ratio as we have not gone over this in class yet. You will need to include graphs, at a minimum comparing your portfolio to an index like the S&P500, or other relevant indices.

Here are the Chapter 17 slides .

As a reminder, class has been canceled for Tuesday, October 24th due to medical reasons.

I will be available via email while I am out of town, except for November 1-3. We will resume class again on Monday, November 6th.

I will post information about Quiz 3 later this week.

Quiz 3 has been postponed until the week of November 6th. See you all Monday, November 6th.

Quiz 3 is now posted on MH Connect. The deadline is Wednesday, November 15, 2017.

Here are the slides from Chapter 5. Please read Chapter 7 for next week.

Final presentations will be held on Monday, November 27th and Tuesday, November 28th. As a reminder, class is mandatory on these days and presentations will start on time. Please remember to email me your presentation before you present. Also, this is a professional style presentation, so please dress appropriately.

Here is the presentation schedule.

Monday, November 27th: A2MPR, BONDS007, FEGILS, Tito Investments

Tuesday, November 28th: Bull Runners, The Little Buffets, McCardell & Torres, Pocket Money, Squad Trading Money, Stratton Oakmont

Please finish reading Chapter 7 and begin reading Chapter 10 in the BKM. Also, please review this article on CAPM. Here are Chapter 7 slides.

Quiz 4 is now open and due Tuesday, November 21st.

Please finish reading Chapter 11 in BKM for class tomorrow. Here are chapter 10 and chapter 11 slides.

Quiz 5 is now open and due Tuesday, November 28th.

homework
*Due Date: December 8, 2017 11:59:00 PM CET*homework
*Due Date: December 8, 2017 11:59:00 PM CET*homework

*Due Date: December 8, 2017 11:59:00 PM CET*homework
*Due Date: December 8, 2017 11:59:00 PM CET*homework
*Due Date: December 8, 2017 11:59:00 PM CET*homework
Due Date: December 8, 2017 11:59:00 PM CET

The winning team was Stratton Oakmont with a Portfolio Value of $1,118,564.18. Congratulations to the all teams and thank you for your hard work!

Full Rankings at Close of Game Here

Quiz grades for quizzes 1-4 are all posted. Please review your grades on ADI and make sure all your grades are showing up.

Quiz 5 grades will be finalized on Wednesday, please review that this grade is showing up if you have completed the quiz.

As a reminder, our final exam is Thursday, December 7th at 16:00 in Aula 1. You may use a calculator (no equations saved if graphing). Please make sure you know your student number and bring a pen/pencil and whatever you will need to erase or make corrections. You cannot cross out multiple choice answers on the exam sheets so bring an eraser or Tipp-Ex. I will not have extra materials and you may not borrow from a neighbor. We will start promptly at 16:00, so please be on time.

Revisions will be held in the afternoon of Wednesday, December 13th until 19:00 in my office 2300 Amigos. Please email me ahead of time if you plan to attend.

Congratulations on finishing the Investments in Financial Markets course! If you are very interested in this topic, please consider taking the Financial Derivatives course with me in the Spring.

Final Grades for the class have been posted in ACTAS and revisions are held until 7 PM in my office (Room 2300).

Again, it was a pleasure to teach you this semester and please connect with me on LinkedIn or contact me if you have questions about internships, jobs or need a letter of reference. Good luck on the rest of your exams and I wish everyone safe travel back home. Merry Christmas!

Info&Activities

I Attach here the Exercises of Chapter 1.

This is an individual activity.

A Pdf document with the solution of all the exercises and issues to develop must be uploaded in ADI through this same activity before Saturday 10 at 23:59. The platform will not let you upload it later and i will not accept nor open any email with the activity.

This activity is part of the continuos evaluation and as mentioned in the practical info of the subject. Be aware that the 23rd of September (End of Chapters 1-3) some of you will have to explain to the rest of the class the solutions of this activity.

Please ignore the grade that appears in the activity. it was only written due to system requirements. As said, this is a part of the continuous evaluation (15%)

I Attach here the Exercises of Chapter 2.

This is an individual activity.

A Pdf document with the solution of all the exercises and issues to develop must be uploaded in ADI through this same activity before Saturday 17 at 23:59. The platform will not let you upload it later and i will not accept nor open any email with the activity.

This activity is part of the continuos evaluation and as mentioned in the practical info of the subject. Be aware that the 23rd of September (End of Chapters 1-3) some of you will have to explain to the rest of the class the solutions of this activity.

Please ignore the grade that appears in the activity. it was only written due to system requirements. As said, this is a part of the continuous evaluation (15%)

The practical activities for Ch. 3 are the items 6, 7, 8, 9, 12 and 14 of the Problem Sets of this Chapter in the textbook "Investments", Bodie, Kane and Marcus(Global Edition -10E).

This is an individual practice activity. A pdf report with your work should be uploaded through this activity in ADI before Wednesday 28 at 23:59 pm.

Alvaro

Attach here the Exercises of Chapter 3

I also attached some hints that may help you to solve the problems.

This is an individual activity.

A Pdf document with the solution of all the exercises and issues to develop must be uploaded in ADI through this same activity before Wednesday 12 at 23:59. The platform will not let you upload it later and i will not accept nor open any email with the activity.

This activity is part of the continuos evaluation and as mentioned in the practical info of the subject. Be aware that the 17th of October (End of Chapters 5-7) some of you will have to explain to the rest of the class the solutions of this activity.

Please ignore the grade that appears in the activity. it was only written due to system requirements. As said, this is a part of the continuous evaluation (15%)

Attach here the Exercises of Chapter 6

I also attached some hints that may help you to solve the problems.

This is an individual activity.

A Pdf document with the solution of all the exercises and issues to develop must be uploaded in ADI through this same activity before Friday 21 at 23:59. The platform will not let you upload it later and i will not accept nor open any email with the activity.

This activity is part of the continuos evaluation and as mentioned in the practical info of the subject. Be aware that the 17th of October (End of Chapters 5-7) some of you will have to explain to the rest of the class the solutions of this activity.

Please ignore the grade that appears in the activity. it was only written due to system requirements. As said, this is a part of the continuous evaluation (15%)

I Attach here the Exercises of Chapter 7

This is an individual activity.

A Pdf document with the solution of all the exercises and issues to develop must be uploaded in ADI through this same activity before Monday 7 at 23:59. The platform will not let you upload it later and i will not accept nor open any email with the activity.

This activity is part of the continuos evaluation and as mentioned in the practical info of the subject. Be aware that at the End of Chapters 1-3) some of you will have to explain to the rest of the class the solutions of this activity.

Please ignore the grade that appears in the activity. it was only written due to system requirements. As said, this is a part of the continuous evaluation (15%)

Attach here the Exercises of Chapter 8

This is an individual activity.

A Pdf document with the solution of all the exercises and issues to develop must be uploaded in ADI through this same activity before Thursday 17 at 23:59. The platform will not let you upload it later and i will not accept nor open any email with the activity.

This activity is part of the continuos evaluation and as mentioned in the practical info of the subject. Be aware that a t the End of Chapters 7-10 some of you will have to explain to the rest of the class the solutions of this activity.

Please ignore the grade that appears in the activity. it was only written due to system requirements. As said, this is a part of the continuous evaluation (15%)

This is an individual activity.

A Pdf document with the solution of all the exercises and issues to develop must be uploaded in ADI through this same activity before Tuesday 22 at 23:59. The platform will not let you upload it later and i will not accept nor open any email with the activity.

This activity is part of the continuos evaluation and as mentioned in the practical info of the subject. Be aware that a t the End of Chapters 7-10 some of you will have to explain to the rest of the class the solutions of this activity.

Please ignore the grade that appears in the activity. it was only written due to system requirements. As said, this is a part of the continuous evaluation (15%)

This is an individual activity.

A Pdf document with the solution of all the exercises and issues to develop must be uploaded in ADI through this same activity before Thursday 24 at 23:59. The platform will not let you upload it later and i will not accept nor open any email with the activity.

This activity is part of the continuos evaluation and as mentioned in the practical info of the subject. Be aware that a t the End of Chapters 7-10 some of you will have to explain to the rest of the class the solutions of this activity.

Please ignore the grade that appears in the activity. it was only written due to system requirements. As said, this is a part of the continuous evaluation (15%)

SLIDES

Asignatura: **Liderazgo político y social (F. Económicas)**
Guía Docente
Curso académico: 2017-18

Presentación

http://www.unav.edu/asignatura/liderpolsocecon/

Liderazgo político y social (F. Económicas)

This subject offers a space for reflection on the essential aspects of leadership and its differences with management, in the political, economic and social domains. The purpose of this subject is to enable students to prepare themselves to become leaders of organizations and to embark on paths of personal leadership development. This course requires personal curiosity and reflection from students as well as personal openness and sharing in class discussions, leadership development groups, and one-on-one sessions with the professor.
Leadership concepts used in the course will be immediately applicable for students and useful for the rest of their lives.

Professors: Matthias Huehn (mhuehn@unav.es) ; Ignacio Ferrero (jiferrero@unav.es)

Semester: First semester.

Schedule, Classroom: 2 hours weekly: Wednesday 12.00-14.00. Classroom: Room 09. Edificio Amigos.

ECTS: 3

Subject: Mandatory.

Requirements: None

Degree: Economics, Leadership and Governance

Department: Department of Business. School of Economics and Business.

Language: Spanish and English.

Edite el contenido aquí

Competencias

The main goal of the course is to discuss about the essential features of a leader. It encourages students to think on their own independently, critically, and responsibly. Being a leader is not just a matter of charisma, although some of it is necessary. It is more a set of virtues and skills that are acquired throughout life. Knowing what a good management implies makes the road towards genuine leadership easier to follow.

Specific competences

- Understanding the concept of management and leadership within a business.
- Understanding business in theory and in practice, as well as businesses' organizational structures and the relationships between their different components.
- Developing case studies on subjects related to leadership.
- Analyzing the ethical questions involved in leadership.
- Defending personal ideas on business with astute and sound arguments.

General competences

- Students should demonstrate knowledge and understanding of the subject area based on advanced 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. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.
- Students should be able to gather and interpret relevant data (normally within their field of study) in order to make judgments that encompass consideration of relevant social, scientific and ethical topics.
- Students should be able to convey information, ideas, problems and solutions to both specialized and general audiences.
- Students should have developed the learning skills necessary to undertake higher programs 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.

Programa

Theme 1. Introduction to Leadership

Theme 2. The role of character and virtues in leaders

Case: The Parable of Sadhu.

Mandatory readings: Cain, S. (2017) "**Not Leadership Material? Good. The World Needs Followers**", *The New York Times*, March, 24.

Deresiewicz, W. (2010) "**Solitude and Leadership**", *The American Scholar*, March, 1.

Optional readings: Crossan, M., Mazutis, D., & Seijts, G. (2013). "**In search of virtue: The role of virtues, values and character strengths in ethical decision making**", *Journal of Business Ethics*, 113(4), 567-581

Theme 3. The role of emotional intelligence in leaders

Mandatory readings: Goleman, D. (2004) "**What Makes a Leader?",** *Harvard Business Review*, pp. 82-91.

Theme 4. The task and qualities of a leader

Mandatory readings: Heifetz, R. A. and Laurie, D. (2001) "**The Work of Leadership"**, *Harvard Business Review*, pp. 131-41.

Goffee, R. and Jones, G. (2000) "**Why Should Anyone Be Led by You?**", *Harvard Business Review*, pp. 63-70.

Theme 5. The leader facing crisis

Mandatory readings: Bennis, W. G. and Thomas, R. J. (2002) "**Crucibles of Leadership**", *Harvard Business Review*, pp. 39-45.

Murphy, P. E. and Enderle, G. (1995). "**Managerial Ethical Leadership: Examples Do Matter**", *Business Ethics Quarterly*, vol. 5 (1), pp. 117-128.

Theme 6. Are leaders and managers different?

Mandatory readings: Kotter, J. P. (2001). "**What leaders really do**", *Harvard Business Review*, pp. 85-96.

Mintzberg, H. (2004). "**Enough Leadership**", *Harvard Business Review.*

Theme 7: Introduction to Leadership 2

Mandatory preparation: 1st video: https://www.youtube.com/watch?v=dO7l5dCoewA

2nd video: https://www.youtube.com/watch?v=dv-OqLsV2T8

3rd video: http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

Theme 8: Tough Humility

Mandatory preparation: Collins, J. (2001). “**Level 5 Leadership**”, *Harvard Business Review* . pp. 66-76.

Theme 9: Leaders Motivate Others, Right?

Mandatory preparation: Herzberg, F. (1987) “**One more time: how do you motivate employees?”,** *Harvard Business Review*, 65(5)

Theme 10: Leading with a Toolkit?

Mandatory preparation: Kim, W.C. & R. Mauborgne (2003) Tipping Point Leadership. Harvard Business Review 81(4), 60-9

Theme 11: Leading Change

Mandatory preparation: Schein, E. H. (2002) The anxiety of learning. Interview by Diane L. Coutu. Harvard Business Review, 80(3): 100-6.

Theme 12 Virtuous Leadership in Modern Organisations - Is it Even Possible?

Mandatory preparation:

http://www.ted.com/talks/barry_schwartz_on_our_loss_of_wisdom?utm_source=tedcomshare&utm_medium=email&utm_campaign=tedspread

Actividades formativas

The subject accounts for 3 ECTS credits. To each credit, 25 hours of working are required. Therefore each student is expected to work 75 hours.

These 75 hours are distributed in the following manner:

- 30 hours attending classes.
- 35 hours of personal study: reading articles and writting the final essay.
- 7 hours of team-work.
- 1 hour of one-on-one session with the professor.
- 2 hours for the final exam.

Evaluación

- The final grade will be computed on the basis of active class participation -including the use of required readings- (5o%); the presentation (oral or written) of different topics on leadership (50%).

Bibliografía y recursos

BIBLIOGRAPHY

Cain, S. (2017) "Not Leadership Material? Good. The World Needs Followers", *The New York Times*, March, 24.

Deresiewicz, W. (2010) "Solitude and Leadership", *The American Scholar*, March, 1. Find it in the Library

Bennis, W. G. and Thomas, R. J. (2002) Crucibles of Leadership. *Harvard Business Review.* pp. 39-45. Find it in the Library

Goffee, R. and Jones, G. (2000) Why Should Anyone Be Led by You? *Harvard Business Review.* pp. 63-70. Find it in the Library

Goleman, D. (2004) What Makes a Leader? *Harvard Business Review.* pp. 82-91. Find it in the Library

Heifetz, R. A. and Laurie, D. (2001) The Work of Leadership*. Harvard Business Review.* pp. 131-41. Find it in the Library

Kotter, J. P. (2001). What leaders really do. *Harvard Business Review*, pp. 85-96. Find it in the Library

Murphy, P. E. and Enderle, G. (1995). "Managerial Ethical Leadership: Examples Do Matter", *Business Ethics Quarterly*, vol. 5 (1), pp. 117-128. Find it in the Library

Mintzberg, H. (2004). Enough Leadership. *Harvard Business Review*. p. 22 Find it in the Library

Jocko Willink & Leif Babin on Leadership

1st: https://www.youtube.com/watch?v=dO7l5dCoewA

2nd: https://www.youtube.com/watch?v=dv-OqLsV2T8

Simon Sinek on Motivational Leadership:

http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

Collins, J. (2001). Level 5 Leadership. Harvard Business Review. pp. 66-76. Find it in the Library

Herzberg, F. (1987) One more time: how do you motivate employees? Harvard Business Review 65(5) Find it in the Library

Kim, W.C. & R. Mauborgne (2003) Tipping Point Leadership. Harvard Business Review 81(4), 60-9 Find it in the Library

Schein, E. H. (2002) The anxiety of learning. Interview by Diane L. Coutu. Harvard Business Review, 80(3): 100-6. Find it in the Library

Barry Schwartz on Rules and Virtues:

http://www.ted.com/talks/barry_schwartz_on_our_loss_of_wisdom?utm_source=tedcomshare&utm_medium=email&utm_campaign=tedspread

SUPPLEMENTARY BIBLIOGRAPHY

Crossan, M., Mazutis, D., & Seijts, G. (2013). "In search of virtue: The role of virtues, values and character strengths in ethical decision making", *Journal of Business Ethics*, 113(4), 567-581. Find it in the Library

@X@buscador_unika.obtener@X@

Horarios de atención

Edite el contenido aquí

Asignatura: **Macroeconomics:Theory and Policy A (F. ECONÓMICAS)**
Guía Docente
Curso académico: 2017-18

Introduction

http://www.unav.edu/asignatura/macroeconomAeconom/

Macroeconomics:Theory and Policy A (F. ECONÓMICAS)

GENERAL INFORMATION

Course: Macroeconomics: Theory and Policy

Type of course: compulsory

Language: English

ECTS Credits: 6

Type of Degree: Degree in Economics; Degree in Management

Year: 3rd (Economics, ELG & ECOb+D; Management, ADEb+D)

Semester: Fall

Instructor: Tommaso Trani (ttrani@unav.es)

- Department of Economics, School of Economics and Business Administration
- Office: no. 2570 in Edificio Amigos (located on the 2nd floor of the *tower*)
- Office hours: on Thursday from 15:00-17:00. See also Section "Office Hourse" of this website.

Special education needs: students with special needs should contact the professor of the course

BRIEF DESCRIPTION

Building on the concepts provided by *Principles of Macroeconomics*, this course is an introduction to the theoretical models and empirical findings that are essential to understand and analyze both the long-run evolution of people's living standards and the short-run fluctuations in economic activity. There are four general subject areas: economic growth, monetary and fiscal policy, business cycles and open-economy macroeconomics. These subjects form a fundamental background to address a series of questions on an economy as a whole (a single country or the global economy) and on the environment where to conduct business. For example, why do certain countries grow – or start to catch up with other developed nations, while others still lag behind? What are the structural characteristics that lead entrepreneurs to establish their firms in a country rather than another? What are the potential causes of a recession? How can a foreign crisis affect a small open economy? What could policymakers do to guarantee a stable business environment, minimizing the contraction in production and hiring caused by lower demand or higher costs? How do inflation expectations affect the price at which firms sell their goods?

CLASS TIME AND VENUE

- Friday from 12:00-14:00 in Room 02

Please double-check the above information consulting the university's website

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.

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.

General Competencies (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 Competencies (Economics)

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

SC2. Using economic theory as a tool to analyze and discuss real-world situations.

SC3. Reaching conclusions relevant to economic policy based on real information.

SC5. Handling the concepts, theories and models necessary to form firm opinions about the economic context.

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

Specific Competencies (Management)

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

SC20. Understanding the basics of economic theory and the economic environment.

Schedule

- The following is a tentative schedule. Small adjustments are possible as we go through the semester.
- In general, we meet twice a week, according to the timetable of the School. This sets the specific days of lecture as well as the final exam. So, as far as it concerns these two aspects, please double-check the following information on the university's website.
- For the group essay, you can find the relevant dates in the section "Educational Activities". For the others, see below.
- Tests: the first during lecture 1 of the 5th week; the second will be announced during the lectures.
- Midterm Exam: October 26 (during lecture hours), Room 16
- Final Exam: December 19 from 9:00-12:00 in Room 11.

Week	Dates	Lecture 1	Lecture 2
1	Sept. 03-09	Intro & Part 1	Part 1
2	Sept. 10-16	Part 1	Part 1
3	Sept. 17-23	Part 2	RS 1
4	Sept. 24-30	Part 2	RS 2
5	Oct. 01-07	Part 2	Part 3
6	Oct. 08-14	Part 4	RS 3
7	Oct. 15-21	Part 4	Part 4
8	Oct. 22-28	Midterm Exam	Part 4
9	Oct. 29 – Nov. 04	Part 4	Part 4
10	Nov. 05-11	Parts 4 & 5	RS 4
11	Nov. 12-18	Part 5	RS 5
12	Nov. 19-25	Part 5	Part 5
13	Nov. 26 – Dec. 02	RS 6	*Q&A Session*

Program (Outline)

- The following is a tentative outline, and I will distribute lecture notes for each of its parts. Small adjustments are possible as we go through the program.
- Sections without acronym of the authors' surnames refer to the **textbook**. Sections preceded by an acronym refer to the **other books** in the bibliography.
- Readings noted within square brackets [] are suggested but optional.
- Note that, if you consult any non-cited books and any editions of the mandatory and suggested textbooks different from those noted in the bibliography, it is up to you to find the sections to study.

In case of doubts, please ask.

Part	Topic	Reference
1. Long-Run Classical & Neoclassical Theories: Real	Aggregate production of goods and services • Supply side • Demand side • Long-run Equilibrium	Ch. 3, Appendix 1 in Aula-Virtual ADI, [BW 5.2.1]
	Intertemporal Consumers' Choices	Ch. 16.1-16.2
2. Economic Growth in the Very Long Run	The Solow model: • The golden rule of capital accumulation & population growth • Technological progress	Ch. 8-9.1, 9.3 (*evaluating the rate of saving* and *changing the rate of saving*), Appendix to Ch. 9
	Notions of growth policy and endogenous growth	Ch. 9.2 (*convergence*), 9.4 (*the process of creative destruction*)
3. Long-Run Classical & Neoclassical Theories: Monetary	Money & Inflation	Ch. 4.3, 5.1-5.4, 5.7, [ABC 7.4]
4. Short-Run Fluctuations & Macroeconomic Policy	Business cycles: definition and facts	Ch. 10.1
	The IS-LM model • Goods market & money market • Equilibrium & macroeconomic policy • Determination of the AD schedule	Ch. 11-12, [18.1 (the *lags in the implementation and effects of policies*)], Appendix 2 in Aula-Virtual ADI
	The AD-AS Model • Nominal rigidities and the AS schedule • Stabilization policy and the inflation-unemployment trade-off	Ch. 10.2, 14 (the *implications*), [BW 12.4.1-12.4.4]
5. Open-Economy Extension	The Open Economy • Long-run model • The short-run Mundell-Fleming model	Ch. 6.2-6.3 (*nominal and real exchange rates* and *the real exchange rate and the trade balance* for student's personal review only: def. of exchange rates), 13.1-13.3, Appendix 3 in Aula-Virtual ADI

Educational Activities

The course is broken down into five parts. The first four parts are devoted to the analysis of long-run trends and short-run cycles in closed economy. In particular, Part 1 describes the real side of an economy, stressing what market forces ensure the long-run equilibrium and what are the implications. Part 2 extends this analysis to the very long run, focusing on economic growth. Part 3 brings the demand and supply of money into the picture, highlighting the effects for the long run. Part 4 is about business cycles and stabilization policy. The last part, Part 5, shows the importance of international trade and exchange rates for the long-run and short-run performance of an open economy.

CLASS ATTENDANCE AND PARTICIPATION

Students are expected to attend classes and participate, both passively (taking notes, listening) and actively (trying to work ahead of time, asking questions, solving exercises, thinking about the possible implications and the possible extensions). Active participation to in-class debates and review sessions contributes to the overall evaluation.

- **Review sessions (RS).** Such sessions will be devoted to the solution of the exercises. You are expected to work ahead of each review session and prepare your attempted solutions, so that you can contribute to the practical class. Please see the "Schedule" section of this website for a tentative plan of review sessions and theoretical lectures.

TESTS & EXAMS

There will be 2 tests and 2 exams (midterm and final). The first test will be held before the midterm exam, the second between the midterm and the final. The exact dates of the two tests and of the midterm will be announced during the semester: see the "Schedule" section of this website. The final exam will take place according to the timetable of the School. It is important to put effort in studying the material and solving the problem sets to prepare for all of the exams.

TIME DISTRIBUTION

As for any course attributing 6 ECTS credits, students' workload is expected to be of about 150 hours. An indicative distribution of this preparation time is as follows:

- Lectures (34 hours): students will take notes and use material made available through ADI
- Review sessions (14 hours): students will follow (and participate to) the solution of problem sets, additional exercises and questions
- Personal and team work (94 hours): study of the theory, solution of exercises, clarifications during the office hours
- Evaluation (8 hours)

Assessment

GRADING IN DECEMBER (out of 10)

- Tests: 12%
- Midterm: 34%
- Final: 54%

Bonus participation: 5% (this rewards active participation, in terms of contributon to the solution of problems and questions)

GRADING IN JUNE (out of 10)

- Final: 70%
- All of the grades earned during the course, except for the one of the final exam in December: 30%

DETAILS

Midterm and final exams consist of two sections, and the grade is based on the sum of the scores obtained in these two parts.

- Section 1: multiple-choice questions (may require reasoning with math or a diagram)
- Section 2: problem solving section (analytical and graphical solution)

The midterm exam is cumulative but shorter than the final exam. The duration of the former is approximately 1H20, and the one of the latter is approximately 2H10.

The final exam is comprehensive.

The tests are shorter than both the midterm and the final exams (lasting less than 45 min) and are made of multiple choice questions, some of which could require the use of math or diagrams.

Bibliography & Resources

STUDY MATERIAL

- **Lecture notes.** I will distribute them through Aula-Virtual ADI prior to the corresponding lecture. Lecture **X.Y** regards topic **Y** of part **X** in the outline.
- **Problem sets**. I will be upload them in Aula-Virtual ADI several days before the corresponding review session.
- **Textbook.** See the outline page.

REFERENCES

Textbook: Mankiw, N.G. (8^{th} international ed., or other recent ed.[†]): *Macroeconomics,* Worth Publishers [Find it in the Library]

† Recent edition means the 6th or 7th edition.

OTHER REFERENCES

Cited in the outline

{ABC} Abel, A.B., B.S. Bernanke, and D. Croushore (8th global ed., or other recent ed.†): *Macroeconomics*, Pearson Find it in the Library

{BW} Burda, M., and C. Wyplosz (6th ed., or other recent ed.): *Macroeconomics: A European Text*, Oxford University Press Find it in the Library

Not cited in the outline

Blanchard, O., A. Amighini, and F. Giavazzi (1st European ed., or other recent ed.) *Macroeconomics: A European Perspective,* Prentice Hall Find it in the Library

Dornbusch, R., S. Fisher, and R. Startz (12th ed., or other recent ed.) *Macroeconomics*, McGraw-Hill Find it in the Library

To review the material from previous courses

Mankiw, N.G., M.P. Taylor (4th ed.) *Economics,* Cengage Learning Find it in the Library

LINKS OF INTEREST

Journals

Samples of journals with good economic articles (essential to understand the relevance of macroeconomic theories outside the classroom) are:

http://europe.wsj.com/home-page

http://www.economist.com/ (esp. its Schools Brief section)

http://www.ft.com/home/uk

Statistical resources

Universidad de Navarra

Samples of useful databases for studying trends and fluctuations are:

http://www.imf.org/external/datamapper/index.php (interactive charts tool)

https://pwt.sas.upenn.edu/php_site/pwt_index.php (data on economic growth)

http://www.bde.es/bde/en/areas/estadis/ (Spain and Euro Area)

http://stats.oecd.org/ (OECD countries; especially useful for international comparisons)

@X@buscador_unika.obtener@X@

Office Hours

Instructor: Tommaso Trani

- Office No. 2570 (tower, 2nd floor)
- Hours: Thursday from 15:00-17:00.

Asignatura: **Demography: the population study (F. Económicas)**
Guía Docente
Curso académico: 2017-18

Presentación

http://www.unav.edu/asignatura/podemigraecon/

Demography: the population study (F. Económicas)

Asignatura: Demografía: el estudio de la población.

Profesora: Dra. Dolores López-Hernández

E-mail: (dlopez@unav.es)

Grado: Economía + Leadership and Governance Program.

Tipo de asignatura: Obligatoria.

Curso: 3º. Semestre: 1er semestre (04.09.2017-01.12.2017).

Créditos ECTs: 3 ECTs.

Horario: Lunes, 10.00 to 12.00.

Lugar: Seminario 14 , Edificio Amigos.

Horas de trabajo: 75 horas aproximadamente.

La demografía es el estudio de las poblaciones humanas.
Esta asignatura es una introducción a las técnicas de análisis demográfico y a la interpretación de fuentes, estadísticas y tendencias demográficas. Los temas que se van a incluir son entre otros, fuentes de información, métodos tanto longitudinales como transversales de análisis de los principales fenómenos demográficos (fecundidad, mortalidad, nupcialidad y migraciones), los determinantes de la estructuras de la población por edad y sexo y del crecimiento demográfico, y la interpretación de las projecciones y prospecciones de población. Exploraremos también las tendencias de la población y sus consecuencias. El territorio va a ser un elemento clave en la comprensión de la diversidad y complejidad de la realidad demográfica.
El conocimiento geodemográfico es un telón de fondo explicativo esencial para comprender el pasado, presente y future de las sociedades.
No se precisa tener conocimientos previos de demografía.

Competencias

El estudiante que realiza este curso será capaz de:

1. Realizar un razonamiento lógico de la realidad geodemográfica.
2. Comprender el papel que juega la Demografía en las Ciencias Sociales.
3. Aprender a construir y a comprender indicadores demográficos básicos.
4. Tener un conocimiento teórico y aplicado de los conceptos de los principales fenómenos demográficos (fecundidad, nupcialidad, mortalidad y migraciones).
5. Tener la capacidad de comprender la historia de la población.
6. Compara la diversidad de realidades demográfica que se dan en el Mundo.
7. Refinar las habilidades personales de trabajo en equipo.
8. Desarrollar el razonamiento lógico y analítico, las habilidades de síntesis y las habilidades de trabajo autónomo y personal.
9. Conectar las realidades demográficas con la vida real a través del análisis de artículos de prensa.
10. Escribir un ensayo sobre uno de los aspectos tratados en clase.

Programa

1. Introducción
2. Fuentes de información demográfica
3. Estructura por edad y sexo de las poblaciones
4. Crecimiento de la población y proyecciones demográficas
5. Fecundidad y natalidad
6. Patrones en la formación y disolución de las parejas y estructuras familiares
7. Mortalidad y morbilidad
8. Migraciones
9. Distribución de la población
10. Canada: una mirada desde la demografía (Profesor invitado)

Cronograma clases

1 semana

Lunes, 4/ Septiembre/2017

Presentación

2 semana

Lunes, 11/ Septiembre/2017

Fuentes demográficas

3 semana

Lunes, 18/ Septiembre/2017

Estructura por edad y sexo de una población

4 semana

Lunes, 25/ Septiembre/2017

Actividad grupal: Comparación de las estructuras demográficas a través del tiempo.

5 semana

Lunes, 2/ Octubre/2017

Crecimiento de la población y proyecciones demográficas

6 semana

Lunes, 9/ Octubre/2017

Actividad grupal: Debate "¿Tiene el crecimiento de la población un impacto negativo en el desarrollo sostenible?" (Domingo 8 de octubre entrega de los argumentos de cada grupo (máximo de 1500 palabras))

7 semana

Lunes, 16/ Octubre/2017

Fecundidad y natalidad

8 semana

Lunes, 23/ Octubre/2017

Patrones de formación y disolución de pareja y estructuras familiares

9 semana

Lunes, 30/ Octubre/2017

Sesión práctica: Cálculos demográficos (Sala de ordenadores).

10 semana

Lunes, 6/ Noviembre/2017

Mortalidad y morbilidad

11 semana

Lunes, 13/ Noviembre/2017

Migraciones

Actividad en grupos: Los refugiados en el mundo

12 semana

Lunes, 20/ Noviembre/2017

Migraciones

13 semana

Lunes, 27/ Noviembre/2017

Distribución de la población

Actividades de aprendizaje

1 - Estudiar un glosario (ADI).

2 - Leer una bibliografía complementaria para preparar las sesiones. Dos pequeños artículos en cada uno de los temas. (16 articulos en total) (Ver carpeta artículos en ADI)

3 - Peparación previa de las clases presenciales con el estudio de los capítulos del manual.

4 - Aprender como se calculan una selección de indicadores demográficos (ADI)

5 - Conectar los contenidos de la asignatura con la vida cotidiana a través de análisis de prensa. Seleccionar una noticia de cada uno de los temas centrales de la asignatura. Subir a ADI las ocho noticias.

6 - Preparar un debate en grupo.

7 - Realizar una recensión sobre un libros sobre migraciones.

8 - Familiarizarse con algunas instituciones que trabajan con información demografica. (Ver las carpetas "Instituciones" y "Fuentes de información demográfica" en ADI).

9 - Estudiar los contenidad tratados en clase (Ver la carpeta presentaciones en ADI).

10 - Hacer un examen tipo test con todos los contenidos.

Fechas importantes

*Fechas de entrega de los artículos de prensa (subir a ADI)

(15/09/2017) Estructura por edad y sexo de la población (29/09/2017) Crecimiento demográfico y proyecciones demográfica
(13/10/2017) Fecundidad y natalidad (20/10/2017) Nupcialidad y familia
(03/11/2017) Mortalidad y morbilidad (10/11/2017) Migraciones
(17/11/2017) Distribución de la población en el espacio
*6/octubre/2017

Fecha límite para el trabajo escrito preparatorio del debate (subir a ADI)

Activity (groups): Debate in groups "¿Es el crecimiento demográfico negativo para el desarrollo sostenible?

*3/noviembre/2016

Entrega del resumen y opinión del libro sobre migraciones (subir a ADI)

*Examen final

Día: 02/12/2017; horario 10 a 12, lugar: Aula 5, edificio Amigos

* Examen de junio (Para los que hayan suspendido en la convocatoria de mayo)

Día: 21/06/2018; horario 12 a 18, lugar: por determinar

Evaluación

La nota final de la asignatura se calculara a partir de los siguientes elementos:

- Asistencia a clase (5%)

- Noticias de prensa (10%)

- Trabajos en grupos o individuales: Debate (10%)

- Recensión del libro seleccionado (20%)

- Examen tipo test (55%)

PLAGIO. Cualquier uso de las ideas o palabras de otra personas sin citarla. Esto incluye el uso de cualquier tipo de material extraidos de internet sin citar la página web. Si le surge cualquier duda sobre este tema o sobre la política contra el plagio de la Unav por favor, me pregunta. Si tiene cualquier duda sobre el modo de citar cualquier fuente, por favor, me pregunta. Estudiantes que presenten plagio recibirán un cero.

ORDENADORES Y TELÉFONOS. Si tiene planeado traer ordenador a las clases para coger apuntes, por favor, se ruega que desconecten la wifi. Otros usos durante el tiempo de clase (revisar el correo, mandar mensaje ...) pueden interrumpir y distraer a otros estudiantes y va en detrimento de su propio proceso de aprendizaje. Yo tendré mi teléfono en silencio y espero lo mismo de ustedes.

Bibliografía

Lecturas obligatorias

López, D. y Montoro, C. (2009), *Demografía, Lecciones en torno al matrimonio y a la familia*, Tirant lo Blanch, Valencia. Find it in the Library (eBook) Find it in the Library (Version en papel)

Collier, P. (2013) Éxodo. Inmigrantes, emigrantes y países, Turner Publicaciones, Madrid. (P. 22.042) Find it in the Library

Livi-Bacci, M. (2012) Breve historia de las migraciones, Alianza, Madrid. (P. 1.868 y SP 1.012) Find it int he Library

Lecturas complementarios

Livi-Bacci, M. (1993), *Introducción a la demografía*, Ariel, Barcelona. Find it in the Library

Livi-Bacci, M. (2012), *A Concise History of World Population*, Whiley Blackwell, Oxford. Find it in the Library

Livi-Bacci, M. (2012), *A Short History of Migration* , Polity Press, Cambridge (ISBN 978-1745661872). Find it in the Library

Newell, C. (1989), *Methods and models in demography*, Belhaven Press, London. Find it in the Library

Preston, S.H. Heuveline, P. and Guillot, M. (2001), *Demography: measuring and modeling population processes*, Blackwell, Malden. Find it in the Library

Rowland, D.T. (2003), *Demographic Methods and Concepts*, Oxford University Press, Oxford (ISBN 978-1745661872) . Find it in the Library

Wachter, K.W. (2014), *Essential Demographic Methods*, University of California, Berkeley (ISBN 978-0198752639) Find it in the Library (eBook)

@X@buscador_unika.obtener@X@

Contacto

Horario de asesoramiento: Lunes de 12 a 14 horas y de 15 a 17 horas.

Lugar: Oficina 2400, segundo piso, Edificio antiguo de Biblioteca.

Para concertar cita escribir al correo electrónico dlopez@unav.es o llamar al teléfono 948 425600, ext. 80 2311.

Asignatura: **Proyecto Integrado III: Congreso (3º curso de ELG)**

Guía Docente

Curso académico: 2017-18

Presentación

Proyecto Integrado III

Evento Adadémico

Análisis Prospectivo

Planificación

Contacto con ponentes

Habilidades de negociación

Habilidades de comunicación

Motivación

Liderazgo

Toma de decisiones

El objetivo es que el alumno organice un evento académico cuya única restricción es que se enfoque en temas de análisis prospectivo.

El alumno deberá entonces ver los aspectos de planificación, ejecución, búsqueda de recursos y promoción del proyecto, lo que le ayudara a desarrollar herramientas importantes para su formación.

Durante la realización del proyecto el alumno contará con sesiones de seguimiento periódicas y voluntarias en las que recibirá retroalimentación por parte de asesores como de sus compañeros de clase.

Competencias

Edite el contenido aquí

Programa

Edite su contenido aquí

Actividades formativas

Edite el contenido aquí

Evaluación

Edite el contenido aquí

Bibliografía y recursos

Proyectos previos por parte de los alumnos ELG

https://ourworld2021.com/

Horarios de atención

Edite el contenido aquí

Asignatura: **International Agenda. Dialogues (F. Económicas)**
Guía Docente
Curso académico: 2017-18

Presentación

http://www.unav.edu/asignatura/dialogosecon/

Agenda Internacional

Edite el contenido aquí

Competencias

Edite el contenido aquí

Programa

Edite su contenido aquí

Actividades formativas

Edite el contenido aquí

Evaluación

Edite el contenido aquí

Bibliografía y recursos

Edite el contenido aquí

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Horarios de atención

Edite el contenido aquí

Contenidos

Presentación

http://www.unav.edu/asignatura/hiseconomicaAeconom/

HISTORIA ECONÓMICA

El objetivo es explicar el desarrollo de las principales economías mundiales desde la Edad Moderna hasta la actualidad.

- Se pondrá énfasis al proceso de globalización económico y los problemas de desarrollo y diversidad.
- Se prestará una especial atención al factor humano, y a su capacidad de afrontar y superar los retos que el desarrollo histórico ha ido planteando.
- Se empleará el método de casos, tanto para analizar problemas nacionales, sectoriales como de empresas concretas.

Departamento: Economía

Facultad: Ciencias Económicas y Empresariales.

Titulaciones en las que se imparte: Economía (ECO) y Administración y Dirección de Empresas (ADE)

Planes de estudios: ECO, ADE, ECO/ADE y Derecho, IDE, IDM, GEL, GML

Curso: 2º (ECO, ADE, IDE, IDM)

Organización: Primer semestre académico, de septiembre a diciembre.

Número de créditos ECTS: 6 (150 horas de trabajo por parte del alumno)

Tipo de asignatura: Básica.

Idioma en el que se imparte: Castellano

Competencias

Competencias básicas (ADE y ECO)

- CB3) Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética
- CB4) Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado

Competencias generales (ECO y ADE)

- CG5) Desarrollar la capacidad de razonamiento autónomo y crítico en temas relevantes para 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 (ADE)

- CE12) Conocer la evolución histórica de la economía.

Competencias específicas (ECO)

- CE7) Aplicar una perspectiva histórica al estudio de los fenómenos económicos.
- CE8) Tener conciencia de la dimensión ética de la práctica profesional.
- CE21) Razonar y exponer con coherencia las propias opiniones en contextos orales y/o en la redacción de textos.

Programa

I.- La Revolución Industrial (ss. XVIII-XIX).

II.- La expansión del modelo industrial y capitalista (siglo XIX).

III.- La globalización económica (siglo XX).

IV.- Población y régimen demográfico de Occidente durante la Edad Moderna.

V.- Sociedad Estamental versus Capitalista: del don al intercambio.

VI.- El Estado moderno y la financiación de la guerra.

METODOLOGÍAS DOCENTES

Lección magistral.

El programa será desarrollado en clase mediante la metodología de clases magistrales. Se aportarán las ideas fundamentales y los debates esenciales. Así mismo, se comentará el modo de trabajar en el estudio personal con el material adjunto a cada tema, que el alumno encontrará en documentos.

Seminarios.

Se contempla la realización de un seminario práctico, en el que el alumno entre en contacto con la realidad de la investigación en historia económica. En estos seminarios o talleres prácticos se seguirá la metodología del caso. Serán voluntarios.

Tutorización de trabajos.

Se podrán hacer trabajos. Serán voluntarios. Se explica en el apartado de “Actividades formativas”.

Asesoramiento académico personal.

El alumno dispondrá de un asesoramiento académico personalizado para todas aquellas cuestiones referentes a la materia y trabajos en curso. Se realizará en los tiempos de tutoría, y se ruega que previamente se concierte una cita vía email.

Actividades Formativas

Clases presenciales.

- El profesor explicará los contenidos del programa.
- Cada lección irá acompañada de la lectura obligatoria de un texto complementario propuesto por el profesor, que se pondrá en los documentos adjuntos.

Trabajos dirigidos.

- Se ofrece la posibilidad de hacer un trabajo dirigido.
- Serán voluntarios y su realización será tenido en cuenta para la obtención de Matrícula de Honor. Su realización no es imprescindible para obtener dicha

calificación.
- Se abordará con la metodología del caso. Se realizará sobre algún problema histórico nacional, sectorial o de alguna empresa.

Tutorías

- El alumno puede consultar al profesor en el horario oportunamente anunciado.
- Véase el "Horario de atención", en esta misma página. Se recomienda contactar previamente con el profesor vía email.

Estudio personal.

- Para alcanzar los objetivos previstos, se aconseja que el alumno considere la necesidad de un estudio personal.
- Se ofrece la posibilidad de ese estudio sea dirigido por el profesor, para ello es conveniente planearlo en las tutorías.

Evaluación.

- La evaluación se explica en el apartado correspondiente.
- Véase el apartado "Evaluación", en esta misma página.

Evaluación

Participación en clase

- Se considera importante porque ayuda a conseguir los objetivos planteados.
- Su evaluación positiva se considerará imprescindible para la obtención de Sobresaliente y Matrícula de Honor.

Se harán dos evaluaciones presenciales de contenidos teóricos y prácticos.

- Cada evaluación valdrá el 50% de la nota final.
- Su realización es obligatoria

Bibliográfica y recursos

Bibliografía básica

TORRES SANCHEZ, Rafael, **HISTORIA ECONÓMICA MUNDIAL. DESARROLLO Y DESIGUALDAD**

EN LA GLOBALIZACIÓN ECONÓMICA, Ediciones Eunate, 2017**.**

CAMERON, R., Historia económica mundial, Alianza, Madrid, 2010 Localízalo en la Biblioteca (versión electrónica) Localízalo en la Biblioteca (versión impresa)

CAMERON, Rondo and Larry NEAL, A concise Economic History of the World, Oxford, Oxford University Press, 2003. Localízalo en la Biblioteca

Bibliografía complementaria

I. MODERNA

MUNDIAL

BEAUD, M., Historia del capitalismo. De 1500 a nuestros días. Ariel, Barcelona, 1986. Localízalo en la Biblioteca

CAMERON, R., Historia económica mundial, Alianza, Madrid, 1990 Localízalo en la Biblioteca (versión electrónica) Localízalo en la Biblioteca (versión impresa)

CHAUNU, P. Historia, Ciencia Social, Ed. Encuentro, Madrid, 1985. Localízalo en la Biblioteca

CIPOLLA, C.M. (ed.) Historia económica de Europa, Tomos 2 a 3, Ariel, Barcelona, 1979. Localízalo en la Biblioteca (vol. 2) Localízalo en la Biblioteca (vol. 3)

CLOUGH, Sh.B. y RAPP, R.T., Historia económica de Europa, Omega, Barcelona, 1986. Localízalo en la Biblioteca

DAVIS, R., La europa atlántica desde los descubrimientos hasta la industrialización, sXXI, 1988. Localízalo en la Biblioteca

DEANE, P. La primera revolución industrial, Península, Barcelona, 1977. Localízalo en la Biblioteca

DE VRIES, J., La economía de Europa en un período de crisis 1600-1750, Madrid, 1979 Localízalo en la Biblioteca

Historia Económica de Europa, (HEE) tomos IV y V, Universidad de Cambridge, EDERSA, 1977.

IMBERT, J. Historia económica. De los orígenes a 1789, Vicens, Barcelona, 1983. Localízalo en la Biblioteca

KELLENBENZ, H., El desarrollo económico de la Europa continental (1500-1750), Madrid, 1977. Localízalo en la Biblioteca

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ESPAÑA

GONZALEZ ENCISO, Agustín - DE VICENTE ALGUERO, Felipe-José, -FLORISTAN IMIZCOZ, Alfredo, TORRES SANCHEZ, Rafael, Historia económica de la España Moderna. Ed Actas, Madrid, 1992 Localízalo en la Biblioteca

GONZÁLEZ ENCISO, Agustín y MATÉS BARCO, Juan Manuel (coordinadores) /Historia económica de España/, Barcelona : Ariel, 2006. Localízalo en la Biblioteca

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II. CONTEMPORÁNEA

MUNDIAL

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NADAL, Jordi, (2203): /Atlas de la Industrialización de España, 1750-2000/, Barcelona, Crítica. Localízalo en la Biblioteca

VALDALISO, J.M y Santiago López, (2000): /Historia económica de la empresa/, Barcelona, Crítica. Localízalo en la Biblioteca

VÁZQUEZ DE PRADA, V. (1999): /Historia económica mundial/, Pamplona, EUNSA. Localízalo en la Biblioteca

@X@buscador_unika.obtener@X@

Horario de atención

Profesores que la imparten: Antonio Moreno Almárcegui y Rafael Torres Sánchez.

Horario de Asesoramiento de **Antonio Moreno Almárcegui**:lunes, martes, miércoles y jueves de 12 a 13 horas. Despacho 2250 (segundo piso, segunda hilera) Edificio Amigos. Es aconsejable pedir cita por correo antes (anmoreno@unav.es).

Horario de Asesoramiento de **Rafael Torres**: Martes de 12 a 13 h. y Jueves de 12 a 13h. Despacho 2260 (segundo piso, segunda hilera) Edificio Amigos. Es aconsejable pedir cita por correo antes (rtorres@unav.es).

Asignatura: **International Organizations (F. Económicas)**
Guía Docente
Curso académico: 2017-18

Presentación

http://www.unav.edu/asignatura/orginterecon/

-

International Organizations

“International Organisations, Globalisation and Governance” is an undergraduate course which combines team work, lectures, reading, oral presentations and colloquium. It focuses on the role and scope of International Organisations and how they govern globalisation in social, economic, security and political fields.

This course is designed as an introduction to the main international institutions, their policies and organisation.

The main **institutions** dealt with are the United Nations, the International Monetary Fund, the World Bank, the WTO, multi-country organisations, the OECD, the NATO, the EU and technical bodies.

The **policies** covered are international security, finance, trade, climate change, human rights, economic development and technical standards.

“International Organisations, Globalisation and Governance” course has two main goals:

a. The first is to offer a basic knowledge of the main global, international and multi-country institutions, the most relevant economic and management aspects of Global Governance, as well as an understanding of how countries and officials work together to take and implement decisions at a global level.
b. The second is to consider the politics, motives and difficulties associated with participation and intervention in the various global issues as both a sovereign state and a member of the European Union.

The student will **focus** on **one global issue, its governance and one international organization** with the aim of understanding the creation and development of the organizations, their processes and procedures to take decisions and implement policies as well as their current and future challenges.

This analysis will help students develop a capacity for practical analysis and critical understanding of the new reality of globalization issues and global governance and will bring the opportunity to enhance their knowledge of - and insight into -

international negotiation processes and give directions in coping with complex structures of decision-making and policy development.

Competencias

Competences

The course aims at introducing the students to the most relevant aspects of Global Governance and to familiarize them with the main international and multi-country institutions. Moreover, the course gives directions in coping with complex structures of decision-making and policy development as well as guidance to develop capacity for practical analysis and critical reasoning on globalization issues and global governance.

It will strengthen the competencies of each student as an executive professional working for international and financing institutions, consulting companies or non-governmental organisations. These skills include not only the analytical and critical knowledge necessary to understand the key issues relative to governance and globalisation, but also the fundamental capacities enhancing decision-making and action of the organisations. The students focus on one international institution of their choice to analyse in depth both its global and organisational aspects of governance.

Within the course, **human being** is the "fundamental element", because all citizens of the world and especially the most disadvantaged people, are the final beneficiaries of global governance. Moreover, we believe that officials and managers of international organisations are key drivers for searching excellence in global governance.

Cognitive/Conceptual/Transversal competences:

- Development of logical reasoning.
- Capacity for analysis and synthesis of problems covered.
- Motivation and improvement.
- Sense of responsibility and effort.
- Ability to communicate orally and to work in team.
- Empower innovation and leadership.
- Planning of tasks and time management.
- Independent learning ability.
- Interdisciplinary overview of economic issues.
- Initiation into research techniques and writing of their results in short but direct papers.
- Be able to carry out written work and oral presentations in English.
- Feeding sensitivity to ethical, social and environmental problems of business affairs.

Skills and aptitudes:

- Understanding complex global issues
- Working with tools for decision-making and action.

- Know the fundamental concepts and methods of economic theory in depth.
- Reaching normative conclusions relevant to economic policy.
- Pick up concepts, theories and models to rigorous form opinions about the reality of global economic environment.
- Apply a historical perspective to the study of economic phenomena.
- Capacity to combine and complete economic reasoning from other disciplines.
- Ability to ask and answer relevant questions about economic issues with a global vision of the foreground.

- Ability to defend critical and well-argued manner one's ideas on economic issues.

Learning Outcomes:

- Knowledge and understanding tested in debates, presentations and exam
- Oral assignments and critical expositions
- Public debate on articles
- Participation in the course

Programa

Programme:

The table of contents of the course is as follows:

1. Introduction: globalisation trends, global issues, problems and conflicts; global governance; types of organisation; objectives and scope.
2. Creation of international organizations: objectives, function and philosophy. Introduction to the International public law: : the Vienna Convention on treaties. The international justice system.
3. Decision and enforcement processes. Decision making structure and internal organisation, organigramme, procedures, management. Operating budget and unding.
4. Relationship with members, citizens and other organisations. Transparency and evaluation.

5. Main international organisations:Conclusions: building future global governance; leadership and negotiation; political power and structures for decision making and enforcement; future trends.
    a. Global political governance, global issues, conflict and emergencies management; the United Nations and its related organisations.
    b. Global financial and development governance: The coordination of global economics: the OECD, the G-7, 8, 20 and 21, and other global organisations
        a. World Bank, the IMF, the New Development Bank and other global financial institutions (International Bank of Settlements);
        b. The regional multilateral banks.
    c. The coordination of global economics: the OECD; the g-7, 8, 20 and 21, and other global organisations.
    d. Global trade governance: the WTO.
    e. Multi-country organisations and their governance: the European Union, the Mercosur, the African Union, Asean, and others.
    f. Global technical organisations: IATA, ISO, OMI, IASB, etc.
    g. Global private organisations: multi-nationals, NGOs, global associations, global churches and Global private-public organisations (international forums).
6. Conclusions:building future global governance; leadership and negotiation; political power and structures for decision making and enforcement; future trends.

Actividades formativas

Teaching methodology

The teaching methodology is the following:

Ø **Team work for paper preparation**:

a) Groups of 3-4 persons

b) Focused on one selected institution/organisation related to a specific field/issue related to global governance.

c) 20-25 pages plus annexes

d) Presentation of 20 minutes (Power point)

e) Key dates for this project: submission for 20th of March and presentations will take place 22th and 23th.

f) The project will be graded based on the following criteria:

Quality of presentation: Well-structured and presented. No mistakes and repetition. Graphs, tables and other statistical sources. Characters, alignments and spacing are well made.

Personnel motivation of the report: Clear, well formulated and supported.

Content: The report provides an updated description of the issue/agencies, what the countries and the agencies are doing in the field, which are the different opinions and positions in relation to the issue.

Recent development: Updated statistics and issues.

Full coverage of the issues: The report covers all the main aspects.

Conclusions: The report should provide personal positions/ comments. Recommendations.

References: Academic and complete bibliography. References at the bottom of the pages.

- **Article debates and readings**: articles related to the course material (Globalisation, UN organisation, Security, Migration) will be provided to students for discussion in class. The content of these articles and the ensuing class discussions will be considered a part of the course material for the exams.

The student should read at least one of the books of the bibliography and prepare a 1.000 words paper about the main reasoning and conclusions of the book.

- **Lectures**: the professor will explain the material listed in the programme, actively encouraging student participation and interaction through questions.

Evaluación

Assessment:

The UNAV uses a numerical grading system, from 0 to 10. You need to get at least a grade of "5" to pass a course. In this course, the system works as follows:

I. **Paper (4 points): the student, in groups of 3-4 persons, has to prepare a paper of 20-25 pages and give a 20 minutes oral presentation in front of the class.**
II. **Attendance and active participation in class (3 points)**: active participation in the discussion of articles and involvement in debates that may arise during the lectures is evaluated. Student attendance should be as minimum 75%.
III. **Reading book (1 points)**: the student should read at least one of the books of the bibliography and prepare a 1.000 words paper about the main reasoning and conclusions of the book.
IV. **Final exam (2 points)**: the professor will provide students with the necessary material in English. Students will be assessed on their understanding of the international organisations functioning in the final exam. It will cover the assigned given material as well as the material taught in classes on the topics of the programme.

The expected workload per student is of 100 hours, approximately distributed as follows: (36 hours of lectures and debates given/led by the professors, 8 hours for book reading, 6 hours of student presentations, 26 hours dedicated to the team work, 2 hours of exam and 22 hours of studying and preparation of the sessions).

Bibliografía y recursos

Horarios de atención

Office hours:

The courses will take place every **Thursday** from 18.00 to 20.00 pm room 11 and **Friday** from 10.00 to 12.00 am room 02

Any problem or request you may have related to the course, I am available in the following schedule:

Thursday 17:00-18:00 pm and Friday 12:00–13:00 am by appointment at least one week before via email: ruiz@taseuro.com

Asignatura: **Regiones 1. América (F. Económicas)**
Guía Docente
Curso académico: 2017-18

Presentación y Objetivos

Regiones 1

América

Durante este curso se examinarán los aspectos históricos, políticos socioculturales y económicos del continente americano. El alumno adquirirá conocimientos que le permitirán realizar un análisis crítico sobre la realidad actual de la región. A su vez, desarrollará habilidades como pensamiento crítico, toma de decisiones y trabajo en equipo, diseño de estrategias, entre otras.

Objetivos del curso:

- Familiarizar al alumno con los eventos históricos más relevantes en el continente americano desde la Segunda Guerra Mundial hasta el presente.

- Fomentar y fortalecer, en el estudiante, la habilidad de analizar de manera crítica y comprender las condiciones sociales, políticas y económicas de la América contemporánea.

- Captar las condiciones de los procesos de regionalismo tanto en Norte América como en América Latina, identificando las principales diferencias y similitudes entre los países de la región.

- Reflexionar sobre las oportunidades de cambio y generar propuestas para disminuir las vulnerabilidades que enfrenta la región a través de criterios definidos por el propio alumno y fundamentados en los conocimientos adquiridos en la asignatura.

Competencias

Los alumnos realizarán simulaciones y juegos de rol. Generarán perfiles de países y proyectos de investigación que demuestren su comprensión de la lógica política, económica, social y cultural de la región y la forma en que esto se introduce en la dinámica global.

Programa

Fecha	Tema	Objetivo	Lecturas
Semana 1	Introducción a la asignatura. -Norte América. -América Latina.	Conocer las actividades a realizar durante el curso. Condiciones por las que se considera a Norte América como una región. ¿Cómo se define actualmente América Latina en el contexto internacional?	Cardona Patarroyo, C. y Bonilla Olano, E. (2014) *La cooperación internacional, asunto económico y de geopolítica.* Observatorio de la Economía Latinoamericana, Nº 204. http://www.eumed.net/cursecon/ecolat/la/14/geopolitica.html Pastor, R. (2001) Toward a North American Community: Lessons from the old world for the new/Washington, DC: Institute for international economics. P 19-39.
Semana 2	Historia y cultura política I	Comparar los sistemas políticos en Canadá, Estados Unidos y México.	Jackson, R. Mahler, G. Teeters-Reynolds, H. and Hodge, C. (2004) *Constitutions: Law, Rights and Federalism in North American politics Canada, USA and Mexico in a Comparative Perspective*. (pp 13-40). Ontario, Canada: Person Education Canada Inc.
Semana 3	Historia y cultura política II	Comparar los sistemas políticos en los principales países del Caribe, Centro América y Sudamérica.	Crisafi, Nicolás Hernán. (2014). Sistemas políticos de América Latina. *Postdata*, *19*(2) http://www.scielo.org.ar/scielo.php?script=sci_arttext&pid=S1851-96012014000200014&lng=es&tlng=es.

Semana 4	Consecuencias en América de la Segunda Guerra Mundial. Plan Marshall	Comprender la aplicación del modelo Keynesiano en Estados Unidos a través del New Deal. Segunda fase de ISI	Annual Message to Congress January 6, 1941 The “Four Freedoms” Speech President Frankling D Roosevelt http://www.fdrlibrary.org/whistlestop/study_collections/doctrine/large/documents/pdfs/5-9.pdf#zoom=100
Semana 5	La militarización de América Latina.	Comprender el proceso de militarización de América Latina.	Craig. A. Dare. (2008) La militarización en América Latina y el papel de Estados Unidos. *Foreign Affairs Latinoamérica*, vol. 8, núm. 3.
Semana 6	Crisis económicas, políticas y sociales en los años 60 y 70.	Conocer las consecuencias del nuevo orden.	Levy, P. (1998) The Modern Civil Right Movement: An Overview. *The Civil Right Movements* (pp.3-33). Westport,Conn: Greenwood Press.
Semana 7	Las transiciones democráticas en América Latina.	Crisis de los misiles en Cuba Final de la Guerra Fría OEA IMF	Sebastián Edwards. (2008)“Al sur de la crisis”. *Letras Libres*. México. Guillermo Mira Delli-Zotti. “Transiciones a la democracia y democratización en América Latina: un análisis desde la historia del presente”. *Congreso Internacional 1810-2010: 200 años de Iberoamérica.* XIV Encuentro de Latinoamericanistas Españoles. Universidad de Santiago de Compostela- Consejo Español de Estudios Iberoamericanos. 2010. Disponible en: http://hal.archives-ouvertes.fr/docs/00/53/11/95/PDF/AT10_Mira.pdf
Semana 8	Adelanto trabajo final. Actividad en clase	Realizar presentaciones y propuestas sobre el trabajo final.	
Semana 9	Consenso de Washington.	Auge y caída del modelo neoliberal en América Latina.	Casilda Béjar, Ramón. “América Latina y el Consenso de Washington”, en Boletín ICE Económico: Información Comercial Española, 2004 ABR-MAY 26-2; (2803) p. 19-38.
Semana 10	Movimientos sociales en América Latina.	Reflexionar sobre la inquietud de participación ciudadana en los retos que tiene América Latina en el terreno social, político y económico.	Juan Manuel Obarrio y Valeria Procupez. *Los nuevos movimientos sociales en América Latina*. Ministerio de Educación, Ciencia y Tecnología. Gobierno de la República Argentina. Buenos Aires.
Semana 11	Crisis económicas La Enfermedad Holandesa en Brasil.	Tequila, corralito, etc. Comprender como la exportación de productos del sector primario, afecta al	Cepal (2004) Una decada de desarrollo social en America Latina, 1990-1999 . Comision Economica para America Latina y el Caribe http://repositorio.cepal.org/bitstream/handle/11362/2382/1/S2004000_es.pdf

		país.	
Semana 12	Populismos y neopopulismos en América Latina. La nueva izquierda en el poder	Comprender el surgimiento del populismo y el neopopulismo en América Latina, reconociendo sus semejanzas y diferencias.	De la Torre, Carlos. (2003) Masas, pueblo y democracia: Un balance crítico de los debates sobre el nuevo populismo. *Revista de Ciencia Política,* Vol. XXIII. Núm. 1. Pontificia Universidad Católica de Chile. Santiago, pp. 55-66.
Semana 13	América Latina en el siglo XXI.		José Antonio Sanahuja. “Multilateralismo y regionalismo en clave suramericana: El caso de UNASUR”. *Pensamiento* Iberoamericano núm. 33. CRIES-Universidad de Guadalajara-Universidad Iberoamericana. Buenos Aires, 2011, pp. 115-156.
Semana 14	Análisis sobre la violencia, migración y desarrollo.	Reconocer los fallos y orígenes de los principales problemas en la región.	Acemoglu, Daron, James A Robinson, and Rafael J Santos. 2013. “The Monopoly of Violence: Evidence from Colombia.” Journal of the European Economic Association 11 (S1): 5-44. Pellegrino, Adela. “La migración internacional en América Latina y el Caribe: tendencia y perfiles de los migrantes” United Nations Publications, 2003.
Semana 15	Análisis prospectivo del continente Americano.	Casos: D. Trump Colombia y tratado de paz. Cuba, democratización?	Pastor, R. (2001) Toward a North American community: Lessons from the old world for the new/Washington, DC: Institute for international economics, P. 171-191

Este programa esta sujeto a cambios.

Actividades formativas

Lecturas

Se espera que los alumnos lean de manera previa a la clase los textos proporcionados, con el fin de poder sostener una productiva discusión y participación que se evaluará durante las sesiones.

Presentaciones en equipo

Cada sesión un equipo presentará, en un tiempo máximo de 15 min, una noticia reciente sobre el país/países (Canadá, Estados Unidos, México, El Caribe, América Central, Colombia y Venezuela, Ecuador y Perú, Chile y Bolivia, Argentina, Brasil, Paraguay y Uruguay) en los que se enfoque su investigación. Durante la presentación se evaluará el análisis realizado sobre la importancia e impacto que tiene la noticia en el ámbito, político, económico y social (se deben proporcionar las referencias utilizadas).

Es indispensable la participación de todos los integrantes en las presentaciones en equipo. A fin de verificar el conocimiento del tema, la profesora se reserva el derecho de solicitar a cada uno de los integrantes que respondan a preguntas específicas o que amplíen la exposición del material presentado.

Foro de discusión

Cada semana, algún grupo deberá subir a la plataforma ADI el análisis de una noticia reciente sobre el país o países en los que enfocan su investigación. En este análisis deberán mencionar una pequeña reseña de la noticia además del impacto e importancia en el país, la referencia bibliográfica y el nombre de los integrantes del equipo, con una extensión no mayor a 250 palabras. Por lo menos un integrante de los grupos restantes deberá comentar la noticia y como se puede relacionar con el país en el que enfocan su investigación.

Trabajo Final

La evaluación final constará de 2 partes, una primera parte en equipo en la que deberán actuar como consultores y entregar un reporte en el que se identifiquen las principales características del país o países a evaluar en los sectores de educación, salud, economía y gobierno. Con base en esta información, de forma individual cada alumno deberá presentar una propuesta de intervención que ataque alguna problemática o impulse algún área en específico, deberá incluir los motivos por los que propone esta intervención, sus características y metodología y sus expectativas (información más detallada sobre esta entrega en ADI).

Actividades no obligatorias

Los alumnos tendrán a su disposición documentales y videos seleccionados por la profesora que profundizan en diversos temas que se estudiaran durante la asignatura. Si hay un tema de principal interés para los alumnos, tendrán la oportunidad de verlos de manera individual y responder a un cuestionario. Estas actividades se recompensarán con un puntos extra sobra la calificación final. Es importante mencionar que estas no son actividades "recuperativas" por lo que la fecha límite de entrega será una semana antes de la evaluación final.

Evaluación

Aspectos a evaluar	Porcentaje
Participación en clase	10%
Presentaciones en equipo	15%
Participación en los foros de discusión	20%
Trabajo final parte grupal	25%
Trabajo final parte individual	30%

Las actividades no obligatorias tendrán contribuir a la nota final, dependiendo del número de actividades realizadas, hasta en un 5%.

*Adjuntas se encuentran las rubricas de evaluación y criterios que utilizara la profesora para poner nota a las actividades formativas.

Bibliografía y recursos

Bibliografía recomendada

No existe un texto obligatorio para el curso. Parte de los materiales de lectura se colocarán en el espacio del curso en ADI o por correo electrónico.

Algunos libros que se pueden consultar son:

- Gladdis, John. (2005) Strategies of containment: a critical appraisal of American national security policy during the Cold War. Localízalo en la Biblioteca (ebook)

- Ambrose, S. (1997) Rise to Globalism: American foreign policy since 1938. Localízalo en la Biblioteca
- Kernell, S. and Jacobson, G. (2006) The Logic of the American Politics, Third Edition. Localízalo en la Biblioteca
- Pastor, R. (2001) Toward a North American community: Lessons from the old world for the new/Washington, DC: Institute for international economics. Localízalo en la Biblioteca
- Bulmer-Thomas, V., La historia económica de América Latina desde la

independencia / Víctor Bulmer-Thomas; traductor Mónica Utrilla de Neira. México : FCE, México, 1998. Localízalo en la Biblioteca

- Dabène, Olivier, América Latina en el siglo XX / Olivier Dabène; traducción al castellano de Pablo Bustelo Gómez., Madrid : Síntesis, 2000. Localízalo en la Biblioteca
- Skidmore, Thomas E., Historia contemporánea de América Latina: América Latina del siglo XX. 2 Edición, Barcelona: Crítica 1999. Localízalo en la Biblioteca

Horarios de Atención

Andrea Sáenz de Viteri Vázquez

asaenzdevit@alumni.unav.es

Lunes y miércoles de 10:00-13:00 hrs

0490 planta cero- torre

Asignatura: **Contabilidad III A (F. ECONÓMICAS)**
Guía Docente
Curso académico: 2017-18

Presentación

http://www.unav.edu/asignatura/contabilidad3Aeconom/

Contabilidad III A (F. ECONÓMICAS)

PRESENTACIÓN COMUN DE LA ASIGNATURA A LOS DIFERENTES GRADOS

La asignatura, con un total de **6 CRÉDITOS,** calificada como **OBLIGATORIA** dentro del Plan de Estudios, está encuadrada en los planes de estudios que se imparten de los diversos Grados que se cursan en la Facultad de Ciencias Económicas y Empresariales de la Universidad de Navarra. Las lineas maestras de su impartición son las siguientes:

IDIOMA. Se imparte en idioma **castellano** en el segundo semestre del curso 2017/ 2018, comenzando a partir de la segunda semana del mes de enero de 2018.

ALUMNOS . Se imparte en el segundo semestre a los alumnos que están cursando los estudios de **2º ADE.**

HORARIO . Miércoles 12:00 - 14:00 y Viernes 17:00 - 19:00

PROFESORES ENCARGADOS

Son los siguientes:

1. Dña. Paula Moreno Laborda. Mail : pmlaborda@unav.es
2. D. Juan Manuel Pérez Iglesias. Mail: jmperez@unav.es

Estos profesores se encargarán de impartir las clases teóricas y prácticas y de atender a los alumnos en los días de atención al alumno que se fijarán una vez comenzadas las clases. El despacho para prestar esta atención es el 2110 en la planta 2ª del nuevo edificio para Paula y el 2540 para Juan Manuel**.** Ver mas adelante en apartado **"Horarios de atención".**

Reseña general

Comenzamos esta exposición de los objetivos, metodología y plan de trabajo a llevar a cabo en esta asignatura recordando lo que figura en el Apartado INTRODUCCIÓN del material de estudio de la asignatura.

La disciplina de Contabilidad es algo de incuestionable aplicación práctica, que ha **requerido, requiere y seguirá requiriendo** de permanentes análisis y adaptaciones en un entorno económico cambiante y en continuo movimiento. La Contabilidad significa la plasmación de las operaciones que se realizan tanto en el ámbito privado económico-empresarial y de los negocios, como en el ámbito del sector público, estando sujeta a las necesarias modificaciones y adaptaciones contables y mercantiles que se producen en dicho entorno.

La materia de Contabilidad III, conocida también como de Sociedades, es de especial relevancia habida cuenta de su gran componente práctico y de aplicación en el mundo de los negocios. El alumno ha tenido la oportunidad de ir progresando en sus contactos con la disciplina de la Contabilidad que le han permitido ir evolucionando en sus conocimientos. Se inició en Contabilidad Financiera I tomando contacto con los fundamentos de la disciplina y familiarizándose con los conocimientos básicos en el contexto del Marco Conceptual, inspirador de la misma. Tomó contacto con los principios contables, con la mecánica de la contabilización y registro de las operaciones, con los criterios de registro o reconocimiento contable de los elementos en las cuentas anuales, criterios de valoración, etc.

En Contabilidad Financiera II se ahonda, por una parte, en lo estudiado anteriormente de forma que se vean las conexiones con la Contabilidad I, pasando, por otra parte, a tomar contacto con conocimientos mas concretos y de aplicación práctica mediante el análisis de las Normas de Registro y Valoración (NRV), que desarrollan los principios contables y otras disposiciones contenidas en la primera parte del Plan General de Contabilidad.

El siguiente paso para el alumno que estudia esta disciplina a lo largo de varios cursos de su carrera, es tomar contacto con la materia de Contabilidad III que tiene como objeto el estudio de las particularidades contables que presenta la puesta en práctica de la normativa mercantil relativa a operaciones societarias de constitución, ampliación y reducción de capital, distribución de resultados, operaciones de fusión, escisión, emisión de obligaciones, etc., por lo cual es necesario conocer la **normativa mercantil y su reflejo contable**, ambos estrechamente **vinculados.**

Debe recordarse que la casuística en materia de Contabilidad, tanto Financiera como de Sociedades, es muy amplia y cuyo conocimiento y exposición exceden de los objetivos y alcance que nos hemos marcado para este curso, que son los que consideramos generales y básicos de necesario conocimiento por el alumno.

Iniciamos el temario de esta asignatura comenzando por el conocimiento de los distintos tipos de sociedades, sus características, responsabilidades de los socios o accionistas, etc. para continuar con la fijación del contenido del termino “patrimonio neto”, que se ve afectado por las diferentes operaciones societarias. El resto de los temas pretende poner en conocimiento conceptos y operaciones de general utilización, que son necesarios para entender aspectos más específicos o concretos en los que, gradualmente, vamos profundizando. Se concluye el temario con la introducción a las “Combinaciones de negocios” para terminar con el análisis de las fusiones y otras operaciones de reestructuración empresarial en el contexto de una combinación de negocios.

Casos prácticos:

Esta asignatura tiene un indudable componente de aplicación práctica en la vida real. No obstante, los casos prácticos que se plantean son un **breve compendio** de la amplia casuística existente en la materia. Se ha pretendido recoger en ellos lo que hemos considerado ejemplos de situaciones más habituales o comunes. Es impensable tratar de recoger todas las posibilidades, por lo que hemos pretendido que el alumno, combinando el contenido de la parte teórica con su aplicación práctica, adquiera los conocimientos claves o básicos de esta disciplina.

Competencias

Se espera que el alumno, al término del estudio de esta asignatura, haya entendido y esté familiarizado con las operaciones cotidianas y habituales que se producen en el ámbito empresarial en la materia que nos ocupa. Debe comprender el tipo de operación de que se trata, su importancia, impacto y consecuencias, para lo cual debe estudiar la materia en su aspecto teórico, así como hacer que su reflejo contable sea el adecuado, para lo cual debe haber trabajado la parte práctica de la misma.

Los resultados del aprendizaje son el producto concreto consecuencia de la actividad y dedicación del alumno. Su evaluación, mediante las correspondientes pruebas o exámenes, nos permite conocer en qué grado se han conseguido los conocimientos previstos.

La asistencia a clase y la participación en la misma son factores que contribuyen, de manera decisiva, al progreso y consecución de los objetivos establecidos.

Las competencias definidas en los distintos Grados que se cursan, a los que ya hemos hecho referencia anteriormente, de los que esta asignatura forma parte, están vinculadas con el contenido, metodología y evaluación seguidas. Podemos clasificarlas como sigue:

Competencias relacionadas con la titulación:

1. Sentido de la responsabilidad y del esfuerzo.
2. Capacidad crítica y autocrítica.
3. Planificación de tareas y gestión del tiempo.
4. Desarrollo del razonamiento lógico.
5. Capacidad de análisis de los problemas y síntesis de las soluciones.
6. Capacidad de aprendizaje autónomo.
7. Adquirir capacidad de comunicación oral.
8. Adquirir capacidad de trabajo en equipo.
9. Puntualidad y ética en el trabajo.

Competencias relacionadas con la asignatura:

1. Conocer en profundidad los conceptos y métodos fundamentales de la Contabilidad de Sociedades (Contabilidad III).
2. Conocer los aspectos básicos de la relación entre Derecho Mercantil y Contabilidad III que permita obtener un conocimiento teórico y práctico de la normativa mercantil y contable y su aplicación.
3. Capacidad de analizar e interpretar casos reales y buscar soluciones en el entorno de la regulación específica.
4. Capacidad de plantearse y responder preguntas relevantes sobre cuestiones contables

relacionadas con la disciplina con una visión global de los conocimientos adquiridos. Capacidad de defender de forma crítica y bien argumentada las ideas propias sobre temas contables estudiados.

5. Adquirir conciencia de la dimensión ética de la práctica profesional. Compromiso ético y búsqueda de soluciones profesionales.

COMPETENCIAS BÁSICAS, GENERALES Y ESPECIFICAS DE LA MATERIA.

Constituyen las competencias incluidas en la memoria que se tienen en cuenta en el enfoque de la asignatura. Todas las competencias enumeradas anteriormente debe llevar a que las ya mencionadas, y alguna adicional, se inserten o agrupen como sigue:

COMPETENCIAS BÁSICAS:

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:

CG2) Identificar, integrar y utilizar los conocimientos adquiridos en el argumento, discusión o resolución de problemas relevantes para lo económico y empresarial

CG4) Ser capaz de trabajar en equipo.

CG5) Desarrollar la capacidad de razonamiento autónomo y crítico en temas relevantes para lo económico y empresarial.

COMPETENCIAS ESPECIFICAS (ECO):

CE14) Conocer los aspectos teórico-prácticos del funcionamiento de la empresa.

COMPETENCIAS ESPECIFICAS (ADE):

CE1) Conocer en profundidad el Plan General Contable y los conceptos teóricos de la contabilidad y las finanzas.

CE2) Conocer los aspectos más relevantes de operaciones societarias, derivados financieros, medidas de riesgo, y/o proyectos de inversión.

CE3) Analizar en casos reales diferentes situaciones contables y financieras de una empresa y su proyección futura.

Programa

El contenido de la asignatura va orientado hacia el conocimiento de las operaciones societarias mas comunes en las sociedades. Para ello las materias objeto de estudio se han agrupado y distribuido en los siguientes temas:

Tema 1. Sociedades mercantiles.

Tema 2. Patrimonio neto: Composición y conceptos relacionados

Tema 3. Aportaciones en la constitución y ampliación de capital. Accionistas morosos.

Tema 4. Operaciones de ampliación y reducción de capital.

Tema 5. Operaciones con acciones propias.

Tema 6. Aplicación /distribución del resultado.

Tema 7. Disolución, liquidación y transformación de sociedades.

Tema 8. Obligaciones y empréstitos.

Tema 9. Combinaciones de negocios. Visión general.

Tema 10. Fusión de sociedades en el contexto de las combinaciones de negocios.

Tema 11. Fusiones inversas, impropias y gemelares. Escisiones y segregaciones.

Actividades formativas

El progreso en la adquisición de conocimientos debe conseguirse tanto por el esfuerzo individual como por el trabajo de equipo. Se establecerán grupos o equipos de trabajo definidos por el profesor encargado de la asignatura cuya composición será comunicada el primer día de clase.

La consecución de los conocimientos, objetivo fundamental, debe conseguirse mediante:

Actividades formativas presenciales.

- Constituidas por **asistencia a las clases** tanto teóricas como prácticas. Este es un elemento de capital importancia para que el alumno pueda obtener mayor aprovechamiento en sus posteriores horas de estudio.
- **Tutorías** con el profesor en el contexto de la atención al alumno. El tiempo dedicado a las mismas depende de las solicitudes de los alumnos. Se llevarán a cabo durante el curso y está previsto, además, un tiempo para repaso y resolución de dudas previas a los exámenes parcial y final.

Actividades formativas no presenciales

1. Trabajo y estudio personal.

El esfuerzo del alumno y su afán por aprender deben estar presentes siempre. En el caso de esta asignatura **es necesaria** una lectura previa de la parte teórica de los temas mencionados con objeto de poder asimilar mejor las explicaciones del profesor en clase y plantear las dudas que hubiesen surgido de su lectura.

El material teórico y práctico existente con el contenido de esta asignatura que se ha elaborado, además de servir de soporte a las explicaciones y al seguimiento de las mismas, debe ayudar al alumno en su estudio personal que es imprescindible.

Con vistas a conseguir que las explicaciones dadas en clase se consoliden, **es necesario** que el alumno, **después de cada clase**, proceda a estudiar lo explicado en la misma con objeto de fijar las ideas. En asignaturas como la que nos ocupa debe evitarse la acumulación de temas sin estudiar. Dificulta, e incluso impide, el avance y la comprensión de temas posteriores.

Estas formas de actuar ayudan a trabajar en la consecución de los objetivos fijados.

2. Trabajo en grupo.

Es muy recomendable que los alumnos, como hemos mencionado, **hayan leído previamente la materia que se va a impartir** en las sucesivas clases siguientes y que acudan a las mismas habiendo elaborado, resultado de un trabajo en equipo, un Informe-resumen de los puntos básicos del tema a tratar.

Se evaluará la realización por parte del alumno de dichos “Informes-resumen” esquemáticos de cada uno de los temas que comprenden la asignatura, en los que se recojan los aspectos teórico-prácticos clave del tema. Estos resúmenes deben ser realizados, preferentemente, en grupo por los alumnos (una vez establecidos estos grupos al inicio del curso por el profesor).

También se evaluarán los suspuestos parácticos entregados, elaborados también por grupos.

Está abierta la posibilidad de realizar trabajos adicionales que se determinarán a juicio de los profesores.

Las horas previstas o estimadas que se deben dedicar a las actividades formativas anteriores se distribuyen como sigue:

	Horas estimadas
Presenciales:	
Clases teóricas	**47**
Clases prácticas	**19**
	66
No presenciales:	

Trabajos dirigidos	**31**
Estudio personal	**47**
Evaluaciones	**6**
	84
Total	**150**

Evaluación

La finalidad de la asignatura es adquirir conocimientos teórico-prácticos, de ahí que esté compuesta de clases teóricas con un gran componente práctico y de otras clases específicas de marcado carácter práctico. El programa , como se ha podido ver, comprende 11 temas. La evaluación del desempeño y aprovechamiento del alumno se llevará a cabo a través de:

1 REALIZACION DE EXAMENES.

Es el componente fundamental de la evaluación. Los examenes incluirán una parte teórica, con una puntuación máxima de 4 puntos, y otra práctica con una puntuación máxima de 6 puntos.

El alumno debe realizar un **examen parcial**, que tendrá un peso específico o ponderación del **30%** en la evaluación final de la asignatura y un **examen final, en convocatoria ordinaria** (en el mes de mayo) , con un peso especifico o ponderación del **60%** en dicha evaluación final. El **10%** máximo (ver mas adelante) restante corresponde a la realización de los resúmenes, a los que hemos hecho mención, y a la evaluación de las prácticas.

Para la convocatoria extraordinaria (en el mes de junio) los pesos específicos serán los siguientes:

- Examen parcial: 20%.
- Informes-resumen y evaluación de las prácticas: Hasta el 10%.
- Examen final: 70%.

La presentación del alumno a los exámenes parcial y final es obligatoria**.** A este respecto:

A) La no presentación al examen parcial supondrá la pérdida de la valoración asignada al mismo y su peso en la evaluación final de la asignatura, tanto en el examen ordinario de mayo como en el extraordinario de junio. Por tanto, si un alumno se presenta solo al examen final en la convocatoria ordinaria, normalmente en mayo, este tendrá su peso del 60% mencionado, pero no así el del 30% también mencionado correspondiente al examen parcial. El 10% máximo restante corresponderá a la elaboración de los “informes – resumen” y a la evaluación de las prácticas.

Otro tanto cabe decir de la convocatoria de junio: si un alumno se presenta a la convocatoria de junio, no habiéndose presentado al parcial, el examen final tendrá un peso especifico del 70%, no computándose el 20% del examen parcial. El 10% máximo restante corresponderá a la elaboración de los “informes – resumen” y a la evaluación de las prácticas.

B) Por otra parte, **la falta de presentación al examen final** en la convocatoria de mayo supondrá la calificación definitiva como "No Presentado", aunque se hubiese presentado al examen parcial. Otro tanto cabe decir de la convocatoria extraordinaria de junio.

2. ELABORACIÓN DE RESUMENES DE LOS TEMAS DE LA ASIGNATURA y CLASES PRÁCTICAS

Se evaluará la entrega de los resúmenes así como de los casos prácticos. Se tendrá igualmente en cuenta la asistencia y particicpación en clase.

Bibliografía y recursos

En el material elaborado para el **estudio teórico** de esta asignatura (“CONTABILIDAD de SOCIEDADES : Regulación mercantil y tratamiento contable”) **y práctico** (“SUPUESTOS PRÁCTICOS de Contabilidad de Sociedades”), en su sección de Bibliografía, figuran incluidas las publicaciones que hemos considerado de mayor interés para el estudio de la asignatura, tales como disposiciones legales, publicaciones de diversos autores y editoriales, etc.

Son las siguientes:

- Plan General de Contabilidad-PGC (RD 1514 / 2007, de 16 de Noviembre).

- Real Decreto 1159/2010, de 17 de septiembre, modificación del PGC y Normas para la Formulación de Cuentas Anuales Consolidadas.

- Ley de Sociedades de Capital. Real Decreto Legislativo 1/2010, de 2 de julio, por el que se aprueba el Texto Refundido.

- Plan General de Contabilidad. Comentarios y Desarrollos prácticos. KPMG. Localízarlo en la Biblioteca

- Nuevo Plan General Contable. Supuestos prácticos. Varios autores Ediciones Lefebvre. Localízarlo en la Biblioteca

- Fundamentos teóricos y prácticos del Nuevo Plan General Contable. Varios autores. Localízarlo en la Biblioteca

- Memento Contable Lefebvre   años 2015 y 2016. Localízarlo en la Biblioteca

- Contabilidad de Sociedades. Ediciones del Centro de Estudios Financieros (CEF) Localízalo en la Biblioteca

- Manual de Contabilidad de Sociedades. CTO Hacienda. Localízarlo en la Biblioteca

- Ley 3/2009, de 3 de abril, sobre Modificaciones Estructurales de las Sociedades Mercantiles (LMESM)

- Ley 1/2012, de 22 de junio, de simplificación de las obligaciones de información y documentación de fusiones y escisiones de sociedades de capital.

@X@buscador_unika.obtener@X@

Horarios de atención

Se establecerá un horario de atención al alumno, fuera de los horarios de las clases de la asignatura, para resolver las dudas y explicar las aclaraciones que requiera.

El alumno debe ser consciente de que ***esta atención debe realizarse de forma continua*** a lo largo del semestre y no debe esperar a las últimas fechas.

Una vez establecida por el profesor la fecha en la que puede prestar esta atención, le serán solicitadas por mail las correspondientes reuniones individuales a afectos de que pueda planificar convenientemente su tiempo.

El horario de Paula Moreno Laborda es los miércoles de 10:30 a 12:00, previa recepción de correo electrónico. Si por coincidencia de clases es necesario otro horario, se atendérá a los casos particulares. El despacho es el 2110 de la 2ª planta del nuevo edificio

El horario de Juan Manuel Pérez Iglesias, será os viernes y será anunciado en clase. Es necesario confirmar por correo electrónico. El despacho es el 2540 de la 2ª planta de la torre.

Universidad de Navarra

Asignatura: **CORE- Ethics (Econ, ADE, Edu, Psic)**

Guía Docente

Curso académico: 2017-18

Introduction

Ethics

Instructors: Dr. Joe Milburn, Visiting Lecturer, Faculty of Philosophy, University of Navarra (first semester); jmilburn@unav.es

Dr. Pilar Zambrano, Senior Lecturer, Faculty of Law, University of Navarra (2nd semester); pzambrano@unav.es

Notwithstanding how disparate philosophical definitions of “ethics” may be, they all coincide in trying to answer the same fundamental questions.

In the first place, lies the preliminary question concerning what is it that moves us to action: Is human action guided by *practical* reason, or is it only blindly moved by emotion? If our actions are guided by reason, are the goods towards which reason guides us universal or are they cultural? Are they actually attainable in our present existential conditions?

Upon the answers to these preliminary questions concerning the rationality of human action, arises the question concerning the *reasonableness* of human action that might be shortly uttered as follows: Is any course of action capable of realizing human goods, or are there types of actions that unexceptionally impede the realization of human goods? How do we judge the capacity of concrete actions for instantiating or denying human goods?

Finally, is ethics only a question of *knowing* how to choose rightly? Or is it also a question of striving for the right? Are affections and emotions a hindrance for reason´s guiding power, or are reason and affection cooperative human capacities? According to the weight assigned to norms, interests, virtues and goods in answering these kinds of abstract questions, western philosophical ethics might be roughly divided into three central “rival” ethical traditions: virtue ethics; emotivism/utilitarianism; and deontology. This course will take the virtue ethics approach as the paramount perspective of response, both to the named abstract questions, and to selected prudential queries where abstract theory will be put in action.

In both the abstract and the prudential levels of reflection, the obtained answers will be compared with alternative solutions grounded on utilitarian and deontological approaches. At the end of the course, students are expected to be capable of:

a. Understanding and elaborating sophisticated arguments to either criticize or defend the different philosophical traditions in ethics.
b. Recognizing the underpinning ethical conceptions that sustain both abstract and prudential ethical reflection.
c. Analyzing the inner structure of human action, and discerning its moral value in concrete situations.
d. Analyzing and identifying the role of affection in moral life.
e. Connecting human flourishing, happiness, moral virtue, moral norms and human action, in the perspective of the virtue ethics.

The work in both semesters will include close 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, papers, and exams on time and in a thorough manner.

Plan of Studies: Undergraduate Course

Type of Course: Obligatory

Classroom: M1 Amigos.

Class schedule: Thursdays from 12 am to 2 pm.

Language: English.

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

Competences

Grado Administración y Dirección de Empresas

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.

CB5 - Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía.

CG2 - Identificar, integrar y utilizar los conocimientos adquiridos en el argumento, discusión o resolución de problemas relevantes para lo económico y empresarial.

CG5 - Razonar de forma autónoma y crítica en temas relevantes para lo económico y empresarial.

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.

CE14 - Comprender la influencia que el entorno económico tiene en la actividad empresarial.

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.

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.

CB5 - Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía.

CG2 - Identificar, integrar y utilizar los conocimientos adquiridos en el argumento, discusión o resolución de problemas relevantes para lo económico y empresarial.

CG5 - Desarrollar la capacidad de razonamiento autónomo y crítico en temas relevantes para lo económico y empresarial.

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.

CE14 - Conocer los aspectos teórico-prácticos del funcionamiento de la empresa. [error en la memoria, debería reflejar (CE8:Tener conciencia de la dimensión ética de la práctica profesional)]

Program

Ethics

1. What are Ethics and Actions about?

a. The object of practical knowledge: guiding action towards the good. Practical knowledge as a specific kind of knowledge.
b. Moral philosophy as a philosophical approach to practical knowledge. Distinguishing and connecting the good and the right.
c. The central questions of moral philosophy: Is practical knowledge *true* knowledge? Is practical knowledge universal? How does practical knowledge move to action? Which are the key concepts of practical knowledge: norms, interests, virtues or goods? Three central questions, three “rival” traditions: the natural law tradition; utilitarianism/emotivisim; deontology.

Mandatory Bibliography:

Grisez, Germain G., «The First Principle of Practical Reason: A Commentary on the *Summa theologiae,*1-2, Q.94, a.2, *Natural Law Forum,* 175-176.

GÓMEZ LOBO, ALFONSO, *Morality and the Human Goods,* Georgetown University Press, 2002, introduction.

Universidad de Navarra

Selections from Aristotle, *Nicomachean Ethics,* Book I.

2. "Every act and purpose seems to aim at some good".

a. The first principle of practical rationality (FPP).
b. The evaluative and normative, although non-moral nature of FPP.
c. The analytical truth of FPP. The formal nature of FPP. The logical function of FPP in practical reasoning.
d. Is practical reason only instrumental to emotive purposes?

Mandatory Bibliography:

GÓMEZ LOBO, ALFONSO , *Morality and the Human Goods,* Georgetown University Press, 2002, chapter 1.

AQUINAS, *Summa Theologiae,* I-II, q.1, aa. 1-2; q. 94, a. 2.

Selections from Aristotle, *Nicomachean Ethics,* Book I; Hume, D. [1739], *A Treaty on Human Nature,* Oxford Clarendon Press, 2011.

Recommended Bibliography: Finnis, J., *Natural Law and Natural Rights,* Oxford University press, 2nd edition, 2011, chapter 2; Grisez, Germain G., «The First Principle of Practical Reason: A Commentary on the *Summa theologiae,*1-2, Q.94, a.2, *Natural Law Forum,* 178-179.

3. But…Which things are good?

a. Is pleasure the basic dimension of happiness? Is happiness a void illusion?
b. Is the "good will" the upmost and absolute good?
c. Substantive principles of practical rationality: basic human goods and the first principles of natural law.
d. Distinguishing between apparent and real goods; instrumental and intrinsic goods.

e. Basic human goods as natural dimensions of human flourishing/happiness. The variety of basic human goods. The intelligibility of basic human goods: a non-analytical but self-evident truth. A possible list of basic human goods: life, friendship, family, knowledge, practical reasonableness, integrity, religion.
f. The special role of practical reasonableness.

Mandatory Bibliography:

GÓMEZ LOBO, ALFONSO , 2002: chapters 2-3.

Selections from Aristotle, *Nicomachean Ethics,* Book I, translated by F.H. Peters, Tübner & Comp., London, 1891; Bentham, J. [1789], *An Introduction to the Principles of Morals and Legislation,* New Edition, Oxford, 1823; Schopenhauer, A. [1818/1819], *The World as Will and Idea,* trans. by R.B. Haldane And J. Kemp, Routdlege & Kegan, London, 1883; Kant, I. [1785], *Foundations of the Metaphysics of Morals,* trans. by Lewis Beck, The Liberal Arts Press, 1959.

Recommended Bibliography:

Finnis, J., 2011: 59-70.

4. From good to right: how are basic human goods attainable in every-day life?

a. Qualified and unqualified reflection on basic human goods. Being a person is a lifelong job. Freedom means responsibility. Three levels of action.
b. Limitations, menaces and social circumstances that qualify the realization of basic human goods: error, fragilities, illness and death as limitations; un-justice and malice as menaces.
c. Prudential guidelines for the pursuit of basic goods. Vigilance in face of error. Commitment in face of inconsistency. Inclusiveness instead of exclusiveness. Detachment instead of fixation. Impartiality instead of discrimination. Care instead of negligence. Respect instead of harm.
d. The product of prudence: extending reasonableness into one´s decisions and actions.

Mandatory Bibliography:

GÓMEZ LOBO, 2002: chapter 4.

GRISEZ, GERMAIN; SHAW, RUSSEL, *Beyond the New Morality. The Responsabilities of Freedom,* University of Notre Dame Press, 1980, chapters 1-2.

Selections from Schopenhauer, A., *The World as Will and Idea,* trans. by R.B. Haldane And J. Kemp, Routdlege & Kegan, London.

Recommended Bilbliography:

FINNIS, JOHN, 2011: chapter V.; FINNIS, J. *Fundamentals of Ethics,* Oxford, Clarendon Press, 1983, 66-79.

5. From good to right (II): Are we obliged to respect all basic human goods in every action?

a. The master principle of morality: inclusiveness in choosing.
b. Human actions as the object of moral judgements. The inner perspective of Morality. Specifying human action: object, intention, circumstances.
c. Assessing the role of physical effects in the specification of human action. The connection between the inner and the outer dimensions of human action.
d. The ambiguous action.

Mandatory Bibliography:

GÓMEZ LOBO, (2002)**:** chapter 5.

GRISEZ, G., SHAW, R. (1980): chapters 8; 9; 14.

Recommended Bibliography:

FINNIS, J. (2011): chapter V; FINNIS, J. (1983): 66-79; FINNIS, J., *Moral Absolutes*. *Tradidition, Revision, and Truth,* The Catholic University of America Press, 1991, chapter II.

RHONHEIMER, M. (2001): 95-115; 135-162.

Selections from Kant, I. (1959); Bentham, J. [1789], 1823.

6. How do we judge actions? (I)

(a) Assessing the role of norms in moral reasoning. Kinds of moral norms: positive and negative norms. Prescribed and forbidden actions.

a. The positive foundation of all moral norms: classifying moral norms in view of human goods.
b. From general norms to concrete cases: judging the moral nature of cases. Conflicts among norms. The general precedence of negative norms.
c. Unexceptional moral norms. Murder and Lying.

Mandatory Bibliography:

GÓMEZ LOBO (2002): chapter 6.

RHONHEIMER,M., (2001): 350-371.

Recommended Bibliography:

Selections from Kant, I., 1959); Bentham, J. [1789], 1823.

7. How do we judge actions? (II) Does the end

Justify the Means?

a. Principles for the moral evaluation of the consequences of actions.
b. Actions with non-intentional side effects. Legitimate Defense, Abortion and Euthanasia.
c. Consequentialism: the weighing of goods and balancing of consequences.
d. Normativism: the absolute primacy of the good will.
e. Prudence and conscience: a bottom-top reasoning in view of the “accomplishment value” of actions.
f. Erroneous conscience.

Mandatory Bibliography:

rhonheimer,M., *The Perspective of Morality. Philosophical Foundations of Thomistic Virtue Ethics,* 2001, 382-421.

Selections from Kant, I. (1959); Bentham, J. [1789], 1823.

8. is ethics only a question of *knowing* how to choose rightly? Or is it also a question of striving for the right?

a. Moral Virtues: the affective condition for the rationality of acting subjects.
b. Moral Virtue is the perfection of appetite. Passions and the will as the subject of moral virtue.
c. Moral Virtue is the habit of choosing good actions.
d. The mean of virtue is the mean of reason.
e. Cardinal Virtues: prudence, justice, fortitude and temperance. The inner connection of moral virtues.

Mandatory Bibliography:

GRISEZ, G., SHAW, R., (1989): chapter 15.

RHONHEIMER, MARTIN, *(*2001): 188-244.

9. which is the central concept of moral philosophy?

a. The mind map of the central tradition: Connecting human flourishing, happiness, moral virtue, moral norms and human action.
b. A preliminary mind map of deontological ethics.
c. A preliminary mind map of utilitarian ethics.

Educational Activities

The work in both semesters will include:

1. Close reading 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.
2. We will have lecture and discussion based classes. Discussion classes will focus on: a) analysis and critical reflection on mandatory texts; b) argued resolutions to real or hypethetical ethical querries.
3. Written individual works.
4. Group presentations.
5. All written assignments must be hanged on ADI, on time.
6. 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.
7. 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.

8. I strongly recommend that you read the university's plagiarism guidelines very carefully and consult me if you have any further questions: http://www.unav.es/facultad/fyl/politica-educative-plagio. "El plagio, intencional o por precipitation/inadvertido puede incurrrir… el cese de lose studios a la expulsion de la Universidad." **If you feel unsure about something you are working on or if you are having difficulty, I urge you to come see me rather than risk plagiarizing someone else's work.**
9. This course will include a variety of pedagogical styles, including both lecture and discussion. Listening to your interlocutor, whether the teacher or your fellow students, is a sign of respect and consideration. Therefore, I ask you to reserve side-conversations with other students for your own time, before or after class.
10. Last but not least, don't be afraid to ask questions! This course should raise many questions, and discussion of these questions is a large part of this course. The class is structured to invite your questions.

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

Assessment

The final grade will be based on the following criteria:

1. 20% for class attendance and participation.
2. 40 % for written work and a middle term-exam. Students are required to handle in time (in ADI´s platform) two individual papers along the course. Papers handled out of time will not be accepted and shall be rated 0/10.
3. 40% (4/10 points) for the final essay response exam, which will take two hours to accomplish. It will be proctored.
4. Obtaining a minimum mark of 5/10 in the final essay exam, and a global mark of 5/10 are both mandatory conditions for approving the course. These same criterias apply to the extraordinary call for exams in June.

Class attendance includes individual participation in class discussion and in oral group presentations. Previous reading of mandatory bibliography is the primary criteria for evaluating individual participation.

Oral group presentations shall be evaluated rating out the grades obtained in: (a) the overall group presentation; (b) each participant´s individual performance within the group presentation; (c) participation in the discussions raised by other groups´presentations.

Papers will be evaluated on the following criteria.

Structure: 3/10-Analysis: 3/10- Style: 1/10 - Originality: 3/10.

STRUCTURE

Papers should begin with an introduction containing a brief statement of (i) the broad theme that will be addressed (e.g. the utilitarian conceptions of reasons for action); (ii) your central argument (e.g. that they are mostly inspired in Hume`s causal conception of human action); an enunciation of the counter-arguments that you will discuss (e.g., that Bentham and Mill are only very weakly inspired in Hume´s ideas).

Then the central argument should be built in a series of well-structured paragraphs. Each paragraph should have a topic sentence, and 3 to 5 sentences that clearly support that topic sentence, and should have a clear connection to the next paragraph.

The paper should end with a strong conclusion that, as the word "conclusion" denotes, clearly follows from the arguments deployed in the previous paragraphs. The conclusion should never incorporate new ideas, arguments or data.

ANALYSIS:

Analysis covers two features. On the one hand, it involves an authentic, clear and insightful explanation of the most relevant counter-arguments to your central argument. Explanation should refer both to the explicit and entailed meanings of these counter-arguments. In the second place, analysis involves criticism and discussion.

Each paragraph should advance the central argument, what does neither necessarily nor even frequently equates to deploying as many arguments and counter-arguments as possible. Rather, explanation and criticism should focus only on those counter-arguments that are truly capable of illuminating, sustaining and advancing the central argument.

STYLE:

Clarity comes from knowing what one means and saying it plainly. Papers should always be revised before being handled, to correct grammar and spelling mistakes, remove wordiness and redundancy.

ORIGINALITY:

Although a good grade (a **B**) might be obtained for a paper based on arguments presented in lectures or readings, "**A**" papers must offer more original insights and arguments. Originality bursts from thinking by oneself the questions that are posed in the program and discussed in lectures.

The Superior Paper (A)

Structure: The thesis is clear, insightful, original, sophisticated, even exciting. All ideas in the paper flow logically; the central argument is identifiable, reasonable, and sound. Paragraphs have solid topic sentences, and each sentence clearly relates to that topic sentence. The conclusion is persuasive and follows naturally from the arguments presented in the introduction and deployed in the text.

Analysis: Every point is supported with consistent arguments. Quoted material is well integrated into sentences and paragraphs. Explanation is clear, truthful, and goes to the point. Criticism is insightful.

Style: Sentences´ structure, grammar, spelling, and citations are excellent.

Originality: Arguments show a great deal of independent insight and originality.

Note: These guidelines are partly reproduced and partly adjusted from the guidelines offered by professor Stephen Kantrowitz, in "Sample evaluation criteria for papers in History", available at https://writing.wisc.edu/wac/node/88.

Schedule of readings and assignments

Schedule 2018.docx Time Schedule

Date	Themes	Class work	Previous Lecture	Written Work
September 7	Introduction to the course. General guidelines. The object of practical knowledge; guiding action towards the good. Practical knowledge as a specific kind of knowledge. Moral philosophy as a philosophical approach to practical knowledge. Distinguishing and connecting the good and the right.			
September 14	The central questions of moral philosophy.		Gomez Lobo, Alfonso, *Morality and the Human Goods*, Georgetown University Press, 2002 Introduction	
September 21	The first principle of		Gomez Lobo,	

	practical rationality.		Alfonso, *Morality and the Human Goods*, Georgetown University Press, 2002, Ch. 1. Aquinas, *Summa Theologia,* I-II, q. 1, aa 1-2; q 94, a. 2. Selections from Aristotle Nicomachean Ethics, Book I	
September 28	Is practical reason only instrumental to emotive purposes?		Selections from Hume, D. *A Treatise on Human Nature,* 1739.	
October 5	Is pleasure the basic dimension of happiness? Is happiness a void illusion?		Selections from Bentham, J. [1789], *An Introduction to the Principle of Morals and Legislation*, New Edition, Oxford, 1823; Schopenhauer, A., *The World as Will and Idea*, trans. By R.B. Haldane and J. Kemp, Routledge and Kegan, London.	
October 12	Is the 'good will' the upmost good?		Selections from Kant, I., *Foundations of the Metaphysics of Moral,* trans. By Lewis Beck, The Liberal Arts Press, 1959.	
October 19	Substantive Principle		Gomez-Lobo,	

	of practical rationality; basic human goods and the first principle of natural law. Distinguishing between apparent and real goods; instrumental and intrinsic goods. Basic human goods as natural dimensions of human flourishing/happiness.		Alfonso, 2002; chapter 2-3. Selections from Aristotle, *Nichomachean Ethics,* Book I	
October 26	Qualified and unqualified reflection on basic human goods. Being a person is a lifelong job. Freedom means responsibility. Three levels of action.		Gomez Lobo, 2002: chapter 4. Grisez, Germain; Shaw, Russel, *Beyond the New Morality. The Responsibilities of Freedom*, University of Notre Dame Press, 1980, chapters 1-2.	
November 2	Limitations menaces' and social circumstances that qualify the realization of basic human good. Prudential guidelines for the pursuit of basic goods.			
November 9	The master principle of morality: inclusiveness in choosing.		Gomez Lobo, (2002): chapter 5. Grisez, G., Shaw, R. (1980): chapter 8 and 9	
November 16	Assessing the role of physical effects in the specification of human action. The		Grisez, G., Shaw, R. (1980); Chapter 14	

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	connection between the inner and the outer dimensions of human action. The ambiguous action			
November 23		Partial Test 1: Units 1-3		
November 30	Class discussion of written work 1..			Delivery-date of written group work 1.
January 11	Assessing the role of norms in moral reasoning. Kinds of moral norms: positive and negative norms. Prescribed and forbidden actions. The positive foundation of all moral norms: classifying moral norms in view of human goods.		Gomez Lobo (2002): ch. 6. Rhonheimer, M., (2001): 350-371.	
January 18	From general norms to concrete cases: judging the moral nature of cases. Conflicts among norms. The general precedence of negative norms. Unexceptional moral norms. Murder and Lying.			
January 25	Principles for the moral evaluation of the consequences of actions. Actions with non-intentional side effects. Legitimate Defense.		Rhonheimer, M., *The Perspective of Morality. Philosophical Foundations of Thomistic Virtue Ethics*, 2001, 382-421.	
February 1	A discussion on Abortion			
February 8	A discussion on Euthanasia			

February 15	Consequentialism: the weighing of goods and balancing of consequences. Normativism: the absolute primacy of the good will.		Selections from Kant, I. (1959); Bentham J. (1789), *An Introduction to the Principles of Morals and Legislation,* New Edition, Oxford, 1823	
February 22	Prudence and conscience: a bottom-top reasoning in view of the 'accomplishment value' of actions. Erroneous conscience.		Grisez G., Shaw, R., (1989): ch. 15	
March 1	Moral Virtues: the affective condition for the rationality of acting subjects. Moral Virtue is the perfection of appetite. Passions and the will as the subject of moral virtue. Moral Virtue is the habit of choosing good actions.		Rhonheimer, Martin, (2001): 188-244.	
March 8	The mean of virtue is the mean of reason. Cardinal Virtues			
March 15	The mind map of the central Tradition: Connecting human flourishing, happiness, moral virtue, moral norms and human action.			
March 22	The mind map of deontological ethics.			
April 12	The mind map of utilitarian ethics.			
April 18	Final Exam Review		Delivery-date of written group	

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			work 2.	
April 25	Final Exam			

Bibliography and Resources

Bibliography-Ethics.

Aristotle, *Nicomachean Ethics,* Book I, translated by F.H. Peters, Tübner & Comp., London, 1891.

Aquinas, *Summa Theologiae,* I-II, q.1, aa. 1-2; q. 94, a. 2. Localízalo en la Biblioteca

Bentham, J. [1789], *An Introduction to the Principles of Morals and Legislation,* New Edition, Oxford, 1823. Localízalo en la Biblioteca

Finnis, J., *Natural Law and Natural Rights,* Oxford University press, 2nd edition, 2011. Localízalo en la Biblioteca

Fnnis, J., *Moral Absolutes*. *Tradition, Revision, and Truth,* The Catholic University of America Press, 1991. Localízalo en la Biblioteca

Finnis, J. *Fundamentals of Ethics,* Oxford, Clarendon Press, 1983, 66-79. Localízalo en la Biblioteca

Grisez, Germain, «The First Principle of Practical Reason: A Commentary on the *Summa theologiae,*1-2, Q.94, a.2, *Natural Law Forum,* 175-176.

Grisez, Germain; Shaw, Russel, *Beyond the New Morality. The Responsabilities of Freedom,* University of Notre Dame Press, 1980. Localízalo en la Biblioteca

Gomez Lobo, Alfonso, *Morality and the Human Goods,* Georgetown University Press, 2002. Localízalo en la Biblioteca

Hume, D. [1739], *A Treaty on Human Nature,* Oxford Clarendon Press, 2011.

Kant, I. [1785], *Foundations of the Metaphysics of Morals,* trans. by Lewis Beck, The Liberal Arts Press, 1959.

Rhonheimer, Martin, *The Perspective of Morality. Philosophical Foundations of Thomistic Virtue Ethics,* 2001. Localízalo en la Biblioteca

Spaemann, Robert, *Basic Moral Concepts,* (Arsmostrong, T.J., trans.), Routledge, New York, 1989. Localízalo en la Biblioteca

Schopenhauer, A. [1818/1819], *The World as Will and Idea,* trans. by R.B. Haldane And J. Kemp, Routdlege & Kegan, London, 1883. Localízalo en la Biblioteca

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Office hours

Dr. Joe Milburn: Thursdays 2-4pm or by appointment.

Professor Pilar Zambrano will be available at her office (Edificio Bibliotecas, 2731) on Thursdays from 3pm to 4 pm.

In the case that this schedule doesn´t fit you, you may also ask for a special appointment by email (pzambrano@unav.es).

Asignatura: **Microeconomics:Theory and Policy A (F. ECONÓMICAS)**

Guía Docente

Curso académico: 2017-18

Introduction

http://www.unav.edu/asignatura/microeconomAeconom/

Microeconomics:Theory and Policy A (F. ECONÓMICAS)

Course Description

This is a course on Intermediate Microeconomics. The student is assumed to be familiar with basic economic concepts, acquired in the first year. This course covers a wide range of topics, starting from the analysis of competitive markets, and including also monopoly, oligopoly, game theory, uncertainty, general equilibrium and market failure. The course aims to provide the student with a sufficient knowledge to understand economic models and apply mathematical tools to the economic analysis.

General Information

School*:* Economics and Business

Department: Economics

Degrees: ADEb, ECOb, DADEb, DECOb, ELG

Year: 2nd (ADEb, ECOb) and 3rd (DADEb, DECOb, ELG)

Type of course: Mandatory

Semester: Spring Semester

Number of ECTS credits: 6 credits (150 hours)

Language of instruction: English

Class schedule

ECOb, ADEb(I), ELG: Mondays 12.00h - 13.45h (Room 11, Edificio Amigos); Fridays 12.00h - 13.45h (Room 01, Edificio Amigos)

ADEb(II), DADEb, DECOb: Thursdays 10.00h - 11.45h (Room 01, Edificio Amigos); Fridays 10.00h - 11.45h (Room 01, Edificio Amigos)

Instructor: Dulce Redín Goñi (dredin@unav.es)

Office hours: Wednesdays 10.00h -11.00h & 12.00h-13.00h at Room 2060 (2nd floor "hilera", Edificio Amigos)

Competencies

The student will acquire the following competences

Basic Competencies (Management and Economics Degrees):

- 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.

General Competencies (Management and Economics Degrees):

- 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 Competencies (Economics Degree)

- SC1. Thoroughly understanding the fundamental concepts and methods of economic theory.
- SC3. Reaching conclusions relevant to economic policy based on real information.
- SC5. Handling the concepts, theories and models necessary to form firm opinions about the economic context.
- SC10. Using mathematical reasoning and quantitative tools to analyze the economic context.

Specific Competencies (Management Degree)

- SC14. Understanding the influence of the economic context on business activities.
- SC20. Understanding the basics of economic theory and the economic environment.

Syllabus

CHAPTER 1 -- The Theory of Demand

CHAPTER 2 -- The Theory of Supply

CHAPTER 3 -- Equilibrium and Welfare Analysis

CHAPTER 4 – Market Power and Price Discrimination

CHAPTER 5 -- Game Theory and Oligopoly

CHAPTER 6 -- Choice Under Uncertainty

CHAPTER 7 -- General Equilibrium

CHAPTER 8 -- Market Failure

Educational Activities

The course is taught in **two sessions or lectures per week (90 min each)**. These sessions combine theoretical explanations by the professor and the solution of numerical/theoretical exercises with discussions of topics related to the program.

As part of the continuous assessment, **each student must prepare the lessons (readings, exercises, etc) in advance and exhibit an active attitude in class during the lectures.**

The professor will be available, at the specified office hours, **to answer questions and solving doubts** on the subject.

Time allocation

Lectures: **52 hours**. Class attendance is very important, not only for the portion of the final grade attached to it, but mostly because it is the main tool for the understanding of the topics covered and to acquire greater knowledge of the subject.

Exams: **4,5 hours (60 min for the tests and 150 min for the final)**. The exams are designed to be answered in less than the allocated time; it is important to always take the time to think about answers to questions before starting to write.

Assignments to do outside the classroom: 20 hours. These are activities that the student should work out by himself or in small study groups.

Personal question session with the professor in office hours: 1 hour. The professor has office hours throughout the semester. Take advantage of this time to solve your questions as you study the material.

Personal study: **42,5 hours**. To study this subject in a suitable way, do not just read the notes or the reference book. It is essential to study with paper and pen for a full understanding of the graphics, functions, concepts, etc that are presented in the lectures. Likewise, it is mandatory to work out the problem sets that will be delivered though Aula Virtual ADI.

Assessment

Grading policy (over 10 points)

May Exam:

Final exam: 6 points. The final exam will be on May 8th at 9.00h. The final exam will be comprehensive, i.e. it will cover all the chapters of the course. The student must score at least 4/10 (2,4/6) to pass the course.

Midterm: 2 points. The midterm will be on February 16th.

Continuous assessment: 2 points that will be accounted as it follows:

> **Class attendance and participation: 0,5 points.** Active participation in the lectures and discussion of the exercises. After each session, students will be asked to hand in the "3, 2, 1 paper", i.e. on a piece of paper they will have to write down 3 ideas that summarize what we have discussed during the lesson, 2 questions related to the topic and 1 real-life example of some concept that has been analyzed. It will be important to keep the presentation neat and not to copy material from the slides or the book (be original!).
>
> **Tests: 1,5 points.** There will be surprise quizzes (after we finish each chapter of the syllabus). Each time, at least 30% of the students (selected out of the whole group) will stay in the room to take the quizz. Each student will do *at least 3 quizzes* along the semester. These quizzes will last 1 0-15 minutes (at the end of the lesson) and they will consist of short exercises and/or (theoretical) questions.

June Exam:

Retake exam: 8 points. The final exam will be on June 20th at 16.00h. The final exam will be comprehensive, i.e. it will cover all the chapters of the course. The student must score at least 4/10 (3,2/8) to pass the course.

Continuous assessment: 2 points. Class attendance and participation (0,5 points), and tests (1,5 points) as described above.

Exam structure:

Each exam (final exam and retake exam) has two parts:

- The first part consists on multiple-choice questions.
- The second part involves numerical and mathematical problems. The student may be asked to give an interpretation of the results.

Students will be given 150 min to write the exam.

Bibliography and Resources

The professor has prepared a book of notes for the course that will be available in the reprographics services at the Edificio Amigos

The main complementary references are:

Varian, H. *Intermediate Microeconomics: A Modern Approach,* 8th Edition. Norton. Find it in the Library

Pindyck, R. and D. Rubinfeld. *Microeconomics*, 8th Edition. Pearson. Find it in the Library

Other references are:

Besanko, D. and R. Braeutigam. *Microeconomics: An Integrated Approach,* 4th Edition. Wiley. Find it in the Library

Morgan, W., M. Katz, and H. Rosen. *Microeconomics*. McGraw-Hill. Find it in the Library

@X@buscador_unika.obtener@X@

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