



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

*Guía Docente*

*Curso académico: 2018-19*

## Presentación

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

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

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**2018/2019 - ECOB + ECOBG**

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

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

The detailed goals of the course are:

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

**Course materials are available on Google Drive (follow the link in "AREA INTERNA")**

## Competencias



## Basic Competencies (Management and Economics)

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

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

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

## General Competencies (Management and Economics)

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

## Specific Competencies (Economics)

SC14. Understanding the theory and practice of business operations.

## Specific Competencies (Management)

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

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

### Programa

Week	Dates	Topic	Readings
1	3-7 Sept.	Introduction to accounting	Ch. 1
2	10-14 Sept.	Fundamental concepts	Ch. 2
3	17-21 Sept.	The accounting process	Ch. 3
4	24-28 Sept.	Practice: The accounting simulation game	<b>Midterm on Sept. 27/28</b>
5	1-5 Oct.	Accounting for commercial and manufacturing companies	Ch. 4
6	8-12 Oct.	Using accounting to forecast business performance	Ch. 4
			Ch. 5



7	15-19 Oct.	Accounting regulation around the World	<b>Assignment due on Oct. 20th</b>
8	22-26 Oct.	Revenue recognition, cash and receivables	Ch. 7 (Ch. 18)
9	29 Oct. - 2 Nov.	Accounting for inventory	Ch. 8
10	5-9 Nov.	Profit and shareholders' equity	Cases (Ch. 15)
11	12-16 Nov.	Reading financial statements to learn about business	Cases (Ch. 1-8)
12	19-23 Nov.	Forecasting business performance using financial statements	Cases (Ch. 1-8)
13	26 - 30 Nov.	Exercises and review	(Ch. 1-8)
Exams	1 8 December	<b>FINAL EXAM</b>	

### Actividades formativas

There is quite a lot of technical material in the course and some of it is tricky. Explanation and illustration of that material using lectures, cases and problem assignments forms the core of the course. The reading and problem assignments for each session will be available in Adi with enough time for preparation.

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

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

### Evaluación

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

Components of evaluation:

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



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

## **Bibliografía y recursos**

**Course materials are available on Google Drive.**

The main course-books:

1. One book for Financial Accounting I and Financial Accounting II: *Intermediate Accounting (IFRS edition)* by Kieso, Weygandt, Warfield, Wiley & Sons, 2014. [eBook available](#), [Find it in the Library](#)
2. *Financial Accounting and Reporting: A Global Perspective* by H. Stolowy, M. Lebas and Y. Ding, Cengage Learning, Andover, UK, 5th edition, 2017. There is an eBook [available online](#). Earlier editions are OK, but there may be slight differences (especially chapter 6 on revenue recognition). [Find it in the Library](#) (ed. 2017) [Find it in the Library](#) (4th edition, 2013)
3. *Financial Accounting "A Concepts-Based Introduction"* by D. Kolitz, Routledge, 2016. [Publisher website](#) [Find it in the Library](#)

Additional reading:

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

Important webpages:

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

@X@buscador\_unika.obtener@X@

## **Horarios de atención**

Office hours: Thursday, 16.00-18.00 4050 in the Tower (4th floor), tel. 802348.



**Asignatura: Álgebra B (F. ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2018-19*

## Presentation

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

# Álgebra B (F. ECONÓMICAS)

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

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

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

**Department:** Economics.

**Faculty:** Economics and Business.

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

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

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

**Classrooms:** 16 and B2.

**Year:** 1st

**Organization:** Second semester, from January to May

**ECTS credits:** 6 (150 hours)

**Type of course:** Basic

**Language:** English.

**Professors:** Ignacio Rodriguez Carreño, [irodriguez@unav.es](mailto:irodriguez@unav.es) and María Castillo Latorre [mclatorre@unav.es](mailto:mclatorre@unav.es)

## Competences

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

BC1. Students should demonstrate knowledge and understanding of the subject area based on a general secondary school education. They should have a general



level that is well supported by advanced texts, but that also encompasses aspects that suggest knowledge of the leading edge of their field of study.

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

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

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

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

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

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

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

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

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

## **Program**

### **Chapter 1: Introduction to Algebra. Basic concepts**

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

### **Chapter 2: Matrices, Determinants and Linear systems of equations**

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



### Chapter 3: Linear Programming

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

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

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

### Chapter 5: Graphs and networks

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

## Educational activities

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

There will be classroom activities and non-face activities:

**1. Classroom activities (58 total hours).** In this section the lectures to be given in large groups, the practical classes of problems, the hours devoted to the presentation of work, hours of examination, class test hours and hours of practice encompass computer.

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

b) Practical classes. In 19 1 hour classes key and difficult problems will be solved.

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

d) Exams. In total throughout the course, there will be 7 hours of written examination. There will be some surprise tests or exams, together with the midterm and the final exams.

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

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



**2. Non face activities (92 hours).** The main activity will be personal study of the subject. The number of estimated hours are 84.

## **Assesment**

Please note that in this course is adhered to the academic honesty policy of the school, as detailed below (from the Ethics Committee Provisions Against Plagiarism and Copying). Any dishonest behavior will be reported and dealt with according to the regulations.

### **Honesty is the Best Policy**

We value honesty. Without it, there can be no trust or any meaningful social relations. Therefore, the School expect honesty and fairness from all of its members: professors, non-academic staff, and students.

Dishonest behaviors will be sanctioned in accordance with the [University Norms on Student Academic Discipline of August 2015](#), and include lying, cheating in exams, and plagiarism in written work. We take such violations seriously. Depending on their gravity, these offences will be dealt with by the Professor in charge of the subject, by the Dean of Students, and in very severe cases, by the Vice President for Student Affairs.

Sanctions include:

- formal warnings
- prohibition from entering University premises for a given period
- loss of admission rights to exams
- loss of scholarships
- a failing grade for the piece of work or the whole course

### **Ordinary evaluation:**

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

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

b) Computer practices (10%).

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

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

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

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

### **Extra-ordinary evaluation:**

In case the student do not pass the subject in the ordinary evaluation, he/she will have to go to the extraordinary evaluation. The final exam will be graded as the 70%, and the rest of the grade will be





given by its work during the course (participation and cooperative learning experience 7.5%, computer practices 5%, the video with the oral work presentations 7.5%, the surprise exams an additional 5%, and the midterm exam 10%).

## Office hours

**Professor Ignacio Rodríguez Carreño**, [irodriguez@unav.es](mailto:irodriguez@unav.es): Office 2080. 2nd floor, corridor.  
Mondays from 16:00 to 19:00 h.

**Professor María Castillo Latorre**, [mclatorre@unav.es](mailto:mclatorre@unav.es): Office 2280. 2nd floor, corridor. Wednesdays  
from 16:00 to 19:00 h.

## Bibliography and Resources

### Basic bibliography:

- *Algebra for Economics and Business Administration students. Theory book.* Ignacio Rodríguez and Jorge Biera.
- *Matemáticas para la Economía. Álgebra Lineal y Cálculo Diferencial.* Gloria Jarne, Isabel Pérez-Grasa, Esperanza Minguillón. Ed. McGraw Hill. [Localízalo en la Biblioteca](#)
- *Matemáticas para la Economía. Libro de Ejercicios. Álgebra Lineal y Cálculo Diferencial.* Gloria Jarne, Isabel Pérez-Grasa, Esperanza Minguillón. Ed. McGraw Hill. [Localízalo en la Biblioteca](#)
- *Matemáticas en los estudios de Economía y Gestión de Empresas: ¿por qué?, ¿para qué?, ¿cuáles?, ¿son posibles?* J. Antomil, M. Arenas, A. Bilbao, P. Gladish, M Rodríguez Uría. Universidad de Oviedo. [Localízalo en la Biblioteca](#)

### Additional bibliography:

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

### Other resources:

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



Universidad  
de Navarra

-  
@X@buscador\_unika.obtener@X@



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

*Guía Docente*

*Curso académico: 2018-19*

## Introduction

<http://www.unav.edu/asignatura/anthropology-econ-ade-psic/>

## **CORE- Anthropology (Econ, ADE, Edu, Psic)**

### PHILOSOPHICAL ANTHROPOLOGY

September 2018 – April 2019

For students of Economics, Education, and Psychology

**Instructor:** Dr. Joe Milburn [jmilburn@unav.es](mailto:jmilburn@unav.es) , Visiting Lecturer, Faculty of Philosophy, University of Navarra

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

Credits (ECTS): 6 – Year: 1º

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

The purpose of this course is to provide the student with an opinionated introduction to philosophical anthropology. The course will be divided up into three interrelated themes: 1.) Humanism vs. Anti-humanism, 2.) Freedom and Responsibility, and 3.) Body and Spirit.

Theme 1: Humanism vs. Anti-Humanism.

For our purposes *humanism* is the idea that human beings, in virtue of being human beings, have a special value. This special value sets them apart from the rest of the natural world. While all of the beings in the natural world may be intrinsically good, humanity is special, and human beings have a special sort of value. *Anti-humanism* is the denial of *Humanism*. According to the Anti-humanist there is nothing special about the human being: human beings are just one more item in the natural world, and not any more important from "the universe's perspective" than any other kind of being.



In this course it will be argued that humanism is correct and anti-humanism is false. Various explanations for why this is the case will be explored. Relevant authors for this theme include Plato, Huxley, Montaigne and Pascal.

### Theme 2: Freedom and Responsibility

One plausible distinction between human beings and the rest of the animal world is that human beings have the capacity to act and choose freely whereas other animals lack this ability. As a result we hold human beings morally responsible in a way that we don't hold other animals morally responsible. But while the idea that human beings have free will seems like so much common sense, some philosophers have denied that human beings possess free will or that it makes sense to hold people responsible for their actions. And it is undeniable that the existence of free-will can seem mysterious. In this course, it will be argued that human beings in fact possess freedom of the will and are morally responsible beings. Various explanations as to how this is possible will be explored. Relevant authors for this theme include Anscombe, Aquinas, Hume, Strawson, and Nagel.

### Theme 3: Body and Spirit

Many philosophers and plain folk have asserted the spiritual nature of human beings. At the same time common sense tells us that we are more than just spirits -- we are human beings, embodied in a place and time. Moreover, the belief in the human spirit can seem to be a survival from a pre-modern age.

In this course it will be argued that we have good reason for believing in the spiritual nature of man even if we have good reason to reject Cartesian dualism.

Authors relevant to this theme include Plato, Thomas Aquinas, Thomas Hobbes, Descartes, Anscombe, and Peter Geach.

At the end of this course, students should be capable of doing the following.

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

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

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



thorough manner.

Plan of Studies: Undergraduate Course

Type of Course: Obligatory

Language: English

## **Competences**

### **Grado Administración y Dirección de Empresas**

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

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

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

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

### **Grado Económicas**

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

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

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

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

CB2 - Que los estudiantes sepan aplicar sus conocimientos a su trabajo o



vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio.

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

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

## Program

1. Introduction.
2. How to read philosophy, the inescapability of philosophical reflection. The human being as someone who seeks the truth. Philosophical knowledge of the human being, partial truths and the fullness of truth. The Value of Knowledge and the Life of the Mind: instrumentalism. Knowledge and End in Itself.
3. Plato: Introduction to Plato's *Phaedo*. The spiritual nature of man, contemplative knowledge the end of human existence. Misology; the call to philosophize in face of fallibility of human reason.
4. Montaigne: Introduction to Montaigne; *Apology for Raymond Sebond*. Montaigne's view of human beings contrasted with the Platonic view; materialism vs. spiritualism, skepticism. The instrumental view of rationality implied in Montaigne's skepticism; skepticism, authority, and freedom.
5. Descartes: Introduction to Descartes, *Meditations on First Philosophy*. The sources of knowledge, the senses, reason; the value of tradition called into question; Descartes's search for a presuppositionless knowledge, Cartesian dualism: man as a mind-body composite. Descartes approach to our knowledge of God.
6. Pascal: Introduction to Pascal; the *Pensees* as a philosophical work; Pascal's account of intellectual error. The misery of man; Pascal's appropriation of Montaigne. The grandeur of man; man as a fallen being made for communion with God; Pascal's appropriation of the Stoics; his approach to the knowledge of God.
7. Contemporary context: Rationalism in the contemporary context; differences between scientific and moral knowledge. Moral Skepticism in the contemporary context. The social and historical aspects of human rationality; the need for thinking within a community. The Thomistic Synthesis as a model for philosophical enquiry. The failure of rationalistic moral enquiry. The failure of genealogical/skeptical moral enquiry.



## Educational activities

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

1. **BRING YOUR ASSIGNED TEXT TO EVERY CLASS.** It is your responsibility to do the reading as it is assigned and to bring the assigned text with you to all classes. Not bring assigned the assigned text to class shall be negatively assessed for your participation in class.
2. Attendance is required and I will keep track of it. You may accumulate **TWO** unexcused absences throughout the academic year without penalty. Each subsequent unexcused absence will reduce your grade by 0.5 points. For example, suppose your overall course grade is 8. If you have six unexcused absences, your course grade drops to 6; nine unexcused absences, you fail the course.
3. Out of respect for your teacher and your colleagues, you must come to class **ON TIME**. If you consistently come to class late, I will ask you to leave.
4. It is your responsibility to make it on time to the exams. Except in the case of serious illness or genuine emergency, there will be no make-up exam.
5. Plagiarism, or representing other people's ideas and/or arguments as your own, will not be tolerated. Discussing ideas and authors with your classmates is permissible, but you are not permitted to copy the structure and content of their papers, or **develop together a single answer to your homework assignments**. If you are found guilty of plagiarism you will certainly fail that assignment, and you may even fail the course. In addition, serious cases of plagiarism will be reported to the university authorities and may result in your suspension or expulsion from the university.

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

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

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



8. It should be known that the following will be expected from all students.

- a.) 60 hours of class.
- b.) 2 hours of tutorials.
- c.) 70 hours of personal study.
- d.) 30 hours of directed work.

### **Assessment**

- 1. 15% Class participation (including group work).
- 2. 10% Mid-term exam.
- 3. 10% Writing Assignment 1.
- 4. 20% Writing Assignment 2.
- 5. 10% Writing Assignment 3.
- 6. 20% Writing Assignment 4.
- 7. 5% Introductory Writing Assignment.
- 8. 20 % Final essay exam.

### **Bibliography and resources**

BIBLIOGRAPHY ( selections)

Husley, Aldox, *Brave New World*

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

Sertillanges, Antonin, *The Intellectual Life*

Hobbes, Thomas, *De Corpore*

Nietzsche, Friedich: *Beyond Good and Evil*

Plato, *Phaedo*

Montaigne, *Apology for Raymond Sebond*





Descartes, *Meditations on First Philosophy*

Pascal, *Pensees*

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

### Schedule of Readings

TBA				

### Office hours

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



**Asignatura: CORE-Antropología (Económicas-ISSA) grupo D**

*Guía Docente*

*Curso académico: 2018-19*

## **Presentación**

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

## **CORE-Antropología (Económicas-ISSA) grupo D**

### **Descripción de la asignatura:**

Este curso se enmarca dentro de las asignaturas del Core Curriculum, que estudian todos los alumnos de esta universidad (ver <http://www.unav.edu/web/core-curriculum/inicio>). En concreto, es una aproximación filosófica a la persona humana, reflexionando sobre el valor y sentido de la vida humana y sobre las condiciones fundamentales de su existencia.

Además de tratar importantes temas de actualidad, se reflexionará también sobre otras cuestiones más personales, como el sentido la libertad, el valor de la vida, la relación con los demás, el sufrimiento, la muerte y el más allá, etc.

**Profesores:** Miguel Pérez de Laborda Delclaux (primer semestre)  
José María Pérez-Seoane Mazzuchelli (segundo semestre)

**Idioma:** castellano

**Curso:** ADE + Derecho Cast. (ADED), ECO bilingüe (ECO<sub>b</sub>), Asistente de Dirección.

**Horario:** Martes: 10.00 – 12.00 h.  
Aula 10 AMI

**ECTS:** 6

Titulación: Grado de Economía

Módulo y materia a la que pertenece en el plan de estudios: Formación humana y valores profesionales.

Organización temporal: anual

Departamento, Facultad: Instituto *Core Currículum*.

Tipo de asignatura: Básica

## **Competencias**



### Competencias basicas:

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

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

Para el Grado de Asistencia de Dirección:

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.

### Competencias generales:

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

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

Competencias específicas (ECO-ADE):

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

### Competencias transversales

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

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

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

Para el Grado en Asistencia de Dirección:

CT1: Comprender que es propio del espíritu universitario afrontar de manera crítica y reflexiva el estudio de la propia disciplina 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 propia disciplina.

## Programa



## CORE-Antropología (Económicas - ISSA) Grupo D

# Primer semestre

Nuestros orígenes

La prosperidad de un animal desespecializado

- *Un ser carencial*
- *Un organismo preparado para la racionalidad*
- *La evolución del hombre*

Nuestra relación con la Naturaleza

- *Raíces del problema ecológico*
- *Transhumanismo: el intento de superar los límites humanos*

Lo específicamente humano

- *La apertura al mundo*
- *El conocimiento humano*
- *La voluntad y la libertad*
- *Explicaciones de lo específicamente humano (lo material y lo espiritual)*

La madurez afectiva

- *Carácter, temperamento y personalidad: lo genético y lo adquirido*
- *La afectividad*
- *La madurez*

La persona y su dignidad

- *La dignidad de la persona humana*
- *La justificación de los derechos humanos*
- *Para afirmar al hombre, ¿hay que negar a Dios?*
- *La negación del hombre*

# Segundo semestre

El valor de la sociedad (Condición social/espiritual del hombre)



- *El fin de la vida social y los elementos que la conforman*
- *Rasgos de la sociedad actual*

Pluralismo y verdad (La inteligencia me abre a la realidad).

El largo camino a la libertad (La voluntad me dirige al bien)

La acción en el mundo:

- *Técnica y mundo humano. El sentido del trabajo (La cultura, el trabajo, el descanso, el arte)*
- *La vida económica*

El sentido de la vida:

- *Vocación al amor*
- *Sexualidad, matrimonio, familia. La familia, célula originaria de la sociedad*
- *La felicidad como plenitud de lo humano. Rasgos de la felicidad deseable. La posibilidad y dificultad de la felicidad.*

Fragilidad y trascendencia. *Actitud ante los límites propios del hombre. El dolor y la enfermedad. La vida débil*

El destino del hombre. *Muerte y más allá. La religión como hecho humano primario*

## **Actividades formativas**

### **Primer semestre**

#### **PRESENCIALES (30 horas)**

##### **1. Clases teóricas (28 horas)**

Serán clases teóricas interactivas, en las que el profesor entrará en diálogo con los estudiantes. Por ello, se valora su participación.

##### **2. Evaluaciones (2 Horas)**

#### **NO PRESENCIALES (45 horas)**

##### **1. Trabajos de investigación (18 horas)**

Se deberá uno de los libros propuestos por el profesor y demostrar, por medio de un breve escrito y de un encuentro personal con el profesor, que se han asimilado los aspectos fundamentales del libro leído.



Los libros a elegir se encuentran en la sección "Lecturas".

## 2. Estudio personal (26 horas)

26 horas de estudio, para preparar el examen.

## 3. Tutorías (1 hora)

A lo largo del semestre, el alumno tendrá con el profesor algunas entrevistas, en un horario previamente concertado, para tratar cuestiones relativas a la materia (dudas surgidas en clase, preparación de los seminarios, etc.) o sobre otras dudas surgidas al hilo de los temas estudiados.

## Evaluación

La nota final será la media de los dos semestres.

En el primer semestre, la nota se pondrá de este modo:

- 80%: nota del examen
- 20%: nota de la actividad de lectura (breve trabajo y diálogo con el profesor).

## Bibliografía y recursos

### **Bibliografía principal:**

M. Pérez de Laborda - F. J. Soler Gil - C. E. Vanney, *¿Quiénes somos? Cuestiones en torno al ser humano*, Eunsa, Pamplona 2018.

### **Otra bibliografía:**

Ayala, Francisco, *¿De dónde vengo?, ¿quién soy?, ¿a dónde voy?: ensayos sobre la naturaleza humana, la ética y la religión*, Alianza Editorial, Madrid 2015.

[Localízalo en la Biblioteca](#)

Aranguren, J., *Antropología filosófica. Una reflexión sobre el carácter excéntrico de lo humano*, Mac Graw Hill, 2003. [Localízalo en la Biblioteca](#)

García-Cuadrado, J. A., *Antropología Filosófica*, Eunsa, Pamplona 2014, 6ª ed.

[Localízalo en la Biblioteca](#)

Polo, L., *Quién es el hombre. Un espíritu en el mundo*, Rialp, Madrid 1991.

[Localízalo en la Biblioteca](#)



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Sarráis, F., *Madurez psicológica y felicidad*, Eunsa, Pamplona 2013.

Torelló, J. B., *Psicología abierta*, Rialp, Madrid 2004. [Localízalo en la Biblioteca](#)

Yepes, R. - Aranguren, J., *Fundamentos de Antropología. Un ideal de la excelencia humana*, Eunsa, Pamplona 2009, 6 ed. [Localízalo en la Biblioteca](#)

## **Horarios de atención**

En Amigos estaré disponible los jueves de 16 a 19, en el despacho situado en el hall que está fuera del Aula 10, donde tenemos las clases.

En otros momentos, estaré disponible en mi despacho (en el Edificio de Investigación, en la zona de las facultades de ciencias).

Si se desea, se puede concertar una cita concreta, oralmente o escribiéndome a [perezlab@unav.es](mailto:perezlab@unav.es)

## **Contenidos**



**Asignatura: Calculus I A (F. ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2018-19*

## Introduction

<http://www.unav.edu/asignatura/calculus1Aeconom/>

# Calculus

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

**Department:** Economics

**School:** Economics and Business

**Degrees:** ECO bilingüe, ECO bilingüe + Leadership & Governance Program, ADE bilingüe (group 1)

**Type:** Basic subject

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

**ECTS credits:** 6 (approximately 150 working hours)

**Year:** 1st

**Semester:** 1st

**Language:** English

**Course schedule and rooms:**

- Tuesday, 12:00 - 14:00 (room 15, Amigos Building)
- Thursday, 12:00 - 14:00 (room B2, Amigos Building)

**Instructors:**

- Chandresh Thakrar (cthakrar@unav.es)
- María Castillo Latorre (mclatorre@unav.es) - Precalculus and Support classes, held in Spanish

## Competences

**Basic Competences:**





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

### **General Competences:**

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

### **Specific Competences (ECO):**

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

### **Specific Competences (ADE):**

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

## **Program**

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

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

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

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

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

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

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

## **Educational Activities**

Due to the heterogeneity of the students' mathematical levels (either coming from sciences or from humanities) and aiming to ease the learning process of this course, a test will be held **on Tuesday, the 4th of September** to assess the precalculus level of each student.

Those students who had not passed this test (marks less than 6) will have to attend compulsorily support classes focused on those topics that had not been properly understood before, either because they had not been studied or because they had not been learned deeply enough. Students that had passed this initial test will have non-compulsory support classes.

Nevertheless a bonus of 5% of the final mark will be given to those students attending support classes or to those that had passed the initial test. More information about these support classes will be given further on.

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

#### **Face-to-face activities:**

1. Theoretical/practical classes: 36 hours.
2. Problem solving classes: 24 hours (each week a problem set will be assigned and some problems will be discussed in class/tutorials).
3. Exams: midterm and final exams: 4 hours.

*Total face-to-face activities: 64 hours.*

#### **Non face-to-face activities:**

1. Personal solving problems: 46 hours.
2. Personal study: 40 hours (there will be support groups for 22 out of these 40 hours).

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

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

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

#### **Precalculus and Support classes**

- They will consist of two weekly hours (in small groups) where those problems that have been assigned the previous week will be discussed. Sets of problems will be available on the web.
- The distribution of groups will be published at the end of the first week of classes.
- From October onwards, the precalculus classes will be focused on the reinforcement of the units being taught throughout the Calculus I course.
- The second week of October an optional test will be held. Those students that successfully complete this test may stop attending the support classes. However, if they wish they can continue



attending these classes in order to foster those notions being learned in classes. We would like to emphasize that this test is non-compulsory.

- The 5% bonus requires no more than 2 absences to the support classes which must be properly justified (in case of illness a medical certificate must be provided).

## Assessment

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

### Ordinary evaluation (December)

- Tests (2): 20%
- Midterm exam: 30%
- Final exam in December: 50% (it is necessary to obtain in this exam at least 4 out of 10 points in order to take into account the rest of the grades and pass)
- Pre-Calculus (attendance and participation in classes): 5% (bonus)

### Extra-ordinary evaluation (June)

- Tests (2): 10%
- Midterm exam: 20%
- Final exam in June: 70% (it is necessary to obtain in this exam at least 4 out of 10 points in order to take into account the rest of the grades and pass)
- Pre-Calculus (attendance and participation in classes): 5% (bonus)

\* The value of academic integrity is an important part of the education of our students. The sanctions that could affect the assessment of this subject are included in the [University Regulation regarding Academic Discipline](#) and the [Summary of the Honesty Policy](#) (drafted by the School's Ethics Committee).

## Bibliography and Resources

- Sydsaeter, K., Hammond, P., Strom, A. (2012). *Essential Mathematics for Economic Analysis*. 5th Edition. Pearson. [Find it in the Library](#)
- Chiang, A. and Wainwright, K. (2005). *Fundamental methods of Mathematical Economics*. 4th Edition. McGraw Hill. [Find it in the Library](#)
- Larson, R. and Edwards, B.H. (2011). *Calculus*. 9th Edition. McGraw Hill. [Find it in the Library](#)

@X@buscador\_unika.obtener@X@

## Office hours

**Chandresh Thakrar (cthakrar@unav.es)**

- office : **Meeting Room 6 - The Tower** 3rd Floor - Amigos Building
- hours: Mondays 10:00-12:00

**María Castillo Latorre (mclatorre@unav.es):**



Universidad  
de Navarra

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



**Asignatura: Calculus II A (F. ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2018-19*

## **Introduction**

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

# **CALCULUS II**

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

**Department:** Economics

**School:** Economics and Business

**Degrees:** ELG, ECOB, ADEb1

**Year:** 1st

**Semester:** 2nd

**ECTS credits:** 6 (approximately 150 working hours)

**Language:** English

**Type:** compulsory

**Instructors:**

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

**Course schedule and rooms:**

- Mondays, 12:00-1:30pm. Room B1.
- Fridays, 10:00-11:30am, Room 10.

## **Competences**

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

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



## General Competencies (Management and Economics)

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

## Specific Competencies (Economics)

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

## Specific Competencies (Management)

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

## Program

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

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

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

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

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

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

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



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

### **Assessment**

For your information, please find above the links related to the policies on **Academic Honesty** that will be implemented in the assessment procedure in accordance to the *University Norms on Academic Discipline* (2015).

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**A minimum grade of 4 out of 10 in the final exam is a necessary condition to pass the course.**

Conditional on the above condition being satisfied, the final grade in this course will be a weighted average of different exams, with the weights being as follows:

#### **May exam**

- Quizzes (2): 20%
- Midterm exam **March 8**: 20%
- Final exam **April 29**: 60%

#### **June exam**

- Quizzes (2): 20%
- Midterm exam **March 8**: 20%
- Final exam **June 13**: 60%

### **Educational activities**

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

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

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

Face-to-face activities:

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

Non face-to-face activities:

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



Total face-to-face activities: 64 hours.

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

## Bibliography and Resources

- Sydsaeter, K., Hammond. (2016). *Essential Mathematics for Economic Analysis*. 5th Edition. Pearson. [Find it in the Library](#)
- Sydsaeter, K., Hammond, P. Seiserstad, A., Strom, A., 2008. *Further Mathematics for Economic Analysis*. FT Prentice Hall. Second Edition. [Find it in the Library](#)
  - Chiang, A. and Wainwright, K. (2005). *Fundamental methods of Mathematical Economics*. 4th Edition. McGraw Hill [Find this book in the Library](#)
  - Larson, R. and Edwards, B.H. (2011). *Calculus*. 9th Edition. McGraw Hill. [Find this book in the Library](#)

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@X@buscador\_unika.obtener@X@

## Office hours

- Pedro Mendi, office 2490 (2nd floor, Tower). Office hours: Mondays and Tuesdays, 3:00-4:30pm.  
Email: pmendi@unav.es
- Montserrat Ana Miranda, office 2110 (2nd floor, "Hilera"). Office hours for the second semester will be announced in due course.





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

*Guía Docente*

*Curso académico: 2018-19*

## **Presentación**

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

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

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### **Course overview:**

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

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

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

### **Course details:**

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

Second Semester - Compulsory course.

Instructor: Diem Nguyen (nguyen@unav.es).

The sessions will be held in **Room 03** on **Thursdays (12:00 - 14:00)** and **Room 02** on **Fridays (08:00 - 10:00)**.

Language: **English**

## **Competencias**

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

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

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



higher programs of study with greater independence.

### General Competencies (Management and Economics)

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

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

### Specific Competencies (Economics)

SC14. Understanding the theory and practice of business operations.

### Specific Competencies (Management)

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

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

## Programa

Course schedule (tentative):

### Financial Accounting II (Spring 2019)

Week	Date	Topic	Readings
1	8-11 Jan.	Introduction + Property, Plant and Equipment	Ch. 10
2	14-18 Jan.	Property, Plant and Equipment	Ch. 11
3	21-25 Jan.	Property, Plant and Equipment	Ch. 10+11
4	29 Jan. - 1 Feb.	Intangible Assets	Ch.12
5	4-8 Feb.	Intangible Assets	Ch. 12
6	11-15 Feb.	Current Liabilities	Ch. 13
7	18-22 Feb.	Revision and Midterm Exam	
8	25 Feb. - 1 Mar.	Non-current Liabilities	Ch. 14
9	5-9 Mar.	Non-current Liabilities	Ch. 14
10	11-15 Mar.	Non-current Liabilities	
11	18-22 Mar.	Investments	Ch. 17



12	25-29 Mar.	Investments + Leases	Ch. 21
13	1-5 Apr.	Leases + Revision	
14	8-12 Apr.	Revision	
	<b>17 May</b>	<b>Final Exam</b>	

## Actividades formativas

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

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

- author presentations of selected book chapters,
- lecture notes,
- practice exercises,
- in-class quizzes
- assignments,
- and other supporting materials.

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

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

- Before class: Read the assigned sections in the textbook. Try to solve the case/ problem assigned.
- In class: Pay attention to the lectures, **actively participate** in class discussion, take notes, and ask questions to clarify issues that you find confusing. Please note that cell phones are allowed only for online quizzes and tests.
- After class: Review the topics (your notes, lectures, examples and problems solved in class) and do the online practice exercises (in the Self-assessment folder). If you have difficulties, please come to see me and/or ask your colleagues to help you.

It is very important that you set up and follow a regular study schedule. Learning accounting, similarly to learning any language, requires constant practice for proficiency.

## Evaluación

Your course grades will be based on the following components:

- Class participation: 10%
- Mini-tests: 30%
- Midterm exam: 20%
- Final exam (minimum score required: 40%): 40%

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



To get a pass, you must: (a) achieve a grade of at least 40% in the final exam; and (b) achieve a grade of at least 50% in the total course grade.

Last but not least, academic integrity is extremely important. Dishonest behaviors will be sanctioned in accordance with the [University Norms on Student Academic Discipline of August 2015](#). A summary is available [here](#).

## **Bibliografía y recursos**

### **Main textbook:**

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

### **Further references:**

#### **Books:**

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

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

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

### **Important webpages:**

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

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

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

@X@buscador\_unika.obtener@X@

## **Horarios de atención**

Office hours: Mondays, 14.30 - 16.00; Wednesdays, 12.00 - 13.30

Place: room 2520 (in the Tower)



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

*Guía Docente*

*Curso académico: 2018-19*

## 1. General info

# FUNDAMENTALS OF FINANCE (GROUP A) 2018-19

## 1. General Information

Professors:	Dr. Ian P.L. Kwan	Dr. Mamen Aranda
Office:	4070 (Tower)	3070 (Tower)
Email:	<a href="mailto:ikwan@unav.es">ikwan@unav.es</a>	<a href="mailto:maranda@unav.es">maranda@unav.es</a>
Office hours:	Book <a href="#">HERE</a> Mondays 12:15-14:00 Wednesdays 12:15-14:00	Click <a href="#">HERE</a>
Remarks:	If you write us an email, please state your group and class number (for example, A21 means Group A, Class number 21).	

Teaching dates:	3 September to 30 November 2018
School/ Dept:	School of Economics and Business/ Business
Type of course:	Fundamental/ Basic
Course credits:	6 ECTS = 60 hours class time
Semester:	First
Undergrad degree:	First year of: <ul style="list-style-type: none"><li>- Bilingual Degree in Management (ADEb1 and ADEb2)</li><li>- Bilingual Degree in Economics (ECO b)</li><li>- Bilingual Double Degree in Management and Law</li></ul>



(ADEb+D)

- Bilingual Double Degree in Economics and Law (ECOb+D)

Second year of:

(ECObG)

- Bilingual Economics, Leadership and Governance

Other:

- Exchange students taking a first course in Finance

- Liberal arts students taking a first course in Finance

Schedule: Group A: ADEb1/ECOb/ECObG on

Mondays 10-12h (Aula 16)

Tuesdays 8-10h (Aula 16)

Group B: ADEb2/ADEbD/ECObD on

Tuesdays 12-14h (Aula B2)

Wednesdays 10-12h (Aula B2)

Subject website: Some materials can be accessed externally via:

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

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

UNAV ADI system)

(NOTE: Get full access to all materials through the

## 2. Subject Info



## 2. Subject Information

### Subject description:

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

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

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

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

### Subject objectives:

In accordance with the ANECA Memorandum of Approved Studies (la memoria de título verificada), this subject is designed so that students achieve the Basic & General Competencies (in Management and Economics) and the Specific Competencies (in Management), particularly the area of Finance. The following is a summary of the content of these Competencies:

### Basic and General Competences:

- Logical reasoning skills.
- Capacity of analysis and synthesis.
- Skills for autonomous learning.
- Skills of task planning and time management.
- Ability to work in teams.



- Sense of responsibility in work and dedication to tasks.
- Public speaking and presentation skills in English.
- Ability to critique others and self-criticism.
- Punctuality and good work ethic.
- Leadership and innovation skills.

### **Specific Competences:**

- To know the most relevant aspects of financial products, time-value of money, and investment projects.
- To develop learning through case studies.

### **Student learning outcomes:**

From the study of this module, students should:

- Be able to solve problems with the concepts of simple and compound interest and annuities.
- Be able to measure the return of an asset according to various measures.
- Be able to apply these concepts to real life situations such as simple stock valuations, bonds, and home-loans.
- Be able to use Microsoft Excel to solve problems involving the valuations of future cash flows.

### **Teaching methodologies:**

The teaching of this subject combines theoretical lectures and practical classes, which include the tutorial and case work classes. In order to prepare the theoretical classes, students will have to read in advance the mandatory readings.

For the practical classes, students will have to prepare the problem sets at home before class starts. In addition, they will have to do the reports and hand them in on time. Both the detailed schedule of the course and all case material are available on ADI.

## **2a. Competences**





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

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

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

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

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

GC4. Teamwork.

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

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

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

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

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

## **3. Subject Outline**

### **Subject Outline**

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

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

#### 1. Introduction to Finance



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

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

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

1. "interest on principal cash flow" perspective
2. "discount on final cash flow" perspective
3. "effective interest" perspective
4. Use of Excel to value single cash flows

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

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

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

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

### Topic 4: Measuring asset performance

1. Types of asset performance measures
2. Rates of Return
3. Dollar Returns (dollar value)



#### 4. Use of Excel to measure asset performance

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

### Topic 5: Applications in Finance

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

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

### Self-Learning Microsoft Excel

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

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

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

### 4. Assessment



#### 4. Assessment / Grading System

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

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

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

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

##### **Dates of Assessments:**

Quiz/Mini Exam: 3 October-	Group A: 8 October (in class, 1 hour); Group B:
Mid-term Exam: B: 24 October-	Group A: 23 October (in class, 2 hours); Group
Excel Exam: minutes, 16:30 to 18:00)-	<del>8 November</del> Wednesday 7 November (25



Case Group Video: 27 November for both groups.-  
Final Exam: Tuesday 4 December 2018, 9-12h (Aula 15,16)

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

June Exam: 40% (Monday 10 June 2019, 9-12h, Aula 12)  
Other assessments: 60%

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

*IMPORTANT NOTE:* The June exam is worth 40% while the December exam is worth 30%, which means you need to work harder to pass the subject in June. This is done deliberately so you think twice before choosing June.

**Students Repeating the Subject:**

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

**Class Attendance:**

Class attendance is your responsibility. I will not take class attendance. Punctual class attendance is required. I will begin classes strictly on time. If you are not in the classroom at the start of the hour, please do *not* come. I aim to make the classes



interesting and worth your time to attend. But if you don't want to come or cannot come for whatever reason, I am not going to hold it against you.

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

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

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

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

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

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

<b>Class Preparation (15%)</b>	<b>Class Participation (10%)</b>
-0.5 point = work not done or not	0 point = not present to answer any questions



submitted	and did not inform me before class of absence
-0.5 point = work submitted but is terrible/ far below standard required	0 points = couldn't answer a simple question, showing little effort to participate
0.5 point = work done but still below standard required	0 points = asked a question that showed no prior thought/ answer was incomplete or inadequate
1.5 points = work done to required standard	1 point = asked a decent question/ answered a question to the standard expected
2 points = work done very well; a model for others	2 points = asked a very good question/ answered a question very well

After the mid-term exam and just before the final exam, I will give an interim grade for class preparation and another for class participation each out of 10.

### Excel Exam:

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

### Case Group Video:

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

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

### Examinations:

All examinations are closed-book and consist of problems that require showing step-



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

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

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

## **5. Conduct**

### **Code of Conduct**

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





## 6. Resources

### 6. Resources

#### Required textbook

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

#### Excel Websites

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

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

#### Recommended bibliography:

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

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



- Eduardo Pérez Gorostidi (2003), “Introducción a la administración de empresas”, Ed. Centro de Estudios Ramón Areces. [Find it in the Library](#)
- Eduardo Pérez Gorostidi, (2003) “Prácticas de administración de empresas”, Ed. Pirámide. [Find it in the Library](#)

### Other Websites:

<http://www.studyfinance.com>

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

<http://ahe.com>

<http://www.investopedia.com>

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

@X@buscador\_unika.obtener@X@

## 7. Office hours & FAQ

### 7. Office hours & FAQ

(Click [here](#) to make appointment online with Dr. Ian Kwan)

(Click [here](#) to make appointment online with Dr. Carmen Aranda)

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

To help students resolve problems or receive more detailed and personal explanations of concepts you find difficult, students are strongly encouraged to visit Dr. Kwan or Dr. Aranda during office hours outside of class time. Rather than come individually, try to come in groups of 2 or 3 people. Office hours and locations can be found in the General Section of this Syllabus.

Before coming for Office Hours, you should book an office hour time slot by clicking on the links above. If there are no bookings, we will not come for office hours.

If you have important or urgent needs (including justification for missing an exam or assignment deadline), the first thing is to ask prof. in class. If you can't come, write me an email ([ikwan@unav.es](mailto:ikwan@unav.es); [maranda@unav.es](mailto:maranda@unav.es)) stating your Group and Class number.

#### Frequently Asked Questions & Frequently Given Answers

Student's FAQs (Frequently Asked Questions):



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

Professor's FGAs (Frequently Given Answers):

1. It is a required textbook, but I cannot force you to buy it so it depends on you. Many of the exercises in the Drill Sets will come from the textbook. If you don't have it you can't do the exercises. Many students have trouble with the vocabulary and need definitions. The textbook is good for this. If you are learning a subject for the first time completely in English, then you will probably need a textbook to help you through. We will use 50% of the textbook, especially the first five chapters and parts of the other chapters on applications. You will be expected to read most of it yourself as assigned reading. If you don't read it and you don't understand what the content of the classes, then you can only blame yourself for not doing your own personal study.
2. The required version is the old one, the first edition published in 2008. All the exercises and drills refer to this version. The book can be a paper or electronic version; it's up to you. If you want to get a newer version, you may but the numbering of the exercises and the exercises themselves may be quite different from the 2008 edition.
3. You can get the textbook any way you like. Unfortunately the University bookstore does not generally stock books in English, so you will have to purchase it from an online store. There are also old copies that you can buy from other students who took the subject before. You can also borrow the book from the library (see [link](#))
4. Going to class is your own responsibility. I will not explicitly take class attendance, but I will randomly ask students to provide answer to questions in order to award class participation grades. See the next question and answer.
5. To get class participation grades, you need to ask and answer questions in class. To help students get these grades, I will randomly ask 5-7 students in each lesson to answer questions. I call you by class number and if you can answer the question, you will get 1 point; if you answer the question well, you will be awarded 2 points. If you are not there, then you will be awarded zero points for class participation.
6. If you have assignments due on a day but you cannot go to class, you should give them to a



- friend who should hand it in for you. If you miss the deadline, then that is also your responsibility (see related Q&A). You cannot hand-in assignments after the deadline. They will not be accepted.
7. If you are going to be absent from class and don't want to risk losing class participation grades, you can send me an email ([ikwan@unav.es](mailto:ikwan@unav.es)) to inform me of your absence, stating correctly your name, reason, group and class number (e.g. A21 means your group A and class number 21). You must send me the email *before* class.
  8. If you don't hand in an assignment, you will get -1 point for class preparation. If you could not hand in an assignment because of illness or other truly exceptional circumstances, send me an email *stating your full name, group and class number, and reason* for not handing in the assignment. In these cases you will just get zero points.
  9. If you miss an exam with no prior written warning by email, you will automatically get zero with no chance of taking the exam at another time. If you cannot go to an exam because you are sick, you need to submit to the School Office a medical certificate to get authorization for your absence. Once the authorization has been obtained, your zero grade will be reconsidered.
  10. Because there are many students taking this subject and there are multiple groups, each group is named A, B, or C. Within each group, each student is given a Class Number (e.g. 1, 2, 3...) to help in class administration. I will assign each student a class number after the first few weeks of lessons. Please put on ALL your work including exams, your Group and Class number. It helps me enormously in the administration of your grades.
  11. If you forget your calculator on the day of the exam, BAD LUCK! If you don't have it, you will have to do without. You not permitted borrow a calculator or anything at all from another person during the exam.

## **8. Subject details**

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

#### **Detailed outline**

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

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

##### 1.1 Introduction to Finance

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

##### 1.2 Concept of TVM



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

### 1.3 Problem of finance jargon

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

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

- In this subject and in most of your university and working careers, you will be expected to have intermediate to advanced skills in Microsoft Excel. However, you will need to learn these skills yourself and be required to produce work using Excel.
- You will not be required to take Excel into exams. You are expected to know how to use your business or scientific calculator.

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

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

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

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

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



### 2.3 TVM: “effective interest” perspective

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

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

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

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

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

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

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

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

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

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

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



#### 4.1 Types of asset performance measures

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

#### 4.2 Rates of Return

- Simple (or arithmetic, absolute, total) rates of return
  - Holding Period Rates
  - Annual Percentage Rates
- Effective (or geometric) rates of return
  - Effective Annual Rates & CAGR
  - Internal Rate of Return
- Effects of inflation on rates of return

#### 4.3 Dollar Returns (dollar value)

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

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

### **Topic 5: Applications**

#### 5.1 Stocks

- Dividend discount model

#### 5.2 Bonds

- Characteristics: par value, coupon amount, coupon rate, coupon frequency, maturity



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

### 5.3 Mortgages

- Amortization table
- Floating vs. fixed rate mortgages
- Making extra payments

### 5.4 Use of Excel to in each of these applications

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

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

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

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

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

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





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

- Degree in Management (ADEb-Group 1)
- Degree in Economics (ECOOb)
- Economics, Leadership and Governance (ECOOb+G)

(currently empty)

## **10. Newly arriving students**

If you will come / have come to class on time from the beginning of the semester, you do not need the information below.

However, if will come / have come late and missed classes since the beginning of the semester (for whatever reason), please use the information and link [here](#) so that you can catch up more quickly. The link gives you access to:

- a. The Syllabus - explains the subject and assessments -- important to read!
- b. The PowerPoints for Topics 1 and 2
- c. The Problem Sets for Topic 2
- d. Look at 8a for the Lesson-By-Lesson plan (in the menu on the left), which tells you when homework assignments are due.

## **Casos y participación en clase**

### **Casos**

Los alumnos tendrán que realizar un caso en grupo. Lea el documento de ADI "[Guía trabajo en equipo](#)"

### **Participación en clase**

Se calificará en función del tipo y frecuencia de preguntas hechas en clases y fuera de clase en las tutorías, lo que denota el interés por la asignatura. Incluye también las entregas de problemas, la resolución de problemas en clase y la respuesta a las preguntas planteadas por el profesor.

## **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

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

Competencias generales:

CG3) Dominar herramientas informáticas, matemáticas o técnicas relevantes para la actividad académica y profesional en lo económico y empresarial.

CG4) Trabajar en equipo

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

Competencias específicas:

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

CE10) Aplicar el razonamiento matemático y/o las herramientas cuantitativas a la resolución de problemas asociados a la toma de decisiones en la empresa.

## Horarios de atención

1. Seminario de apoyo. Todos los jueves de 13.00 a 14.00 horas en el seminario S13.
2. El horario de tutorías será los viernes de 9:00 a 12:00. En clase se explicará como concertar una cita con el profesor.

Para reservar una hora, apunte su nombre en la fecha y hora correspondientes del siguiente [link](#)

## Programa

### **Tema 1: Introducción**

- 1.1. Una visión global de las finanzas.
- 1.2. Criterios de decisión: rentabilidad, riesgo, horizonte temporal (liquidez), impuestos.



## **Tema 2: Las cuentas bancarias y los depósitos bancarios. Valoración de un flujo de caja (cantidad de dinero) único**

2.1. ¿Para qué sirven? ¿Cuándo se utilizan? ¿Qué criterios hay que tener en cuenta para elegir? Rentabilidad, gastos de mantenimiento y comisiones.

2.2. Rentabilidad: Interés simple y descuento simple.

2.3. Rentabilidad: Interés compuesto y descuento compuesto.

2.4. Rentabilidad: Tipos de interés equivalentes y frecuencia de capitalización.

2.5. Rentabilidad: El tipo de interés efectivo y la rentabilidad media.

2.6. Riesgo: Fondo de garantía de depósitos, “bail-in” versus “bail-out”.

## **Tema 3: Planes de ahorro y pensiones. Las rentas.**

3.1. Planes de ahorro y de pensiones: ¿para qué sirven? ¿Cuándo se utilizan?.

3.2. Elementos claves: El Valor Presente (VP) y el Valor Futuro (VF).

3.3. Combinación de flujos únicos con rentas: rentabilidad de la inversión.

3.4. Terminología y formulas: Rentas prepagables y pospagables, rentas perpetuas y rentas diferidas/anticipadas.

3.5. Valorar rentas con Excel.

## **Tema 4: Bonos.**

4.1. Elementos claves I: rentabilidad (TIR).

4.2. Elementos claves II: ¿Se puede perder dinero invirtiendo en bonos? ¿Cambia el precio de los bonos en el mercado? Horizonte temporal y riesgo de tipo de interés.

4.3. Elementos claves III: Riesgo de quiebra: rating de los bonos.

4.4. Dónde y cómo comprar bonos.

## **Tema 5: Acciones**

5.1. ¿Cambia el precio de las acciones en el mercado? ¿Más o menos que el de los bonos? Factores que afectan a la volatilidad del precio.

5.2. Perfil de riesgo y horizonte temporal del inversor.

5.3. Introducción a la rentabilidad esperada y medición de riesgo.

## **Evaluación**

Como en todas las asignaturas, la nota final que reciba cada alumno es sobre una puntuación máxima de 10 e incluirá la calificación obtenida en todas las pruebas.

- **Convocatoria de diciembre:**

**Preparación y participación en clase: 20%** (ver documento [“Plan de trabajo”](#)). Incluye pruebas sorpresa, entregas de problemas, problemas resueltos en clase y cuestiones respondidas en clase.

**Examen 1: 10%** (incluye el material explicado en las 5 primeras lecciones).  
Fecha: 6 de octubre.

**Examen 2 (Parcial): 20%** (incluye los temas 1, 2 y 3). Fecha: 27 de octubre.

**Examen 3:** Incluye los temas 1, 2 y 3. El alumno podrá sustituir la nota del parcial por la nota de este examen en caso de que la nota sea superior. Fecha: 3 de noviembre.

**Trabajo en equipo: 15%** (ver documento [“Guía trabajo en equipo”](#)). Fecha de entrega: 24 de noviembre.

**Examen Final: 35%** (incluye todos los temas). Fecha: 5 de diciembre.

NOTA: Para aprobar esta asignatura, se necesita sacar una nota mínima de 4 sobre 10 en el examen final.

- **Convocatoria de junio:**

**Examen: 65%.**

El 35% restante se tomará de la nota de preparación y participación en clase y del trabajo en equipo. Es decir:

**Preparación y participación en clase: 20%**

**Trabajo en equipo: 15%**

## Actividades formativas

Esta asignatura se basa en el aprendizaje continuo. Para ello utilizaremos dos



herramientas básicas:

1. Un plan de trabajo semanal que deberá realizarse ANTES, DURANTE y DESPUES de asistir a clase y que incluye lecturas y problemas obligatorios. Para conocer todos los detalles, descargue el documento [Plan de trabajo](#) del área interna de ADI.

En la asignatura se utilizará el programa Excel, el cual es uno de los software más utilizados en la empresa. Por tanto, igual que usted sabe manejar un móvil o un iPad, usted deberá saber utilizar el Excel. Si no es así, deberá asistir a alguno de los talleres ofrecidos por la facultad o utilizar cualquier otro medio de aprendizaje.

2. En la asignatura deberá resolver un caso practico en equipo. Hasta el 20 de octubre los alumnos podrán formar sus propios grupos de 4 miembros e informar a la profesora (en clase se explicará como). Con los alumnos restantes, se formarán grupos por orden alfabético y se publicarán en ADI el 27 de octubre. El 27 de octubre se publicará en ADI el caso que tenéis que resolver. Cada grupo tendrá que grabar un video presentando la solución; subirlo a internet (por ejemplo , subirlo a you-tube o a alguna plataforma similar) y, finalmente, enviar el link a Aula virtual ADI antes de la fecha de entrega rPara conocer todos los detalles, descargue el documento ["Guía del Trabajo en equipo"](#).

## Documentos importantes

- Guía docente.
- Plan de trabajo.
- Lecciones de cada Tema2, 3, 4 y 5.
- Presentación clase Leccion 1, 2, .....,14.
- Guía del trabajo en equipo.
- Cuadernillo ejercicios Tema 2, 3, 4 y 5.
- Soluciones ejercicios Tema 2, 3, 4 y 5.

Todos los documentos importantes se incluirán en el área interna de la asignatura en ADI

## Presentación

# Fundamentos de Finanzas A

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## Profesores

Carmen Aranda.

## Características de la asignatura

Curso en el que se imparte: Primero de Administración de Empresas (ADE). y de Derecho y Administración de empresas (DAE)

Semestre en el que se imparte: Primero.

Tipo de asignatura: Básica.

Créditos: 6 ECTS (European Credit Transfer System)/créditos.

Conocimientos previos no requeridos.

Horario: Miércoles de 10:00 a 12:00 (P0 Aula 11).

Viernes de 12:00 a 14:00 (S1 Aula B2).

## Bibliografía y recursos

### Libros.

#### Bibliografía básica.

#### Recursos electrónicos

**"Operaciones financieras". Centro de Estudios financieros. Disponible gratis en**

<http://www.matematicas-financieras.com/operaciones-financieras.html>

T.J. Biehler (2008). "The mathematics of money. Math for Business and Personal Finance" McGraw-Hill Higher Education. [Localízalo en la Biblioteca](#)

Ross, and Westerfield R., and J. Jeffrey (2010). "Corporate Finance". Ninth Edition, McGraw-Hill Higher Education. (SOLO EL CAPITULO 8).

Bodie, Kane and Markus (2013). "Essentials of Investment". McGraw-Hill Higher Education. Global Edition. (SOLO p. 302-304). [Localízalo en la Biblioteca](#)

#### Bibliografía complementaria.

Jesús M<sup>a</sup> Ruiz Amestoy, "Matemática Financiera – Ejercicios resueltos", Ed. Centro de Formación del Banco de España. [Localízalo en la Biblioteca](#)



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Eduardo Pérez Gorostidi (2003), "Introducción a la administración de empresas", Ed. Centro de Estudios Ramón Areces. [Localízalo en la Biblioteca](#)

Eduardo Pérez Gorostidi, (2003) "Prácticas de administración de empresas", Ed. Pirámide. [Localízalo en la Biblioteca](#)

Pilar Maynar (2008), "La Economía de la Empresa en el espacio de educación superior", McGraw Hill. [Localízalo en la Biblioteca](#) (versión electrónica) [Localízalo en la Biblioteca](#) (versión impresa)

### **Páginas web.**

<http://www.mhhe.com/biehler1e>

<http://www.studyfinance.com>

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

<http://ahe.com>

<http://ahe.es>

<http://tesoro.es>

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**Asignatura: Principles of Macroeconomics A (F. ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2018-19*

## **Introduction**

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

# **Principles of Macroeconomics A (F. ECONÓMICAS)**

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**Course name: PRINCIPLES OF MACROECONOMICS (6 ECTS)**

**Course description:**

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

**Degree: Degree in Economics & Degree in Management**

**Department: Economics**

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

**Instructor: Mirko Abbritti** ([mabbritti@unav.es](mailto:mabbritti@unav.es))

## **Competences**

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

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

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

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





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

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

### **Specific competences (Economics)**

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

### **Specific competences (Management)**

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

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

## **Program**

### Part 1: Introduction

### Part 2: The Data in Macroeconomics

#### 1. Measuring a Nation's Income

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

#### 2. Measuring the Cost of Living

- The Consumer Price Index
- Inflation

### Part 3: The Real Economy in the Long-Run



#### 4. Production and Growth

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

#### 5. The Financial System

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

#### 6. Unemployment

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

#### Part 4: Money and Prices in the Long-Run

#### 7. The Monetary System

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

#### 8. Inflation: Causes and Costs



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

#### Part 5: The Macroeconomics of Open Economies

##### 9. Open Economy Macroeconomics

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

#### Part 6: Short Run Economic Fluctuations

##### 10. Aggregate Demand and Supply

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

##### 11. Influence of Economic Policy on Aggregate Demand

- Monetary Policy
- Fiscal Policy



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

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

### Educational activities

EA1. On-campus classes

EA2. Supervised projects (independently and in groups)

EA3. Tutorials

EA4. Individual Study

EA5. Assessment

### Assessment

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

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

The grade of the retake exam is calculated as follows:

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

### Bibliography and Resources

Main Reference:

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

Complementary References:

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

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

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Universidad  
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## **Asignatura: Principles of Microeconomics A (F. ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2018-19*

### **Introduction**

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

## **Principles of Microeconomics A (F. ECONÓMICAS)**

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“Principles of Microeconomics” is your first contact with economic theory. Therefore, it forms the basis on which your future studies of Microeconomics, and to a lesser extent of Macroeconomics build. In this course you will understand how economists perceive and study the reality that surrounds them. In particular, you will study in a rigorous and mathematical way the decisions taken by individuals and the interaction of individuals and firms in markets.

6 ECTS (European Credit Transfer System)

**Department:** Economics

**Faculty:** Economics and Management

**Degrees:** Economics and Business Management

**Course:** 1st (Economics, Management, Governance and Economics)

Basic subject

### **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.

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



higher programs of study with greater independence.

### **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.

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.

### **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.

## **Programme**

I. Introduction

Chapter 1: Economic principles **Ch1**

Chapter 2: Think like an economist **Ch1**

II. Working of Markets

Chapter 3: Demand, supply and prices **Ch2**

Chapter 4: Elasticity **Ch4, pg. 111-120**

Chapter 5: Economic regulation **Appendix 2, pg. 47-52**

Chapter 6: Market and economic welfare **Ch5, pg. 144-147**

Chapter 7: Market Failure **Ch16, 17**

III. Consumer Theory



Chapter 8: Consumer Theory **Ch3, 4 (Ch7, 8 for a deeper understanding and some criticism)**

IV. Producer Theory (and basic introduction to Game Theory)

Chapter 9: Cost function **Ch9, 10**

Chapter 10: Perfectly competitive markets **Ch11**

Chapter 11: Monopoly **Ch12**

Chapter 12: Oligopoly **Ch13, pg. 414-433**

**Note:** The literature references refer to the Frank book.

## Assessment, Educational Activities, Bibliography

# Evaluation (mark out of 10)

- Ordinary examination date:

Final exam: 50%

Partial exam: 30%

Continuous evaluation: 20% mini-exams and *contribution in class*\*

- Extraordinary examination date:

Final exam: 60%

Partial exam: 30%

Continuous evaluation: 10% mini-exams and *contribution in class*\*

- Two mini-exams, partial and final exam: see “important dates” in ADI.
- \**Contribution in class*: the best students receive a bonus of 0.5 points towards the final mark. A student qualifies for this bonus based on contribution in class and on Problem Set exercises elaborated at home.
- The final exam consists of two parts: the first and longer one contains questions that mainly require mathematical or graphical solutions. The second part consists of multiple choice questions.
- The mid-term and mini-exams are similar to the final exam but shorter. In the mini-exams there are no multiple choice questions.
- The mathematical exam questions are based on problem sets *two to five* which



the student is elaborating by himself during the semester. A student can find copies in ADI of last year's final and mid-term exam. While solutions will not be provided in ADI, the students are invited to ask their doubts about the solutions to these questions during office hours.

- Problem Sets, the mini and partial exams are solved in practical classes.
- The duration of the final exam is 75 minutes and that of the mid-term exam 50 minutes.

## Educational Activities

Theoretical and practical classes are imparted and are compulsory. The students attend and actively participate in theoretical classes. The students prepare problem sets and solve them in practical classes. This is part of the contribution in class grade they receive. An exhaustive timetable scheduling both types of classes is available in the link "Cronograma - Timetable" and "Important Dates".

## HONESTY IS THE BEST POLICY

(Ethics Committee Provisions Against Plagiarism and Copying)

We value honesty. Without it, there can be no trust or any meaningful social relations. Therefore, the School expects honesty and fairness from all of its members: professors, non-academic staff, and students.

Dishonest behaviours will be sanctioned in accordance with the [University Norms on Student Academic Discipline of August 2015](#), and include lying, cheating in exams, and plagiarism in written work. We take such violations seriously. Depending on their gravity, these offences will be dealt with by the Professor in charge of the subject, by the Dean of Students, and in very severe cases, by the Vice President for Student Affairs.

Sanctions include:

- formal warnings
- prohibition from entering University premises for a given period
- loss of admission rights to exams
- loss of scholarships
- A failing grade for the piece of work or the whole course

## Recommended Bibliography

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





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### Other Bibliography

Bernanke, Ben and Robert Frank (2008) *Principles of Economics*. McGraw Hill, 4<sup>th</sup> edition. [Find it in the Library](#)

Varian, Hal R. (2002) *Intermediate Microeconomics*, W. W. Norton & Company, 6<sup>th</sup> edition. [Find it in the Library](#)

### Important Dates

All students:

Miniexam 1: Friday, October 5th, 8:30-9:15, Aula 1 **Amigos**

Miniexam 2: Wednesday, November 14th, 12:15-13:00, Aula 1 **FCOM**

Partial Exam: Wednesday, October 31st, 12:10-13:00, Aula 1 **FCOM**

Final Exam: Monday, December 10th, 10:30-11:45; place: **Aulas 10 and 12 (Amigos Building)**  
**PLEASE WAIT OUTSIDE THE AULAS AT 10:10 AM TO REGISTER FOR THE EXAM**

Exam Revision: final grades are published on Thursday, Dec 20th (after the 1yr. faculty meeting), and exam revision takes place on Thursday 20.12., Friday 21.12. and Thursday Jan 10th 2019

(see "Professor and Office Hours", dates and links to book an appointment will be published after the marks are published)

Final Re-Take Exam: Tuesday, June 11th, 10:30-11:45; place: tba

The retake exam final grades are published on June 28th and revision takes place thereafter!

**Please be strongly advised that the exam revision is personal and cannot be done by email, telephone or authorising any other person! Once the exam revision is over, the grades are final!**

Regular theoretical and applied classes are scheduled.

Change of classes:

The midterm exam and the second miniexam together replace the class on Nov 19th (which does not take place).

There is an extra class on Wednesday, Nov 28th 8-10 in Aula 11 instead of the class on Friday, Nov 30th.

### Cronograma - Timetable of Educational Activities

Lecture Hrs.	Chap ter	Problem Set Hrs.	Activity	Study Hrs.	Prepara tion Hrs.	STUD ENT
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					(theory)	(PS / Exams)	
Week 1		4	1; 2	0		3	7
Week 2		4	2; 3	0		3PS 1	10
Week 3		4	4; 5	0		3 <sup>PS 1;</sup> 2	10
Week 4		2	5; 6	2	PS 1	3PS 2	10
Week 5	Mini ex 1	2	6; 7	2	PS 2	3PS 3	10
Week 6		4	8	0		3PS 3	12
Week 7		2	8	2	PS 3	3 <sup>Partial</sup> Exam	12
Week 8		0	8	2	PS 4 & Partial	3PS 4	8
	Parti al Exam	2					2
Week 9		4	9	0		3PS 4	10
Week 10		2	9;10	2	PS 4	3PS 5	10
Week 11	Mini ex 2	2	10	2	PS 5	3PS 5	10
Week 12		4	11; 12	0		3 <sup>Final</sup> exam	10
Week 13		2	12	2	PS 5	0 <sup>Final</sup> exam	14
Week 14		2		0		0 <sup>Final</sup> exam	15
Final Exam		2					2
150		40		14		36	150

### Professor and Office Hours



Universidad  
de Navarra

Responsible Professor: Markus Kinateder ([mkinateder@unav.es](mailto:mkinateder@unav.es))

Office: 2550 (2nd floor, tower, Amigos Building)



Universidad  
de Navarra

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

*Guía Docente*

*Curso académico: 2018-19*

## Welcome

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

# **Principles of Business Administration A (F. ECONOMICAS)**

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## **Welcome**

Dear All,

It is a pleasure to have you all in this course. I am looking forward to get to know you personally, and I hope that this introduction to Business Administration will be of interest to you.

To assure a smooth running of the course, please pay attention to any news and contents here on this website. I will frequently publish new content here and use this online platform to communicate any news. So, please stay tuned.

**Tutorials are offered on:**

**Mondays from 17.00 to 19.00.**

**Tuesdays from 10.00 to 12.00.**

**Wednesdays from 12.00 to 14.00.**

Please contact Dr. Marcel Meyer ([mmeyer@unav.es](mailto:mmeyer@unav.es)). Room 2040, Amigos Bldg.

Best regards,

Marcel Meyer

**Introduction**

**Course name: Introduction to Business Administration**

**Course description:**

This course's purpose is to facilitate the development of analytical and critical awareness; especially in relation to business settings. The course is designed in such a way that students start to understand how to formulate, implement and evaluate organisational strategies. Thus, it means to offer students a firm academic base and provide conceptual tools for the effective functioning of the business organization.

The course takes into account that it represents the first time that the student encounters topics related to business and management and is, therefore, specifically developed for Bachelor students who desire a first qualification in business studies. Hence, the course takes a more academic than practical approach and focuses on three main areas:

1. The development of strategic and critical thought.
2. The analysis and implementation of strategy.
3. The role of the 'human' factor in strategic management.

Even though the course will not rely on any prior managerial experience on part of the students, it will still contain a clear experiential learning component. Students are expected to hand in a strategic analysis of a company towards the end of the course. This assignment will foster the students' development of strategic awareness and analysis in a practical way.

The course is led by Professor Dr. Marcel Meyer: [mmeyer@unav.es](mailto:mmeyer@unav.es)

Tutorials are offered on Tuesdays and Thursdays from 10.00 to 12.00.



### **Additional Course Information:**

Year: First

Semester: Second

Number of credits: 6 ECTS

Type of course: Required

Language: English

### **Competencies**

#### **Competencies**

This course is designed in such a way...

CB2) ... that students learn how to apply their knowledge to their work or vocation in a professional way and acquire the skills that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their area of study.

CB4) ... that students learn to transmit information, ideas, problems and solutions to a specialized and non-specialized public.

CB5) ... that students develop those learning skills necessary to undertake further studies with a high degree of autonomy.

#### **General Competencies:**

The course further fosters the following general competencies:

CG2) Identify, integrate and use the knowledge acquired in the argument, discussion



or resolution of problems relevant to economics and business.

CG4) Team-work.

CG6 Know how to communicate (orally or in writing) the results and the analysis of themes related to economical and business matters.

### **Specific Competencies (ECO):**

The course further fosters the following specific competencies:

CE14) Know the theoretical-practical aspects of how a company works.

### **Specific Competencies (ADE):**

The course further fosters the following specific competencies:

CE4) Know the theoretical-practical aspects of the company, the organizational structure and the relationships between the elements that compose it.

CE8) Develop case studies on relevant economic and business issues.

CE9) Work with computer tools for decision making.

CE15) Raise and answer relevant questions on issues related to the company and / or the economy with a global vision of the knowledge acquired.

CE18) Be critical and defend well own ideas regarding issues related to the company.

### **Educational Activities**

### **Learning Results**

On successful completion of the course students will be able to:

- a. Analyse an organisational situation.
- b. Identify key strategic issues in organizations.



- c. Develop and evaluate strategic options to address issues in an organisational setting and deliberate upon strategy implementation issues.
- d. Contrast and critically compare schools of thought in the strategy literature.
- e. Express assessments and ideas in writing and orally.

These learning results are represented and evaluated by the exam, the written assignment, and the oral presentation. Especially through the written assignment the student shows that he/she can apply the knowledge facilitated in class.

Additional information regarding the written assignment:

Students are expected to do a strategic analysis of a company they choose. This strategic analysis should ideally include the following parts:

*Outline*

*Management Summary (1/2 page)*

*Introduction (1 page)*

*Company Presentation (2 pages)*

*External Analysis (2 pages)*

*Internal Analysis (2 pages)*

*Analysis of the strategy (2 pages)*

*Conclusions and Recommendations (1pages)*

*Bibliography.*

The analysis of the strategy should ideally concern the strategic fit between the company's strategy and the external and internal factors. It should ideally deal with possible problems concerning the company.





The length of the written assignment should be around **10** pages (+/- 1 pages). The document (*WORD*) should be typed in Time New Roman size 12 or similar and should be double spaced.

The assignment is to be handed in as a PDF (electronically) until the end of the course.

## **Programme**

### **Course Program:**

#### **Introduction**

Topic 1: The Business Firm. (4 classes)

Topic 2: The Concept of Strategy. (2 classes)

#### **Part 1: Inside the business: Internal analysis:**

Topic 3: Goals, Values, Ideas and Performance. (1 class)

Topic 4: Analysing Resources and Capabilities. (1 class)

Topic 5: Organization Structure. (1 class)

Topic 6: The multi-business corporation. (1 class)

Topic 7: The Marketing Mix as a strategic tool. (1 class)

#### **Part 2: Oral Presentations (2 classes)**



### **Part 3: The environment: External analysis**

Topic 8: Industry Evolution. (1 class)

Topic 9: Industry Analysis: The Fundamentals. (4 classes)

### **Part 4: The human factor: Going above and beyond**

Topic 10: Leadership & Motivation & Communication . (6 classes)

**In between sessions:** To give students early feedback on their written assignments, the course program includes four sessions for students to work in groups on their strategic analysis in predetermined spaces (*seminarios*). (4 classes)

## **Assessment**

### **Assessment strategy**

The assessment strategy consists of three components. On the one hand, students must pass a final exam. This exam is based on the course content. It is multiple choice. The exam accounts for 50% of the overall grade. It must be passed with a minimum grade of 4,5. On the other hand, students are expected to hand in a written group assignment towards the end of the course. This written assignment counts for 25% of the overall grade. The course also contains a mid-term presentation (group presentation). This oral presentation accounts for another 25% of the overall grade.

## **Bibliography**

### **Bibliography and Resources**

**Basic:**



Cameron, K. S., Dutton, J. E., & Quinn, R. E. (2003). ***Positive Organizational Scholarship: Foundations of a new discipline***. San Francisco, CA: Berrett-Koehler. [Find it in the Library](#) (ebook)

Grant, R. (2005). ***Contemporary Strategy Analysis*** (fifth edition). Malden, MA: Blackwell Publishing. [Find it in the Library](#)

Meyer, M. (2015). Positive business: Doing good and doing well. ***Business Ethics: A European Review***, 24 (S2), 175–197. [Find it in the Library](#)

Cameron, K. S. (2012). ***Positive Leadership: Strategies for Extraordinary Performance***. San Francisco, CA: Berrett-Koehler Publishers.

#### **Additional / Recommende:**

Chan Kim, W., & Mauborgne, R. (2005). ***Blue Ocean Strategy: How To Create Uncontested Market Space And Make The Competition Irrelevant***. Boston, MA: Harvard Business School Press. [Localízalo en la Biblioteca](#)

### **Competencies.**

#### **Competencies**

This course is designed in such a way...

CB2) ... that students learn how to apply their knowledge to their work or vocation in a professional way and acquire the skills that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their area of study.

CB4) ... that students learn to transmit information, ideas, problems and solutions to a specialized and non-specialized public.

CB5) ... that students develop those learning skills necessary to undertake further studies with a high degree of autonomy.

#### **General Competencies:**



The course further fosters the following general competencies:

CG2) Identify, integrate and use the knowledge acquired in the argument, discussion or resolution of problems relevant to economics and business.

CG4) Team-work.

CG6) Know how to communicate (orally or in writing) the results and the analysis of themes related to economical and business matters.

### **Specific Competencies (ECO):**

The course further fosters the following specific competencies:

CE14) Know the theoretical-practical aspects of how a company works.

### **Specific Competencies (ADE):**

The course further fosters the following specific competencies:

CE4) Know the theoretical-practical aspects of the company, the organizational structure and the relationships between the elements that compose it.

CE8) Develop case studies on relevant economic and business issues.

CE9) Work with computer tools for decision making.

CE15) Raise and answer relevant questions on issues related to the company and / or the economy with a global vision of the knowledge acquired.

CE18) Be critical and defend well own ideas regarding issues related to the company.

## **EA**

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

#### **1. Lectures**



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

## 2. Presentations (Required)

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

## 4. Evaluation

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

## II. Personal work

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

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

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

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

## **Assessment**

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



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

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

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

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

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

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

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

### **Exams review**

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

### **Special assessment**

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

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



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

## **Bibliography and Resources**

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

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

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

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

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

Hamel, G. (2011). First, let's fire all the managers. *Harvard Business Review*, 89(12), 48-60.

Herzberg, F. (2003). One more time: How do you motivate employees? *Harvard Business Review*, 81(1), 87-96.

Mintzberg, H. (1971). Managerial work: Analysis from observation. *Management Science*, 18(2), B-97.

Mintzberg, H. (1995). Musings on management. Ten ideas designed to rile everyone who cares about management. *Harvard Business Review*, 74(4), 61-67.

Mintzberg, H., & Waters, J. A. (1985). Of strategies, deliberate and emergent. *Strategic Management Journal*, 6(3), 257-272.

Mintzberg, H., & Westley, F. (2001). It's not what you think. *MIT Sloan Management Review*, 42(3), 89-93

Pfeffer, J. (1992). Understanding power in organizations. *California Management Review*, 34(2), 29-50.

Schein, E. H. (2002). The anxiety of learning. Interview by Diane L. Coutu. *Harvard Business Review*, 80(3), 100-106

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



Universidad  
de Navarra

## **Office Hours**

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

My office is on the Gallery: 2240