



Universidad  
de Navarra

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

*Guía Docente*

*Curso académico: 2018-19*

## Introduction

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

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

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**Instructors:** Dr. David González Ginocchio (dgginocchio@unav.es)

This class provides an introductory overview of ethics. It has two aims, first, to introduce the main concepts, theories, authors and lines of reasoning in ethics through a systematic point of view; second, to employ this reasoned exposition and thus show how our existence is intrinsically 'ethical'. Notwithstanding how disparate philosophical definitions of "ethics" may be, they all coincide in trying to answer the same fundamental questions: how are we to live, and what kind of moral standards should we hold? Where do we obtain those moral standards?

In this course we will examine human action and how we become ethical subjects. We will then examine the great dimensions of ethics: norms, goods, and virtues. We will employ this to explore three main ethical traditions: virtue ethics, deontology and utilitarianism.

Specific readings will be used to frame the discussion of each subject. Students are expected to be familiar with these readings for class. Open discussion of every topic is encouraged.

**Plan of Studies:** Undergraduate Course

**Type of Course:** Obligatory

**Class schedule:** Monday, 12-2pm

**1 sem. classroom 5 AMI**

**2 sem. classroom 3 AMI.**



**Language:** English.

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

## Competences

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

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

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

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

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

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

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

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

### **Grado Económicas**

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

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



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

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

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

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

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

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

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

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

## Program

# Ethics

1. The voice of conscience and the systematic study of ethics

2. Terminology and methods

a. Normative and descriptive sciences

b. Types of ethical theories and five books (Aristotle, Aquinas, Hobbes, Mill, Kant)

3. Human action



- a. Material explanations of human behavior
  - b. The scientific sense of material explanations
  - c. A formal view of human actions
  - d. The problem of agency
  - e. Culture, finitude, and possibility: the organization of space and time
4. Free will and agency
- a. Practical and ethical reasoning
  - b. Synderesis and right reason
  - c. The problem of human nature
  - d. Justification and Motivation
5. Ends, Goods, and Consequences
- a. The *to érgon* argument
  - b. The ethical notion of goodness
  - c. The stoics and the kinds of goods
  - d. Forms of hedonism
  - e. An exam of utilitarianism
6. Moral law
- a. Deduction approaches
  - b. Law and reason
7. Virtues
- a. What are virtues?
  - b. Emotions and virtues
  - c. The 'system' of moral virtues
  - d. Virtues and happiness
8. Ethics and society



- a. Ways to distinguish ethics and politics
- b. Practical roles, transformative experiences, and the social-ecological model (a modern *oikeiosis*)

## **Educational Activities**

The work in both semesters will include:

1. Close reading of the texts indicated in the program as “mandatory bibliography”, as well as selected passages from classic authors being discussed in class. Students are required to attend classes having read the mandatory texts corresponding to the subjects.
2. We will have lecture and discussion based classes. Discussion classes will focus on: a) analysis and critical reflection on mandatory texts; b) argued resolutions to real or hypothetical ethical queries.

## **Assessment**

### **Evaluation**

Mid-term examination, subjects 1-3 (late November) – 20%

Final-exam (may) – 50%

Written essay (june) – 20%. An analytical essay about one of the following books:

Julia Annas, *Intelligent Virtue*

Laurie A. Paul, *Transformative Experience*

Russell Blackford, *Science Fiction and the Moral Imagination: Visions, Minds, Ethics*

Alan Jacobs, *The Year of Our Lord 1943: Christian Humanism in an Age of Crisis*

Alasdair MacIntyre, *After Virtue*

Robert Spaemann, *Happiness and Benevolence*

*(Students may suggest some other book)*

Attendance to class – 10% (attendance may be excused for an appropriate reason)

Active participation will be positively valued.

**Papers will be evaluated on the following criteria.**



**Structure and Style: 4/10 / Analysis: 6/10**

**STRUCTURE**

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

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

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

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

**ANALYSIS:**

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

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

## **Bibliography and Resources**

### **Bibliography-Ethics**

#### **1) READINGS**



1 & 2- Ethics. Internet Encyclopedia of Philosophy. <https://www.iep.utm.edu/Ethics/>

John Finnis, Fundamentals of Ethics, chapter 1 [Find this book in the Library](#)

3 & 4 – Pink, Self-Determination, chapters 1 & 2.

5 – Gomez Lobo, Morality and the Human Goods, chapters 1-3 [Find this book in the Library](#)

6 – George, In Defense of Natural Law, part I, chapters 1-3 [Find this book in the Library](#)

7 – M. Rhonheimer, The Perspective of Morality, Introduction & chapter 4.1-4.2 [Find this book in the Library](#)

8 – A. MacIntyre, Dependent Rational Animals, chapters 9-11 [Find this book in the Library](#)

## 2) GENERAL

Julia Annas, *Intelligent Virtue*, OUP, 2011 [Find this book in the Library](#)

Anscombe, G.E.M., “Modern Moral Philosophy”, *Philosophy* 33 (1958), 1-19 [Find this article in the Library](#)

Anscombe, G.E.M., *Intention*, Harvard University Press, 2000 [Find this book in the library](#)

Aristotle, *Nicomachean Ethics* [Find this book in the Library](#)

Aquinas, *Summa Theologiae*, I-II, q.1, aa. 1-2; q. 94, a. 2 [Find this book in the Library](#)

Bentham, J. [1789], *An Introduction to the Principles of Morals and Legislation* [Localízalo en la Biblioteca](#)

Blackford, R. *Science Fiction and the Moral Imagination*, Springer, 2017 [Find this book in the Library](#)

Cahn, S. M. *Exploring Ethics. An Introductory Anthology*, OUP, 2016

Finnis, J., *Natural Law and Natural Rights*, Oxford University press, 2<sup>nd</sup> edition, 2011 [Find this book in the Library](#)

Finnis, J., *Moral Absolutes. Tradition, Revision, and Truth*, The Catholic University of America Press, 1991 [Find this book in the Library](#)

Finnis, J. *Fundamentals of Ethics*, Oxford, Clarendon Press, 1983, 66-79 [Find this](#)



[book in the Library](#)

Foot, P., *Theories of Ethics*, OUP, 1967 [Find this book in the Library](#)

Foot, P., *Virtues and Vices and Other Essays in Moral Philosophy*, OUP, 2002 [Find this book in the Library](#)

García, A.N & Torralba, J.M., González, A. M., “[Missing Emotions: The Z Axis of Collective Behavior](#)”, in *Behavioral and Brain Sciences*, 37 (2014), 83-85 [Find this article at the Library](#)

George, R. P., *Natural Law Theory: Contemporary Essays* [Find this book in the Library](#)

Grisez, G., «The First Principle of Practical Reason: A Commentary on the *Summa theologiae*, 1-2, Q.94, a.2, *Natural Law Forum*, 175-176. [Find this journal in the Library](#)

Grisez, G.; Shaw, R., *Beyond the New Morality. The Responsibilities of Freedom*, University of Notre Dame Press, 1980 [Find this book in the Library](#)

Gomez Lobo, A., *Morality and the Human Goods*, Georgetown University Press, 2002 [Find this book in the Library](#)

Hume, D. [1739], *A Treaty on Human Nature*, Oxford Clarendon Press, 2011. [Find this book in the Library](#)

Irwin, T., *The Development of Ethics*, 3 vols., OUP [Find this book in the Library](#)  
(vol. 2) [Find this book in the Library](#) (vol. 3)

Irwin, Terence, 2000. “Ethics as an Inexact Science: Aristotle's Ambitions for Moral Theory,” in B. Hooker – M. Little (eds.), *Moral Particularism*, OUP [Find this book in the Library](#)

Jacobs, A., *The Year of Our Lord 1943: Christian Humanism in an Age of Crisis*, Oxford University Press, 2018

John Paul II, *Veritatis splendor*, AAS 85 (1993), 1133-1228 [Find this book in the Library](#)

Kant, I. [1785], *Foundations of the Metaphysics of Morals* [Find this book in the Library](#)

Locke, J. *Essays on the Law of Nature*, OUP, 1988 [Find this book in the Library](#)

MacIntyre, A., *A Short History of Ethics*, Macmillan, London, 2002 [Find this book in the Library](#)

MacIntyre, A., *After Virtue*, University of Notre Dame Press, Notre Dame, 2007 [Find](#)





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[this book in the Library](#)

Pink, T. *Self-Determination. The Ethics of Action*, OUP, 2016

Pink, T. "Suarez, Hobbes and the scholastic tradition in action theory," in *The Will and Human Action: from Antiquity to the Present Day*, eds. T. Pink and M. Stone, Routledge, 2004 [Find this book in the Library](#)

Porter, J. *Nature as Reason: A Thomistic Theory of the Natural Law*, Eerdmans, 2005 [Find this book in the Library](#)

Rhonheimer, Martin, *The Perspective of Morality. Philosophical Foundations of Thomistic Virtue Ethics*, 2001 [Find this book in the Library](#)

Scotus, Duns, *Scotus on Will and Morality*, CUA Press, 1986. [Find this book in the Library](#)

Spaemann, Robert, *Basic Moral Concepts*, (Arsmostrong, T.J., trans.), Routledge, New York, 1989 [Find this book in teh Library](#)

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## **Office hours**

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Asignatura: **CORE- Ética (Económicas-ISSA) grupo B**

Guía Docente

Curso académico: 2018-19

## Presentación

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

### **Ética B (F. Económicas)**

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

- Asignatura obligatoria de 6 ECTS (150-180h).
- 2º curso: Económicas-ISSA, grupo B.
- Idioma: Español
- Primer día de clase: Lunes 3 de setiembre de 2018.
- Último día de clase: Lunes 8 de abril de 2019.
- Horario de clases: lunes de 12:00 a 14:00. Aula 12.
- Profesor: J. Martín Montoya  
Camacho (martin.montoya@unav.es)
- Los contenidos de la materia se pueden encontrar en:  
<https://ethics.live>
- Esta asignatura pertenece al Core Curriculum de la Universidad de Navarra: <http://www.unav.edu/web/core-curriculum/inicio>



## Competencias

### **Competencias básicas:**

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

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

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

### **Competencias generales:**

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

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

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

### **Competencias específicas (ECO):**

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

### **Competencias específicas (ADE):**

CE14) Comprender la influencia que el entorno económico



tiene en la actividad empresarial.

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

### **Competencias específicas (Derecho):**

CE 4) Conocer los fundamentos culturales, antropológicos y éticos de la persona humana.

### **Competencias específicas (Asistencia de Dirección):**

CG 8) Generar entornos de trabajo fundados en la confianza, honradez, lealtad, compromiso y respeto, observando el principio de confidencialidad por razón del ejercicio profesional.

### **Competencias transversales:**

CT 1) Afrontar de manera crítica y reflexiva el estudio de la economía en su conexión con el resto de los saberes.

CT 2) 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.

CT 3) Descubrir y enjuiciar los presupuestos antropológicos y las repercusiones éticas de la economía.

### **Programa**

**Nociones preliminares de Ética.** Definición, objeto material y objeto formal. La ética como “vida lograda o vida buena”. La Ética como Filosofía práctica.

**La constitución de la Ética como disciplina filosófica:** la experiencia moral como punto de partida. Fundamentación ética: experiencia moral, reflexión, intuición, connaturalidad. Teorías éticas en la historia de la filosofía: el bien práctico y la virtud de Aristóteles; la naturaleza en Hume; el deber de Kant; los valores de Scheler.

**Teorías éticas contemporáneas:** subjetivismo y relativismo, ética de la situación, mínimo ético, consensualismo, utilitarismo pragmatista, liberalismo radical,



hedonismo.

**El bien humano:** la pregunta ética por el bien humano. Fin último y felicidad. Fin último y virtud. El contenido del bien humano (Aristóteles, hedonismo, estoicismo, escepticismo, fin último y felicidad en Sto Tomás de Aquino).

**El sujeto moral que actúa:** la persona. La naturaleza como condición de posibilidad de la conducta éticamente recta. Las tendencias: voluntad y afectividad. Integración de la afectividad en la conducta libre. La dignidad humana. Dignidad ontológica y dignidad moral.

**La acción humana:** la acción voluntaria e involuntaria. Acciones de doble efecto.

**Los hábitos morales:** definición de virtud. Hábitos naturales y hábitos adquiridos. Virtudes éticas y virtudes dianoéticas. Tipología de las virtudes morales según Aristóteles. El perfeccionamiento de la persona mediante la libertad y las virtudes morales.

**La recta razón y la ley moral natural:** el fundamento de la recta razón. ¿Qué es la ley moral natural? La determinación de la materia de la ley natural. El contenido de los primeros principios prácticos. Los absolutos morales. La constitución de la materia de los imperativos prudenciales.

**Análisis moral de las acciones:** la conciencia, definición y tipos. Objeto, fin y circunstancias. Conciencia moral y prudencia. Relatividad de la materia moral y noción de verdad práctica.

**La ley civil.** Definición de ley. Necesidad moral de las leyes. La relación entre ética, política y derecho. Relación legalidad-moralidad.

## Actividades formativas

### **ACTIVIDADES FORMATIVAS (Para 6 ECTS 150 horas)**

El calendario de actividades formativas se encuentra en este enlace:

<https://eticaeneconomicas.files.wordpress.com/2018/08/programacic3b3n-general-de-clases-de-c3a9tica-2018-2019.pdf>



## 1. Clases presenciales: 38 horas

Las clases presenciales incluyen: a) las clases expositivas en las que se desarrolla el temario, y b) las horas de desarrollo de los seminarios del curso a cargo del profesor. Los contenidos de los temas, presentaciones y otros materiales para el estudio de los exámenes de la materia se pueden encontrar en <https://ethics.live/clases-de-etica/>.

## 2. Trabajos dirigidos (Seminarios): 28 horas

Las horas de trabajos dirigidos incluyen aquellas que los alumnos dedican a la preparación de los dos seminarios del curso de Ética: “Felicidad y amistad en Aristóteles” (primer cuatrimestre) y “Sociedad, acción y verdad” (segundo cuatrimestre).

Esta es la página de los seminarios de Ética: <https://ethics.live/seminarios-de-etica/>

### Primer seminario

Los participantes deberán leer obligatoriamente para el primer seminario, “Felicidad y amistad”, las siguientes obras:

- Aristóteles, *Ética a Nicómaco*, libros I, VIII, IX y X.

Y sólo uno de los siguientes textos:

- León Tolstoy, *La felicidad conyugal*, Barcelona: Acantilado, 2012
- Eurípides, *Ifigenia en Aulide* [pequeña obra que se encuentra en Internet, o en recopilaciones de tragedias griegas].
- Alejandro Llano, Capítulo 1 de *La vida lograda*, Barcelona: Ariel, 2010.
- Rafael Alvira, *El lugar al que se vuelve. Reflexiones sobre la familia*, Pamplona, Eunsa, 2010.

Las actividades del primer seminario incluyen: Dos prácticas de



lectura de los libros de la *Ética a Nicómaco* (1era práctica: libros I y X; 2da práctica: libros VIII y IX); Sesiones explicativas a cargo del profesor; sesiones de trabajo grupal; y la presentación de un informe de las discusiones en dos de las cuatro sesiones.

Al finalizar el seminario los alumnos deberán entregar un ensayo de 1800 palabras en la fecha que determine el profesor.

Más información del primer seminario:

- Introducción al tema:  
<https://ethics.live/2016/12/30/seminario-felicidad-y-amistad-en-aristoteles/>
- Fechas y orden de las sesiones:  
<https://ethics.live/actividades-y-evaluacion-del-seminario-sobre-la-felicidad-y-la-amistad-2017/>
- Criterios de evaluación del ensayo final (primer seminario):  
<https://eticaeneconomicas.files.wordpress.com/2016/12/formato-de-evaluacion-ensayo-11.pdf>

## Segundo seminario

Los participantes deberán leer obligatoriamente para el segundo seminario, “Sociedad, acción y verdad”, las siguientes obras:

- Robert Spaemann, *Ética: Cuestiones fundamentales*.
- Harry Frankfurt, *Sobre la verdad*.

Las actividades del segundo seminario incluyen: Cuatro prácticas de lectura de los libros indicados (1era práctica: capítulos 1, 2 y 3 del libro de Robert Spaemann, *Ética: Cuestiones fundamentales*; 2da práctica: capítulos 4, 5 y 6 del libro de Robert Spaemann, *Ética: Cuestiones fundamentales*; 3ra práctica: capítulos 7 y 8 del libro de Robert Spaemann, *Ética: Cuestiones fundamentales*; 4ta práctica: el libro de Harry Frankfurt, *Sobre la verdad*); sesiones explicativas a



cargo del profesor; sesiones de trabajo grupal; y la presentación de un informe de las discusiones de cada sesión.

Las sesiones grupales giran en torno al análisis del fenómeno social de la posverdad, teniendo como marco los libros de lectura propuestos.

*Al final del segundo seminario deberás escribir un ensayo similar al del primer seminario (los criterios se encuentran en un link más abajo), o realizar un video de presentación de acuerdo a los criterios que se enuncian en el siguiente párrafo. Los criterios para la elaboración y presentación del video son:*

- Estructura básica del video: una presentación del alumno(a), lo más profesional posible, siguiendo el siguiente esquema básico:
  1. Nociones de la posverdad: ¿Qué es? ¿Cómo ocurrió? ¿Por qué ha sido tan importante? ¿Debemos tomarnos en serio esta idea?
  2. Noticia(s) de prensa escrita en la(s) que la exposición se apoya para hablar sobre la posverdad.
  3. Concepto(s) básico(s) con los que se desea analizar tales noticias. Se trata de elegir algunos pocos conceptos de los explicados en clase, no todos. Incluye el análisis que es la parte fundamental del trabajo.
  4. Apreciaciones personales y conclusiones.
  
- Contenido del video: el (la) alumno(a) debe filmarse a sí mismo(a) en el video realizando la exposición. Puede apoyarse en otros elementos: pizarra, rotuladores, presentaciones en PowerPoint o Prezi, etc. Si hace uso de otros videos de apoyo, la duración de los mismos no contará como tiempo de exposición.





- Tiempo y participante(s): la exposición debe durar entre 5 y 10 minutos. La presentación del video es individual. El trabajo puede ser hecho por dos personas sólo si la originalidad del proyecto, o el tiempo del mismo (aprox. 15 minutos) lo amerita. En todo caso, si es hecho de este modo, ambos(as) participantes deben presentarse exponiendo.
- Entrega del video: El video de la presentación debe ser almacenado en alguna plataforma online (Dropbox, GoogleDrive, OneDrive, etc.) y guardarse en modo compartido. Se enviará sólo el enlace (link) del video almacenado en la plataforma al jefe de cada grupo, que reenviará los links de los miembros de su grupo en un único mail al profesor en el siguiente formato:  
<https://eticaeneconomicas.files.wordpress.com/2017/05/enlaces-videos-posverdad.doc>

Más información del segundo seminario:

- Introducción al tema: <https://ethics.live/2016/12/19/la-posverdad-utilidad-y-respeto-por-la-verdad/>
- Explicación del trabajo en clase y algunos recursos: <https://ethics.live/2016/12/20/seminario-cuestiones-eticas-fundamentales-sobre-la-llamada-era-de-la-posverdad/>
- Fechas, orden de las sesiones y actividades: <https://ethics.live/actividades-del-seminario-y-evaluacion/>
- Criterios de evaluación del ensayo (segundo seminario): <https://eticaeneconomicas.files.wordpress.com/2018/05/formato-de-evaluacion-ensayo-2.pdf>

### **3. Tutorías y estudio personal: 70 horas**

Las horas de estudio personal completan el tiempo dedicado a



la preparación de los seminarios, y de estudio para el examen parcial y el final. Por otro lado, las tutorías personales con el profesor sirven para la orientación intelectual, académica y personal del alumno, consulta de cuestiones referentes a las clases teóricas y a dudas sobre los seminarios.

#### **4. Evaluación formal: 4 horas**

Realización de un examen parcial y del examen final para verificar la asimilación del contenido de la asignatura.

Además de estas cuatro horas, se contempla la evaluación continua a través de las actividades de los seminarios.

#### **Evaluación**

#### **CONVOCATORIA ORDINARIA**

Los criterios de evaluación de la asignatura, en la convocatoria ordinaria, son los siguientes:

Tutoría / Intervención en clase: 5% del promedio final.

Comprende la participación en clase y los seminarios. La tutoría no es obligatoria.

Seminarios: 50% del promedio final.

Los seminarios se califican de acuerdo al promedio de controles de lectura e informes de las sesiones de discusión (25%); y el promedio del ensayo del primer seminario, y del ensayo o video



del segundo seminario (25%)

Exámenes: 45% del promedio final.

El primer examen es un **parcial liberatorio (35% del promedio final)**, y tendrá lugar en enero. La nota mínima liberatoria es 7. Constará de preguntas sobre el contenido de la primera parte del Programa, desde el tema 1 al 7 tal como aparece en: <https://ethics.live/clases-de-etica/>. El examen puede incluir los contenidos de los seminarios.

El segundo examen es **el final en la convocatoria de mayo (10% del promedio final)**. Constará de preguntas sobre el contenido de la segunda parte del Programa, desde el tema 8 al 10 tal como aparece en: <https://ethics.live/clases-de-etica/>. El examen puede incluir los contenidos de los seminarios.

## **CONVOCATORIA EXTRAORDINARIA**

Los alumnos que, habiendo realizado todas las actividades formativas programadas, no hayan superado la asignatura en la convocatoria ordinaria deberán realizar un examen. El contenido del examen incluye los contenidos del Programa de la materia y el contenido de los seminarios (incluidas todas las lecturas obligatorias de los mismos).



## ALUMNOS REPETIDORES

Deberán presentarse a las actividades formativas, obligatoriamente y con los mismos requisitos.

## NORMATIVA SOBRE LA DISCIPLINA ACADÉMICA DE LOS ESTUDIANTES:

En el siguiente link: [www.unav.edu/documents/11306/16533790/6-normativa-disciplina-academica.pdf](http://www.unav.edu/documents/11306/16533790/6-normativa-disciplina-academica.pdf)

### Bibliografía y recursos

- Alejandro Lano, *La vida lograda*, Barcelona: Ariel, 2010 [Localízalo en la Biblioteca](#)
- Ana Marta González, *Moral, razón y naturaleza. Una investigación sobre Tomás de Aquino*, Eunsa, Pamplona, 1998. [Localízalo en la Biblioteca](#)
- Alfredo Cruz Prados, *Ethos y Polis*, Eunsa, Pamplona, 2006: Cap. III. [Localízalo en la Biblioteca](#)
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- Eurípides, *Ifigenia en Aulide; e Ifigenia entre los tauros*. [Localízalo en la Biblioteca](#)
- Girolamo Cárdamo et al., *Sobre la mentira*, Valladolid: Cuatro, 2001. [Localízalo en la Biblioteca](#)
- Harry G. Frankfurt, *Sobre la charlatanería (On Bullshit) y Sobre la verdad*, Barcelona: Paidós Contextos, 2013.
- Julián Marías, *Tratado de lo mejor*, Alianza, Madrid, 1995. [Localízalo en la Biblioteca](#)
- Josef Pieper, *Las virtudes fundamentales*, Rialp, Madrid, 1997. [Localízalo en la Biblioteca](#)
- León Tolstói, *La felicidad conyugal*, Barcelona: Acantilado, 2012. [Localízalo en la Biblioteca](#)
- Rafael Alvira, *El lugar al que se vuelve. Reflexiones sobre la familia*, Pamplona : EUNSA, 2010. [Localízalo en la Biblioteca](#)
- Robert Spaemann, *Ética: Cuestiones fundamentales*, Pamplona: EUNSA, 2010. [Localízalo en la Biblioteca](#)
- Robert Spaemann, *Personas. Acerca de la distinción entre algo y alguien*, Pamplona: EUNSA, 2010. [Localízalo en la Biblioteca](#)
- Tomás de Aquino, *Cuestiones disputadas sobre la verdad*, Pamplona: Eunsa,



Universidad  
de Navarra

D.L. 2016. [Localízalo en la Biblioteca](#)

### **Horarios de atención**

El horario de atención es miércoles y jueves entre las 11:00 y 13:30 . Las tutorías se llevan a cabo en el despacho 0630 del Edificio de Facultades Eclesiásticas.  
Concertar cita previamente por mail: martin.montoya@unav.es.



Universidad  
de Navarra

**Asignatura: Historia Económica B (F. ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2018-19*

## **Presentación**

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

# **HISTORIA ECONÓMICA**

---

El objetivo es explicar el desarrollo de la economía europea desde la Edad Moderna hasta comienzos del siglo XX.

- Se pondrá especial énfasis en los procesos de cambio estructural, observables a muy largo plazo.
- Se prestará una especial atención al factor humano, y a su capacidad de afrontar y superar los retos que el desarrollo histórico ha ido planteando.

**Departamento:** Economía

**Facultad:** Ciencias Económicas y Empresariales.

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

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

**Curso:** 2º (ECO, ADE, IDE, IDM)

**Organización:** Primer semestre académico, de septiembre a diciembre.

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

**Tipo de asignatura:** Básica.

**Idioma en el que se imparte:** Castellano



## Competencias

### **Competencias básicas (ADE y ECO)**

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

### **Competencias generales (ECO y ADE)**

- CG5) Desarrollar la capacidad de razonamiento autónomo y crítico en temas relevantes para lo económico y empresarial.
- CG7) Conocer los diferentes entornos en los que desarrolla su trabajo: la coyuntura, los mercados, el contexto histórico, legal o humanístico.

### **Competencias específicas (ADE)**

- CE12) Conocer la evolución histórica de la economía.

### **Competencias específicas (ECO)**

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

## Programa

# **PROGRAMA**

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### **I.-Introducción**

### **II.- Población y régimen demográfico occidental**

### **III. La agricultura europea. Siglos XIV al XIX**

### **IV. La expansión Atlántica y la Revolución Comercial**



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

**VI.- El Estado Moderno y la financiación de la guerra**

**VII. -La Revolución Industrial (ss. XVIII-XIX)**

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

### **Actividades Formativas**

#### **Clases presenciales.**

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

#### **Trabajos dirigidos.**

- Se ofrece la posibilidad de hacer un trabajo dirigido.
- Serán voluntarios y su realización será tenido en cuenta para la obtención de Matrícula de Honor. Su realización no es imprescindible para obtener dicha calificación.
- Se abordará con la metodología del caso. Se realizará sobre algún problema histórico nacional, sectorial o de alguna empresa.

#### **Tutorías**

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

#### **Estudio personal.**

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

#### **Evaluación.**





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

## **Evaluación**

### **Participación en clase**

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

### **Se harán CUATRO evaluaciones presenciales de contenidos teóricos y prácticos.**

- Tres a lo largo del curso. Cada uno valdrá 20% de la nota final . El primero al acabar de explicar la lección II, el segundo al acabar la lección IV y el tercero al acabar la lección VI.
- El examen final, correspondiente a las lecciones VII y VIII, valdrá el 40% de la nota final.

### **Convocatoria extraordinaria de junio**

- Estará compuesto de cuatro preguntas:
- 1 correspondiente a los temas I y II (20% de la nota)
- 1 correspondiente a los temas III y IV (20% de la nota)
- 1 correspondiente a los temas V y VI (20% de la nota)
- 1 correspondiente a los temas VII y VIII (40% de la nota)

## **Bibliográfica y recursos**

### **Bibliografía básica**

TORRES SANCHEZ, Rafael, **HISTORIA ECONÓMICA MUNDIAL. DESARROLLO Y DESIGUALDAD EN LA GLOBALIZACIÓN ECONÓMICA**, Ediciones Eunate, 2017. [Localízalo en la Biblioteca](#)

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NADAL, Jordi, (2003): /Atlas de la Industrialización de España, 1750-2000/, Barcelona, Crítica. [Localízalo en la Biblioteca](#)

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

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



@X@buscador\_unika.obtener@X@

## **Horario de atención**

**Profesor:** Antonio Moreno Almárcegui

Se concretará al empezar el curso.

Despacho 2250 (segundo piso, segunda hilera) Edificio Amigos. Es aconsejable pedir cita por correo antes (anmoreno@unav.es).

## **Competencias**

### **Competencias básicas (ADE y ECO)**

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



# HISTORIA ECONÓMICA

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El objetivo es explicar el desarrollo de la economía europea desde la Edad Moderna hasta comienzos del siglo XX.

- Se pondrá especial énfasis en los procesos de cambio estructural, observables a muy largo plazo.
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**Tipo de asignatura:** Básica.

**Idioma en el que se imparte:** Castellano

## Programa

# PROGRAMA

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I.-Introducción

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III. La agricultura europea. Siglos XIV al XIX



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**V. La Revolución Comercial.**

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**VII. -La Revolución Industrial (ss. XVIII-XIX).**

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

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## ESPAÑA

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GONZÁLEZ ENCISO, A. (1992): /Historia económica de la España Moderna/, Madrid, Actas. [Localízalo en la Biblioteca](#)

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



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## **Actividades Formativas**

### **Clases presenciales.**

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

### **Trabajos dirigidos.**

- Se ofrece la posibilidad de hacer un trabajo dirigido.
- Serán voluntarios y su realización será tenido en cuenta para la obtención de Matrícula de Honor. Su realización no es imprescindible para obtener dicha calificación.
- Se abordará con la metodología del caso. Se realizará sobre algún problema histórico nacional, sectorial o de alguna empresa.

### **Tutorías**

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

### **Estudio personal.**

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

### **Evaluación.**

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

## **Horario de atención**



**Profesor:** Antonio Moreno Almárcegui

Horario: lunes, martes, miércoles y jueves de 12 a 13 horas. Despacho 225 0 (segundo piso, segunda hilera) Edificio Amigos. Es aconsejable pedir cita por correo antes (anmoreno@unav.es).

## **Evaluación**

### **Participación en clase**

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

### **Se harán CUATRO evaluaciones presenciales de contenidos teóricos y prácticos.**

- Tres a lo largo del curso. Cada uno valdrá 20% de la nota final . El primero al acabar de explicar la lección II, el segundo al acabar la lección IV y el tercero al acabar la lección VI.
- El examen final, correspondiente a las lecciones VII y VIII, valdrá el 40% de la nota final.

### **Convocatoria extraordinaria de junio**

- Estará compuesto de cuatro preguntas:
- 1 correspondiente a los temas I y II (20% de la nota)
- 1 correspondiente a los temas III y IV (20% de la nota)
- 1 Correspondiente a los temas V y VI (20% de la nota)
- 1 correspondiente a los temas VII y VIII (40% de la nota)



**Asignatura: Introduction to Law B (F. ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2018-19*

## **Presentación**

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

# **Introduction to Law B (F. ECONÓMICAS)**

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## **1. Presentation and introduction.**

### **1.1. Presentation.**

#### **A. General Information.**

- Mandatory course. ECTS: 6
- IN class hours: 60 hours.
- OUT of class hours: 52 hours (individual or in group).
- Second year, second semester of IDM.
- The whole course is developed in English.

#### **B. Schedule.**

Kick off session: January 9th 2018– 8.00 am to 10.00 am - *Amigos* Building – P0- Class 10.

Regular sessions: All Tuesdays and Wednesdays from 8.00 am to 10.00 am - *Amigos* Building – P0 - Class 10.

Last session: April 25th from 08.00 to 10.00 – *Amigos* Building – P0- Class 10.

#### **C. Contact Information.**

Professor: M<sup>a</sup> Isabel Domínguez Yamasaki

E-mail: [mdyamasaki@unav.es](mailto:mdyamasaki@unav.es)

### **1.2. Introduction.**

*Introduction to Law* is a mandatory course for all participants of the IDM program. Considering the importance of *Private Law* in the business field, having a basic knowledge regarding *Private Law* issues is a key element in order to ensure an efficient business developing. Thus, in this context, students should be able to apply their acquired skills to their professional activities; for instance, being able to identify in which situations they will need legal advice. This is the reason why this course will be mainly focus on *Obligations* and *Contracts*, which are fundamental questions in the day-to-day business activity.



## **Competencias de grado**

### **2. Targets & skills.**

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

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

#### **2.2. Competencias del Grado: MODULO III DE ECONOMÍA Y MODULO V DE ADE.**

1. Desarrollo del razonamiento lógico.
2. Capacidad de análisis y síntesis de las problemáticas abordadas.
3. Motivación y superación.
4. Sentido de la responsabilidad y del esfuerzo.
5. Capacidad de comunicación oral.
6. Capacidad de trabajo en equipo.
7. Capacidad de crítica y autocrítica.
8. Fomentar las capacidades de innovación y liderazgo.
9. Planificación de tareas y gestión del tiempo.
10. Puntualidad y ética en el trabajo.
11. Capacidad de aprendizaje autónomo.
12. Visión interdisciplinar de las problemáticas empresariales.
13. Alimentar la sensibilidad hacia los problemas éticos y sociales de los asuntos económicos.

## **Competencias de la asignatura**

### **3. Targets & skills.**

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

1. Capacity to understand basic concepts of Law.
2. Understand basic ideas of the different legal traditions.
3. Become aware of the ethical dimension of professional work.
4. Understand basic aspects interconnected between *Private Law* and management and business administration.
5. Capacity to ask and answer relevant questions about private legal issues with an overview of the knowledge acquired.
6. Capability to find and understand basic legal sources, and make a critical analysis by discovering the main points of the text.
7. Capacity to read and understand basic legal texts.
8. Capacity of legal oratory and capability to express to the audience the ideas appropriately, persuasively and convincingly.

#### **3.3. Results of learning.**

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



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.

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

CB4) Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado

Competencias generales:

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

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

Competencias específicas (ECO):

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Competencias específicas (ADE):

CE19) Conocer los aspectos básicos de la relación entre Derecho y empresa.

## Programa

### **4. Program.**

#### **4.1. General structure.**

Part I. Introduction.

Part. II. Person's Law.

Part. III. Subjective rights and patrimony.

Part IV. Law of Obligations.

Part V. Contract Law.



Part VI. Non-contractual liability.

Part VII. Law of things.

#### 4.2. General curricular track (60 sessions).

Content structure	Number of sessions (Approximate estimation)
Part I. Introduction.	4 Sessions
Part II. Person's Law.	4 Sessions
Part III. Subjective rights and patrimony.	4 Sessions
Part IV. Law of Obligations.	20 Sessions
Part V. Contract Law.	16 Sessions
Part VI. Non-contractual liability.	6 Sessions
Part VII. Law of things.	6 Sessions

## Objectives and Skills

### 5. Targets & skills.

#### 5.1. To develop the next skills.

General Skills.

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

Specific skills.

1. Capacity to understand basic concepts of Law.
2. Understand basic ideas of the different legal traditions.
3. Become aware of the ethical dimension of professional work.
4. Understand basic aspects interconnected between *Private Law* and management and business administration.
5. Capacity to ask and answer relevant questions about private legal issues with an overview of the knowledge acquired.
6. Capability to find and understand basic legal sources, and make a critical analysis by discovering





the main points of the text.

7. Capacity to read and understand basic legal texts.

8. Capacity of legal oratory and capability to express to the audience the ideas appropriately, persuasively and convincingly.

## 5.2. Results of learning

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

## Sistema de evaluación

### 6. Grading system

#### 6.1. General Evaluation.

Evaluation	%
Essay (Individual)	15% (Non-recoverable)
Presentation (Teamwork)	15% (Non-recoverable)
Final Exam	70% (Recoverable)

In accordance with the Official Exam Calendar, the Final Exam will take place on the 17th May 2018. This exam will consist of twenty 'multiple choice' questions (study materials are not allowed).

#### 6.2. Re-sit Examination.

Pursuant to the Official Exam Calendar, on the 23th June 2018, students who have failed the course will be able to resit the final exam, which will follow the same structure (twenty 'multiple choice' questions). Important: the grade obtained on it will count 70% towards the Final Grade.

## Syllabus

### INTRODUCTION TO LAW

School of Economics and Business

*University of Navarra*

#### Part I. Introduction.

#### Chapter I. Legal System.



1. Legal system and legal rule.
2. Civil Law as a part of Private Law.
3. Sources of Law.
  - 3.1. Concept.
  - 3.2. Law or statutes.
  - 3.3. Custom.
  - 3.4. General Legal Principles.
  - 3.5. Case Law.
4. Mandatory and non-mandatory rules.
5. The Spanish Civil Code and other civil laws.
  - 5.1. The Spanish Civil Code
  - 5.2. Territorial issues: regional civil legislations.
6. The Spanish Constitution.
7. Economy and Private Law.
  - 7.1. Private Law and efficiency.
  - 7.2. Issues regarding 'consumerism'.
  - 7.3. Economic public order.

## **Part II. Person's law.**

### **Chapter II. Person's Law.**

1. Legal capacity and capacity to act.
  - 1.1. Introduction.
  - 1.2. Natural person and personality.
  - 1.3. Concept of 'patrimony'.
  - 1.4. Legal capacity.
  - 1.5. Capacity to act.
2. Minority of age.
3. Emancipation.
4. Incapacitation.
5. Representation: power of attorney

## **Part III. Subjective rights and patrimony.**



### **Chapter III. Subjective rights and patrimony.**

1. Concept of subjective rights.
2. Concept of legal relationship.
3. Acquisition and loss of rights: prescription and expiration.
  - 3.1. Acquisition of rights.
  - 3.2. Loss of rights.
  - 3.3. Acquisitive and extinctive prescription.
  - 3.4. Expiration.
4. Concept of patrimony.

### **Part IV. Law of obligations.**

#### **Chapter IV. Law of Obligations.**

1. Concept and sources of obligations.
2. Elements of obligations.
3. Types of obligations.
  - 3.1. Obligations to give something.
    - Generic and specific obligations.
    - Pecuniary obligations and the obligation to pay interest.
  - 3.2. Obligations to do something.
    - Obligations of means.
    - Obligations of results.
  - 3.3. Obligations to refrain from doing something.
  - 3.4. Obligations depending on the persons subject to it.
    - Joint obligations.
    - Divided obligations.
    - Solidary obligations.
  - 3.5. Alternative and facultative obligations.
  - 3.6. Unilateral and bilateral obligations.

#### **Chapter V. Performance of obligations.**

1. Payment: subjects, requirements, moment and place of payment.
  - 1.1. Subjects of payment.
  - 1.2. Payment requirements.
  - 1.3. Moment of payment.
  - 1.4. Place of payment.
2. Special ways of payment.



- 2.1. Imputation of payments.
- 2.2. Dation in payment (Accord and satisfaction).
- 2.3. Payment by assignment of goods (Payment by assignment of property).
- 2.4. Tender of payment and consignment.

## **Chapter VI. Ways of extinguishing obligations other than payment.**

1. Ways of extinguishing obligations other than payment.
  - 1.1. Loss of the thing due.
  - 1.2. Forgiveness of the debt (Remission).
  - 1.3. Confusion.
  - 1.4. Compensation (Setoff).
  - 1.5. Novation.
2. Subjective modification of obligations.
  - 2.1. Assignment of credits.
  - 2.2. Subrogation on the credit.
  - 2.3. Transfer of debts.

## **Chapter VII. Credit protection and guarantees.**

1. Unlimited personal liability principle.
2. Credit protection.
  - 2.1. Subrogatory action.
  - 2.2. Direct action.
  - 2.3. Revocatory or paulian action.
3. Declaration of insolvency.
4. Guarantees.
  - 4.1. Lien.
  - 4.2. Earnest money.
  - 4.3. Penalty clauses.

## **Chapter VIII. Non-performance of obligations.**

1. Concept of non-performance or unfulfilment.
2. Types of non-performance.
  - 2.1. Total breach.
  - 2.2. Defective fulfilment.
  - 2.3. Default (Debtor's delinquency).
3. Fault and malice.
4. Fortuitous event and force majeure.



5. Action for performance.
6. Action for resolution in bilateral obligations.
7. Action for compensation.

## **Part V. Contract Law.**

### **Chapter IX. Contracts.**

1. Overall approach of contracts.
  - 1.1. Concept of contract.
  - 1.2. Social and economic influences over the contract.
  - 1.3. The principle of private autonomy.
2. Classification of contracts.
  - 2.1. Unilateral and bilateral contracts.
  - 2.2. Gratuitous and onerous contracts.
  - 2.3. Consensual, real and formal contracts.
  - 2.4. Typical and atypical contracts.
  - 2.5. Negotiated and adhesion contracts.
  - 2.6. Preliminary contracts.
3. Essential elements of contracts.
  - 3.1. Distinction amongst natural, accidental and essential elements.
  - 3.2. Consent.
    - Contractual consent.
    - Capacity to consent.
    - Offer and acceptance.
  - 3.3. Object.
  - 3.4. Cause.
  - 3.5. Form.
4. Formation of contracts.
5. Contracts of adhesion.
  - 5.1. Concept.
  - 5.2. Distinction between pre-drafted terms and general terms.
  - 5.3. Control of inclusion.
  - 5.4. Control of unfairness.
  - 5.5. Control of transparency.

### **Chapter X. Interpretation, integration, effectiveness and ineffectiveness.**

1. Interpretation of contracts.
2. Integration of contracts.



3. Effectiveness of contracts.
  - 3.1. The principle of privity of contracts.
  - 3.2. Effectiveness of a contract regarding third parties.
4. Ineffectiveness of contracts.
  - 4.1. General meaning of contractual ineffectiveness.
  - 4.2. Nullity.
  - 4.3. Voidability.
  - 4.4. Rescission.

#### **Chapter XI. Contracts in particular.**

1. Sales contract.
2. Donation.
3. Lease of things.
4. Rental of housing.
5. Provision of services.
6. Construction contracts.
7. Mandate.
8. Partnership.
9. Suretyship contract.

#### **Part VI. Non-contractual liability.**

##### **Chapter XII. Non-contractual liability.**

1. Concept.
2. Legal requirements of non-contractual liability.
  - 2.1. Unlawful act or omission.
  - 2.2. Fault or negligence.
  - 2.3. Damage.
  - 2.4. Causation.
3. Liability for others.
  - 3.1. Liability of parents and tutors.
  - 3.2. Liability of school owners.
  - 3.3. Liability of employers.



**Part VII. Law of things.**

**Chapter XIII. The things and the goods. Real rights.**

1. Introduction.
2. Concept of real rights and characteristics.
3. Types of real rights.
4. Acquisition of real rights.
5. Property Registry.

**Chapter XIV. Property and real rights of guarantee.**

1. Property.
  - 1.1. Special properties.
  - 1.2. Brief reference to joint ownership.
2. Real rights of guarantee.
  - 2.1. Pledge.
  - 2.2. Mortgage.

**Profesor y horario de atención**

**6. Schedule for conference**

M<sup>a</sup> Isabel Domínguez Yamasaki - **email:** [mdyamasaki@unav.es](mailto:mdyamasaki@unav.es)

All Tuesdays at *Amigos* Building from 10.00 to 13.00. Office 2110.

**Bibliography**

**7. Bibliography and other resources**

**7.1. Basic bibliography**

Bergel Sainz de Baranda, Y., *Handbook on Spanish Civil Patrimonial Law*, Tecnos, 2016. [Find it in the Library](#)

**7.2. Complementary bibliography**

Rodríguez de las Heras Ballel, T., *Introduction to Spanish Private Law: Facing the social and economic challenges*, Routledge-Cavendish, 2011.



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

*Guía Docente*

*Curso académico: 2018-19*

## **Competencies**

The student will acquire the following competences

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

- BC1. Students should demonstrate knowledge and understanding of the subject area based on a general secondary school education. They should have a general level that is well supported by advanced texts, but that also encompasses aspects that suggest knowledge of the leading edge of their field of study.
- BC2. Students should be able to apply their knowledge to their job or vocation in a professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.

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

- GC1. Understanding the different areas of economic analysis in theory and practice.
- GC2. Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.

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

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

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

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





activities.

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

## Syllabus

### CHAPTER 1 -- The Theory of Demand

Hal R. Varian: Chp 3 (Preferences), Chp 4 (Utility), Chp 5 (Choice), Chp 6 (Demand), Chp 8 (Slutsky Equation), Chp 9 (Buying and Selling), Chp 10 (Intertemporal choice), Chp 15 (Market Demand)

### CHAPTER 2 -- The Theory of Supply

Hal R. Varian: Chap 19 (Profit Maximization), Chp 20 (Cost Minimization), Chp 21 (Cost Curves), Chp 22 (Firm Supply), Chp 23 (Industry Supply)

### CHAPTER 3 -- Equilibrium and Welfare Analysis

Hal R. Varian: Chp 16 (Equilibrium) + Class notes

### CHAPTER 4 – Market Power and Price Discrimination

Hal R. Varian: Chp 24 (Monopoly), Chp 25 (Monopoly Behavior), Chp 26 (Factor Markets)

### CHAPTER 5 -- Game Theory and Oligopoly

Hal R. Varian: Chp 27 (Oligopoly), Chp 28 (Game Theory), Chp 29 (Game Applications)

### CHAPTER 6 -- Choice Under Uncertainty

Hal R. Varian: Chp 16 (Equilibrium)

### CHAPTER 7 -- General Equilibrium

Hal R. Varian: Chp 31 (Exchange)

### CHAPTER 8 -- Market Failure

Hal R. Varian: Chp 34 (Externalities), Chp 36 (Public Goods)

## Educational Activities

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

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



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

### Time allocation

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

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

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

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

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

## Assessment

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

### Grading policy (over 10 points)

#### May Exam:

**Final exam: 6 points.** The final exam will be on May 10th at 9.00h (rooms 10 and 11, Edificio Amigos). The final exam will be comprehensive, i.e. it will cover all the chapters of the course. The student must score at least 4/10 (2,4/6) to pass the course.

**Midterm: 2 points.** The midterm will be on February 15th at 15.30h (rooms 11 and 12, Edificio Amigos).

**Continuous assessment: 2 (+ 1)\* points** that will be accounted as it follows:

**Class attendance and participation: 0,5 points (+ 1 point)\*.** Active participation in the lectures and discussions, answer to short questions in class and submission of voluntary activities.

**Tests: 1,5 points.** There will be surprise quizzes (after we finish each chapter of the syllabus).

Each time, at least 30% of the students (selected out of the whole group) will stay in the room to take the quizz. Each student will do *at least 3 quizzes* along the semester. These quizzes will last 10-15 minutes (at the end of the lesson) and they will consist of short exercises and/or (theoretical) questions.

\* Overall grade 11 points

#### June Exam:

**Retake exam: 8 points.** The final exam will be on June 11th at 16.00h (room B1, Edificio Amigos). The final exam will be comprehensive, i.e. it will cover all the chapters of the course. The student must score at least 4/10 (3,2/8) to pass the course.

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

\* Overall grade 11 points

#### Exam structure:

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

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

Students will be given 150 min to write the exam.

## Bibliography and Resources



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The main complementary references are:

Varian, H. *Intermediate Microeconomics: A Modern Approach*, 8<sup>th</sup> Edition. Norton. [Find it in the Library](#)

Other references are:

Pindyck, R. and D. Rubinfeld. *Microeconomics*, 8<sup>th</sup> Edition. Pearson. [Find it in the Library](#)

Besanko, D. and R. Braeutigam. *Microeconomics: An Integrated Approach*, 4<sup>th</sup> Edition. Wiley. [Find it in the Library](#)

Morgan, W., M. Katz, and H. Rosen. *Microeconomics*. McGraw-Hill. [Find it in the Library](#)

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

*Guía Docente*

*Curso académico: 2018-19*

## Introduction

<http://www.unav.edu/asignatura/probstatistics1Aeconom/>

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

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**Department:** Economics

**School:** Economics and Business Administration

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

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

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

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

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

**Language:** English

**Schedule:**

Economics (bilingual group), Business Administration (bilingual group) 2, Economics (bilingual group)+Governance

- Tuesday, 10:00-12:00, Room B2
- Thursday, 8:00-10:00, Room B2



Business Administration (bilingual group) 1 and double degrees Economics/Business Administration + Law (bilingual groups)

- Wednesday, 12:00-14:00, Room B1
- Friday, 10:00-12:00, Room B1

**Professor:** Stella Salvatierra Galiano (ssalvat@unav.es), Office 4060.

## **Competences**

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

## **Program**

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

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

### **2. Probability.**

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



### 3. Random variables

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

### 4. Popular distributions

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

### 5. Bivariate distributions

- Random vectors
- Joint distributions
- Covariance
- Correlation coefficient
- Independence of random variables

### 6. Data analysis.

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

### 7. Introduction to statistical inference

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

## **Methodology ("Actividades formativas")**





This course includes different activities:

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

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

Labs (4 hours) using statistical software

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

- They will work in teams on a real data analysis project
- Each group will have no more than 5 members. Students will send the team members to Stella Salvatierra ([ssalvat@unav.es](mailto:ssalvat@unav.es)) by October 1 st.
- The description of the project and the database will be released by October 1st..
- Final presentation of the projects: October 29-31. Each group will have to turn in a written report. For the oral presentation, each team will have 7 minutes to speak about the main results. The schedule for the presentations will be available by October 22.

Exams (2 hours each):

- Mid term exam: Tuesday, October 4, in class.
- Final exam: December, date to be announced.

Office hours: Every Monday and Wednesday: 3:45-5:15 pm, office 4060, or make an appointment by sending an e-mail to [ssalvat@unav.es](mailto:ssalvat@unav.es)

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

## Assessment

To pass the subject, the final mark must be higher than or equal to 5 AND the mark of the final exam must be higher than or equal to 4. If the mark of the final exam is less than 4, then the final mark will be 4.5

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

- Data analysis project: 20%
- Mid term exam: 30%
- Final exam: 50%. Theoretical and applied questions

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

- Data analysis project: 20%
- Mid term exam: 10%
- Final exam: 70%. Theoretical and applied questions



## **Bibliography and Resources**

Main text:

- Douglas A. Lind, William G. Marchal and Samuel A. Wathen. *Statistical Techniques in Business & Economics*, McGraw-Hill. [Find it in the Library](#)

Suggested texts:

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

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## **Office Hours**

Stella Salvatierra, office 4060:

- Monday and Wednesday: 3:45-5:15 pm



Universidad  
de Navarra

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

*Guía Docente*

*Curso académico: 2018-19*

## Introduction

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

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

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## **Probability and Statistics II**

**Department:** Economics

**School:** Economics and Business

**Degrees:** Economics and Business Administration

**Year:** 2º

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

**ECTS credits:** 6

**Type:** Compulsory

**Language:** English

**Instructors:** Juncal Cuñado ([jcunado@unav.es](mailto:jcunado@unav.es)) and Elena Díaz ([adiaza@unav.es](mailto:adiaza@unav.es))

## Competences

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

### **Educational activities**

- **Lectures and problem solving.** Theoretical presentations will be complemented continuously with examples. There will be exercises and problems to solve

- **Practical sessions** with a computer using Stata and Excel

- **Exams** (midterm and final exam)

### **Assessment**

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

- Class quizzes (unannounced): 10%

- Team work (problem sets and mini-projects): 15%

- Mid-term exam (February 28th): 25%

- Final exam (May 6th): 50%. A minimum grade of 4 in the final exam will be required in order to pass the subject.



In the extraordinary June exam (June 6th), grades will be determined as follows:

- Team work: 10%
- Mid-term exam: 20%
- Final exam: 70%

## **Bibliography and Resources**

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

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

@X@buscador\_unika.obtener@X@

## **Office hours**

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

**Office:** 2180 (Amigos Building)

**Office hours:** Wednesdays, from 12:00 to 13:00, Fridays, from 11:00 to 13:00, and by appointment.

**Instructor:** Elena Díaz ([adiaza@unav.es](mailto:adiaza@unav.es)): by appointment.



Universidad  
de Navarra

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

*Guía Docente*

*Curso académico: 2018-19*

## **Introduction**

<http://www.unav.edu/asignatura/probstatistics2Beconom/>

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

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## **Probability and Statistics II**

**Department:** Economics

**School:** Economics and Business

**Degrees:** Economics and Business Administration

**Year:** 2nd

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

**ECTS credits:** 6

**Type:** Compulsory

**Language:** English

**Instructors:** Juncal Cuñado ([jcunado@unav.es](mailto:jcunado@unav.es)) and Elena Díaz ([adiaza@unav.es](mailto:adiaza@unav.es))

## **Competences**

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

### **Educational activities**

- **Lectures and problem solving.** Theoretical presentations will be complemented continuously with examples. There will be exercises and problems to solve
- **Practical sessions** with a computer using Stata and Excel
- **Exams** (midterm and final exam)

### **Assessment**

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

- Class quizzes (unannounced): 10%
- Team work (problem sets and mini-projects): 15%
- Mid-term exam (February 28th): 25%
- Final exam (May 6th): 50%. A minimum grade of 4 in the final exam will be required in order to pass the subject.

In Extraordinary **June exams (June 6th)**, grades will be determined as follows:

- Team work: 10%



- Mid-term exam: 20%
- Final exam: 70%

## **Bibliography**

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

- Lind, D.A., Marchal, W.C., Wathen, S.A., (2015), “Basic Statistics for Business and Economics”, McGraw Hill, 16<sup>th</sup> edition. [Find it in the Library](#)
- Newbold, P., Carlson, W.L., Thorne, B., (2012), “Statistics for Business and Economics”, Prentice Hall, 8<sup>th</sup> edition. [Find it in the Library](#)
- Ross, S., (2017), Introductory Statistics, Academic Press, 4th edition. [Find it in the Library](#)

@X@buscador\_unika.obtener@X@

## **Office Hours**

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

**Office:** 2180 (Amigos Building)

**Office hours:** Mondays and Wednesdays, from 12:30 to 14:00; and by appointment.

**Instructor:** Héctor Cárcel ([hcarcel@alumni.unav.es](mailto:hcarcel@alumni.unav.es)): by appointment.





**Asignatura: Financial Accounting III (F. ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2018-19*

## Introduction

<http://www.unav.edu/asignatura/contabilidad3Beconom/>

### **Financial Accounting III (F. ECONÓMICAS)**

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The **FINANCIAL ACCOUNTING III** course is **MANDATORY** for the successful completion of the **BILINGUAL ECONOMICS** and **BILINGUAL BUSINESS ADMINISTRATION** Degrees as well as the **GOVERNANCE** program at the Faculty of Economics and Business Administration of the University of Navarra.

During **SPRING 2019**, students of Bilingual Economics (IDE) and Bilingual Business Administration (IDM) who are in their **SECOND YEAR OF STUDY** and students of Governance (EGL) who are in their **THIRD YEAR OF STUDY** are required to be enrolled in this course.

#### **LANGUAGE:**

During the course of study, all materials, presentations, assignments, and assessments will be conducted in **ENGLISH**. All required submissions requested from students are also to be completed in English.

#### **CREDITS:**

The successful completion of the Financial Accounting III course carries **6 ECT CREDITS** towards the graduation requirements of the respective degrees.

#### **LECTURES:**

The course consists of a theoretical segment and a practical segment. The theoretical part provides an in-depth theoretical foundation on the subject at hand, while the practical segment consists of theory application into practical and real-world exercises. Sessions are held on **WEDNESDAYS** from **12:00 to 14:00** in **LECTURE HALL 16** (Amigos Building) and **THURSDAYS** from **16:00 to 18:00** in **LECTURE HALL B2** (Amigos Building).

#### **OFFICE HOURS:**

Office hours are held at Seminar 23 (located next to the Elevator on Floor 1) of Amigos Building, on:

- **Tuesdays from 15:30 to 17:30 (Seminar 23 Amigos Building)**
- **Fridays from 15:30 to 17:30 (Seminar 23 Amigos Building)**

An **APPOINTMENT** (via e-mail) must be scheduled at least 24 hours in advance. Alternative office hours are available upon request (via e-mail) should your academic schedule be in conflict with the above specified times.



**INSTRUCTORS:**

Sylvia Sadakova: [ssylvia@alumni.unav.es](mailto:ssylvia@alumni.unav.es)

Gerán López Espinosa ([glespinosa@unav.es](mailto:glespinosa@unav.es))

## **Course Overview**

The discipline of Accounting is something of unquestionable practical application, which has required, requires and will continue to require permanent analysis and adaptations in a changing and continuously evolving economic environment. Accounting means the execution of transactions carried out both in the private business environment, as well as in the public sector, being subject to the necessary accounting and commercial modifications and adaptations that occur in said environment. The subject of Financial Accounting III is of special relevance given its great practical component and application in the business world.

This course is designed to prepare students to interpret and analyze financial statements effectively. Therefore, prior to taking this course, students are expected to have a sound grasp of the basics of financial accounting. Building on Financial Accounting 1 and 2, students examine a number of complex topics and their effect on financial reporting and disclosure. The focus of this course is to provide an overview of accounting theory and applicability of Share Capital, Reserves and Share Options (Employee Bonus Schemes), The Statement of Comprehensive Income and Statement of Changes in Equity and The Statement of Cash Flows, Accounting for Income Taxes, Events Occurring After the Reporting Date, Related-Party Disclosures, and Earnings Per Share. Special emphasis is put upon specific problem solving in accounting for partnerships, business combinations and consolidations, inter-company transactions, and other aspects of inter-corporate stock ownership necessary for the preparation of consolidated financial statements. Intensive class participation is required for the success of the learning process.

This subject has an undoubted component of practical application in real life. However, the practical cases are a brief summary of the extensive scenarios in the field. We emphasize examples of more common situations.

Upon successfully completing this course, students will be able to:

- Apply conceptual principles when selecting appropriate accounting policies.
- Demonstrate the ability to assess a situation, identify issues and alternatives, and provide a recommendation using advanced accounting knowledge and ethical professional judgment.
- Classify and account for various financial instruments using International Financial Accounting Standards.
- Explain the concept of business combinations and the main theories and methods of accounting for business combinations.
- Prepare consolidated financial statements for both fully owned and partially owned subsidiaries.



## **Competences**

Upon completion of Accounting III, students should possess an understanding and demonstrate knowledge of the day-to-day financial transactions that take place within the financial and accounting units of different businesses. Students should have a sound theoretical knowledge related to the type of operation, its importance, impact and consequences and to be able to apply this theoretical knowledge into practice.

The results of learning are the concrete product consequence of the activity and dedication of each student. Their evaluation, through the corresponding tests or examinations, allows us to observe the degree to which the expected knowledge has been achieved.

Class attendance and participation are factors that contribute, in a decisive way, to the progress and achievement of the established objectives.

The competences defined in the different degrees that are studied, of which this subject is a part, are linked to the content, methodology and evaluation followed. We can classify them as follows:

### **Skills and Competences related to the Field of Study:**

Sense of responsibility and effort.

Critical and self-critical capacity.

Task planning and time management.

Development of logical reasoning.

Ability to analyze problems and synthesize solutions.

Autonomous learning ability.

Acquire verbal communication skills.

Acquire teamwork skills.

Punctuality and ethics at work.

### **Competences related to the subject:**



An in-depth knowledge of the concepts and fundamental methods of Advanced Financial Accounting (Accounting III B).

Ability to analyze and interpret real cases and look for solutions in the specific regulation environment.

Ability to consider and answer relevant questions about accounting issues related to the discipline with an overview of the knowledge acquired.

Ability to defend in a critical and well-argued way ideas on accounting subjects studied.

Ability to construct a statement of cash flows, understand its relation with other statements, define cash and cash equivalents, and distinguish among Cash Flows from operating, investing and financing activities.

Ability to distinguish between adjusting and non-adjusting events, and to understand the general regulatory treatment of events that occur after the reporting date.

Understanding of the "Related-Party" concept, the rationale behind such disclosures, and the ability to distinguish among its different categories.

Ability to define and calculate EPS and to adjust the calculation to account for Bonuses and Rights. Distinguish among different stock shares and understand how to calculate dilutive EPS.

General Understanding of the reasons for consolidating financial statements, and the ability to construct such statements. An understanding of the concept of "Control" and the factors that determine its existence.

Ability to account for Intragroup Transactions, such as the elimination of intragroup dividends from consolidation, sales of inventory and other non-current assets and their related tax expense effects.

Understanding and ability to work with Non-Controlling Interests Transactions such as accounting for share capital, reserves and goodwill, and knowledge of the disclosure procedures required in consolidated



statements.

Understanding and ability to account for Indirect equity ownership Interest transactions among parents and subsidiaries.

## **BASIC, GENERAL AND SPECIFIC COMPETENCES OF THE SUBJECT.**

It is the competences included in the report that are taken into account in the subject's approach. All the competences listed above must lead to the already mentioned, and some additional ones, be inserted or grouped as follows:

### **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.

### **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.
- GC3. Mastering the digital, mathematical and technical tools necessary for academic and professional activity in economics and business.
- GC4. Teamwork.
- GC5. Developing the capacity for independent critical thought on matters relevant to economics and business.
- GC6. Communicating results and analyses useful in economics and business, both verbally and in writing.

### **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.
- SC2. Understanding the most relevant aspects of corporate transactions, financial



derivatives, risk management and investment projects.

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

## **Program**

This course will provide an in-depth theoretical and practical overview of the following topics:

1. Share Capital, Reserves and Share Options (Employee Bonus Schemes)
2. The Statement of Comprehensive Income and Statement of Changes in Equity
3. Accounting for Income Taxes
4. The Statement of Cash Flows
5. Events Occurring After the Reporting Date
6. Related-Party Disclosures
7. Earnings Per Share
8. Accounting For Group Structures
9. Further Consolidation Issues I: Accounting for Intragroup Transactions
10. Further Consolidation Issues II: Accounting for Non-Controlling Interests
11. Further Consolidation Issues III: Accounting for Indirect Ownership Interests

## **Educational Activities**

### **Class Participation and Attendance:**

Successful completion of this class will require extensive class participation and regular attendance to both the theoretical and practical lectures. Class members are required to read all of the assigned exercises/problems/cases/requirements and to prepare the material as requested. I will adjust the final grade upward based on the nature of each student's involvement. Higher participation grades will be given for insightful comments or questions that relate to class material, minimal grades will be assigned for simple questions of clarification.

### **Individual Study Commitment:**

This course requires uninterrupted exposure and study. Therefore, it is important that you attend each class and complete, or at least attempt, all assigned work. As a general guideline, you can expect to spend three to four hours outside of class for each class hour. A major reason for failure in this course has been "getting behind." The pace of this and all other accounting courses is extremely fast and some of you may feel uncomfortable. Each concept builds on prior concepts. Don't be fooled into believing you can begin exams or projects the day or night before and expect to pass.

Students should expect to dedicate approximately **150 hours** to Financial Accounting III. These hours are broken down as follows:

### **In Class Lectures: 56 Hours**

### **Individual Preparation: 68 Hours**

Assigned Reading: 24

Exercise Practice: 24

Other Activities: 20 Hours



### Exams and Exam Preparation: 28 Hours

Exams: 7 Hours

Exam Preparation: 21 Hours

### Academic Honesty:

Integrity and honesty are qualities considered to be the "norm" among students at the University of Navarra. However, any student who chooses to deviate from that "norm" risks automatic failure in this course.

### Assessment

The examinations and class assignments are intended as the main means of measuring each student's command of the subject matter. They are rigorous, but not designed to have "tricks" or "traps."

Grades will be based on three Examinations, Homework Assignments, and Class Participation:

- **Exams (80% of Final Grade):** Three Non-Comprehensive Exams
- **THERE WILL BE NO COMPREHENSIVE FINAL EXAM**
- **Class Participation and Attendance (10% of Final Grade):** Class participation is encouraged and good contributions will provide upward grade adjustment points. Class attendance is mandatory and excessive absences will be taken into account and reflected in your assessments.
- **Homework Assignments/Reading (10% of Final Grade):** will be assigned on regular basis during both the theoretical and practical sessions. Students are expected to complete each assignment within the time specified in the schedule and will be evaluated on the given topic in class. Homework assignments are considered the preparation for the following class' activity. There will be ten reading assignments corresponding to each chapter covered during the course and ten short in-class quizzes associated with each reading assignment.

All students are expected to take the exams when scheduled and submit assignments when due. Makeup tests and extensions must be cleared in advance and will only be granted with a legitimate excuse. Prior approval from Noelia Romero Glaria (nromero@unav.es) must be received in order for any personal/academic circumstances to be accepted as a legitimate absence. Failure to attend the scheduled exams without such prior approval will result in failure of the given exam

### Bibliography and Resources

The following textbook is used extensively within the Financial Accounting III Course, both for the theoretical lectures and the practical exercises. Obtaining a copy of the textbook is strongly encouraged, as lectures, exercises, assignments, and some exam questions will be extracted directly from it.

#### MAIN TEXTBOOK:

**Financial Accounting and Reporting: An International Approach by Craig Deegan and Anne Marie Ward** [Find it in the Library](#)

ISBN: 0077121716

Copyright year: 2013

Set within an international context, with a solid grounding in IAS/IFRS, the book provides students with a detailed grasp of reporting requirements in an accessible and engaging manner. Up to date throughout and complete in theoretical and practical coverage, the book successfully communicates the detail necessary to understand, challenge and critically evaluate financial reporting. The result gives students a strong



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foundation for current study and their future professional lives.

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## **Office Hours**

The following office hours are offered each week during the course:

- **Tuesdays from 15:30 to 17:30 (Seminar 23 Amigos Building)**
- **Fridays from 15:30 to 17:30 (Seminar 23 Amigos Building)**

During the weeks preceding the midterm and final exams, additional office hours will be provided, the exact schedule of which will be determined in class.

Students who are unable to meet during normal office hours will be accommodated accordingly, provided that they make a request via e-mail and have not missed the respective lecture without prior approval.

Students are encouraged to take advantage of office hours, the time allotted is meant to help students resolve doubts, further clarify the specific questions related to the lectures, and/or address any other inquiry that requires attention on individual basis.

Prior to attending office hours, students must make an appointment via e-mail to Sylvia Sadakova (ssylvia@alumni.unav.es) with the specific topics that they wish to discuss.

You may also contact me at 667210613 (Text/Whatsapp is permitted when related to quick questions or comments related to class content.)





**Asignatura: Global Political Economy A (F. ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2018-19*

## **Introduction**

# **GLOBAL POLITICAL ECONOMY A**

“Entorno Económico Global” (Global Political Economy) is an undergraduate course on international political economy which combines lectures, oral presentations and colloquium. It focuses on the main issues in international political economy, such as globalization, governance, trade, international migrations or financial markets.

**Global Political Economy** is designed as an introduction to the main ideas, trends, events and forces which shape the political, institutional and social framework in which the world economy develops.

For this purpose the course takes a multidisciplinary approach combining questions from different social sciences such as economics and political science. This analysis will help students develop a critical understanding of the new reality of the world economy, which some define with the sole word "globalization" but which has many different sides to it. During the course we shall address the role and position of the economies of Spain and Europe in this global framework.

**Department:** Economics

**School:** Economics and Business.

**Degrees:** Economics and Business Administration

**Year:** 2nd

**Study plan:** Economics, Business Administration, and double degrees with Law

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

**ECTS:** 6 (Workload for the student: 150 hours)

**Course type:** Basic.

**Taught in:** English (this section) and Spanish (other sections)

**Professor:** Isabel Rodriguez Tejedo (isabelrt@unav.es)

**TA:** Willy Atangana (watangana@alumni.unav.es)

**Lecture Times and Room:**



Check all lecture times and rooms [here](#)

**ADEb.** Room 11, Monday and Wednesday 10:00-11:30hrs

**Double degrees+ELG:** Tuesday 10:00-11:30 room B01 and Friday 12:00-13:30hrs room 2.

## Competences

### **DEGREE IN ECONOMICS**

#### **Basic Competencies (Economics)**

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

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

#### **General Competencies (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.

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

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

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

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

### **DEGREE IN MANAGEMENT**

#### **Basic Competencies (Management)**

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

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



### General Competencies (Management)

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 (Management)

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

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

## Program

The programme is composed of the following subjects (subject to modification):

0. - **Introduction to the interpretation of graphs**: we will cover the basics of professional graph analysis, and provide examples and opportunities for practicing,

1.- **The World Economy at the beginning of 2019**: An analysis of the origin, transmission and consequences of the financial and economic crisis which started in 2007-2008 as well as the policies chosen to tackle it and the prospects for the future.

**2. - The problem of development**: In this agenda item we discuss one of the most complex and important issues in the world economy: the different level and pace of development of nations. We illustrate this issue with various statistics and review some of the current ideas and theories about the issue.

3.- **Debt and growth**: we will study the current state of the debt issue and consider how it may impact future global growth.

4.- **Population and migration**: The main resource available to any economy is its people. Therefore, demographic changes and migration are of great economic importance. In fact, as we shall see, the economic conditions affect these demographic phenomena but they also impact the economic evolution of a country.

5.- **Gender economics**: we will study definitions, measures and policy implications of gender equality and consider the example of gender budgeting

6.- **The Challenges of International Trade**: In this subject we shall address the issue of why countries trade. This will lead us through some of the most interesting issues in international trade such as intra-industry trade or the link between trade and Foreign Direct Investment.



## Educational activities

- **Lectures** : The teacher will explain the contents of the program, always encouraging the active participation with questions. These contents will be examined on the midterm and final exams. In some cases, depending on the time, the instructor will assign readings so that each student can work on his/her own and can answer any questions with the teacher in the corresponding office hours.
- **Discussion Item** : articles will be assigned for classroom discussion. The article items will be distributed in advance to the students to prepare. In each of these classes, a group of students (designated in the class itself) will be in charge of presenting the subject and to introduce and lead the discussion. The contents of these discussions will be part of the subject of examinations.
- **Class presentations** : each team will have a Power Point presentation (or in a similar format), pitching an idea for a lecture-like topic. Some ideas will go on to become full-fledged lectures, while the rest of the groups will participate providing different sorts of feedbacks. The presentations should analyze a problem, an economic phenomenon, or an economic policy, etc .; but always in a country other than Spain.
- Grading will depend on the following:
  - Clarity of presentation.
  - Capacity for analysis and synthesis
  - Relevance to the course
  - Presence of a clear storyline
  - Grammar, syntax and spelling
  - Oral expression
  - Quality of Power Point presentation
- **Examinations** will consist of two written exams (midterm and final), as detailed in the evaluation section.
- **Tutorials** : both the teacher and the TA of the subject will be available to students.
- Need for hours of **study outside the classroom** : individual study, presentation of papers, group meetings, etc.

## TRAINING ACTIVITIES ("actividades formativas")

**af1.** Lectures and in class discussions and presentations: aprox. 56 hours.

**af2** directed work: searching for information and preparing presentations: aprox 28 hours.

**af3.** Consulting with the teacher (questions of theory, work, study follow-up, etc.) and the internal student of the course: aprox 2 hours.



**af4.** Time of individual study: 60 hours.

**af5.** Examinations: 4 hours.

**TOTAL WORK HOURS : 150 hours.**

## **Assessment**

### **Important note about academic honesty:**

Please note that in this course we will adhere 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.

"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"

## **May Total:**

**\* The final exam is comprehensive**

**\*\* Please note a minimum grade of 4 (out of 10) is required in the final exam for the student to pass this course**

**\*\*\* Students unable to take the midterm will have the % grade accumulated to the final exam**

## **JUNE Total:**

Maximum of the two following options:

**Option A)**



June exam: 80%

Average of non-exam work from the course (Power point, presentations, etc): 20%

### **Option B)**

June exam: 90%

Average of non-exam work from the course (Power point, presentations, etc): 10%

## **SPECIAL CASES :**

Students with special needs: please contact the Students Affairs office and the instructor within two weeks of the beginning of classes to discuss any needed changes or adaptations.

Retake students, students in the professional sports programme and any others who may not be able to attend classes and follow the standard assessment, please contact the instructor within two weeks of the beginning of classes.

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### **ASSESSMENT ITEMS:**

- 1) The **power point, both written and oral presentations**, and the **explanations of the instructor** .
- 2) The **items** that are discussed in class .
- 3) The **presentations** of the students .
- 4) The **collaborative work** of students

### **Bibliography and Resources**

Due to the nature of the course subject, there is no text book for this Course.

The materials for this class will be drawn from the Internet; - Articles, Videos and Interactive Websites shall form the bulk of the course materials.

@X@buscador\_unika.obtener@X@

### **Office Hours**

**Professor:** Isabel Rodriguez Tejedo

**Office:** 3090 (Third Floor of the tower)

**Office hours:**



Universidad  
de Navarra

I follow an open door policy, students are welcomed in my office at any time. Please make appointment via email (isabelrt@unav.es)

My regular office hours are Tuesdays and Wednesdays 12:00-13:00 hrs, but we can set a meeting at any other time.

## **Contents**



Universidad  
de Navarra

**Asignatura: Historia Económica C (F. ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2018-19*

## **Presentación**

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

# **HISTORIA ECONÓMICA MUNDIAL**

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

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

**Departamento:** Economía

**Facultad:** Ciencias Económicas y Empresariales.

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

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

**Curso:** 2º (ECO, ADE, IDE, IDM)

**Organización:** Primer semestre académico, de septiembre a diciembre.

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

**Tipo de asignatura:** Básica.





**Idioma en el que se imparte:** Castellano

## **Programa**

**Programa:**

- 1.- Estancamiento y desarrollo de la economía preindustrial.**
- 2.- La Revolución Industrial en Gran Bretaña.**
- 3.- La difusión del proceso industrializador.**
- 4.- Procesos de industrialización nacional.**
- 5.- Crisis y reestructuración de la economía internacional (1914-1939)**
- 6.- Intervencionismo político y crecimiento económico (1945-1973)**
- 7.- La crisis del sistema intervencionista (1973-1990)**
- 8.- Liberalización, globalización y desigualdad (1990-2010)**

## **METODOLOGÍAS DOCENTES**

### **Clases presenciales.**

En las clases presenciales se reflexionará sobre las ideas fundamentales para comprender el desarrollo económico que abarca el programa. Interesa especialmente trabajar sobre los debates y explicaciones con las que se ha comprendido la evolución económica y sus consecuencias. Se recomienda la asistencia.

### **Trabajo en equipo.**

Alumno realizará un trabajo de investigación sobre un tema concreto. En clase se explicará el contenido, planificación, resultados esperados y modo de evaluación. El trabajo se realizará en equipo.

### **Asesoramiento académico personal.**

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



## Evaluación

### Participación en clase

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

### Evaluaciones de contenidos teóricos y prácticos.

- Trabajo: 50 por ciento de la nota final.
- Examen: 50 por ciento de la nota final.
- La realización de ambos es obligatoria

## Bibliográfica y recursos

### Bibliografía:

TORRES SANCHEZ, Rafael, SOLBES, Sergio, DIAZ-ORDOÑEZ, Manuel **HISTORIA ECONÓMICA MUNDIAL**, Ediciones Eunate, 2018. [Localízalo en la Biblioteca](#)

CAMERON, R, (2017): A Concise Economic History of the World: From Paleolithic Times to the Present, /Oxford University Press. [Localízalo en la Biblioteca](#)

NEAL, Larry and Jeffrey G. WILLIAMSON. (2014): Capitalism. The Cambridge History of Capitalism, [Localízalo en la Biblioteca](#)

CANTERBERY, E. Ray (2001) /A Brief History of Economics/, World Scientific. [Localízalo en la Biblioteca](#)

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FOREMAN-PECK, James (1994): /History World Economy/, Pearson Education. [Localízalo en la Biblioteca](#)

LIPTON, David L (2001): /Thoughts on the globalization of world history/, Infinity Publishing. [Localízalo en la Biblioteca](#)

MADDISON, Angus (2001): /The World Economy: A Millennial Perspective, /OECD. [Localízalo en la Biblioteca](#)



MIDDLETON, Roger (2000): /The British Economy since 1945, /Palgrave Macmillan. [Localízalo en la Biblioteca](#)

MOKYR, Joel (2004): /The Gifts of Athena: Historical Origins of the Knowledge Economy, /Princeton University Press. [Localízalo en la Biblioteca](#)

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## **Horario de atención**

**Profesor:** Rafael Torres Sánchez.

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

**Ayudante:** Beatríz Simón Yarza (bsimon@alumni.unav.es)

## **Actividades Formativas**

### **Clases presenciales.**

- Las clases presenciales sirven para poner en valor los conocimientos teóricos.
- Su carácter formativo se refuerza con la discusión y debates de los principales argumentos y teorías sobre el desarrollo.

### **Trabajos dirigidos.**

- Serán trabajos en equipo.
- Se valorará la iniciativa y capacidad del alumno de crear sinergias de trabajo colectivo para alcanzar objetivos comunes.

### **Tutorías**

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

### **Estudio personal.**

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



## **Evaluación.**

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

## **Competencias**

### **Competencias básicas (ADE y ECO)**

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

### **Competencias generales (ECO y ADE)**

- CG5) Desarrollar la capacidad de razonamiento autónomo y crítico en temas relevantes para lo económico y empresarial.
- CG7) Conocer los diferentes entornos en los que desarrolla su trabajo: la coyuntura, los mercados, el contexto histórico, legal o humanístico.

### **Competencias específicas (ADE)**

- CE12) Conocer la evolución histórica de la economía.

### **Competencias específicas (ECO)**

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



Universidad  
de Navarra

**Asignatura: Historia Económica A (F. ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2018-19*

## **Presentación**

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

# **HISTORIA ECONÓMICA**

El objetivo es explicar el desarrollo de la economía europea desde la Baja Edad Media hasta comienzos del siglo XX.

- Se pondrá especial énfasis en los procesos de cambio estructural, observables a muy largo plazo.
- Se prestará una especial atención al factor humano, y a su capacidad de afrontar y superar los retos que el desarrollo histórico ha ido planteando.

**Departamento:** Economía

**Facultad:** Ciencias Económicas y Empresariales.

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

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

**Curso:** 2º (ECO, ADE, IDE, IDM)

**Organización:** Primer semestre académico, de septiembre a diciembre.

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

**Tipo de asignatura:** Básica.

**Idioma en el que se imparte:** Castellano

## **Competencias**

**Competencias básicas (ADE y ECO)**



- CB3) Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética
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### **Competencias generales (ECO y ADE)**

- CG5) Desarrollar la capacidad de razonamiento autónomo y crítico en temas relevantes para lo económico y empresarial.
- CG7) Conocer los diferentes entornos en los que desarrolla su trabajo: la coyuntura, los mercados, el contexto histórico, legal o humanístico.

### **Competencias específicas (ADE)**

- CE12) Conocer la evolución histórica de la economía.

### **Competencias específicas (ECO)**

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

### **Programa**

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# **PROGRAMA**

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## **I.-Introducción**

## **II.- Población y régimen demográfico occidental**

## **III. La agricultura europea. Siglos XIV al XIX**

## **IV. La expansión Atlántica y la Revolución Comercial**

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

## **VI.- El Estado Moderno y la financiación de la guerra**

## **VII. -La Revolución Industrial (ss. XVIII-XIX)**



## **VIII.- La expansión del modelo industrial y capitalista (siglo XIX)**

### **Actividades Formativas**

#### **Clases presenciales.**

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

#### **Trabajos dirigidos.**

- Se ofrece la posibilidad de hacer un trabajo dirigido.
- Serán voluntarios y su realización será tenido en cuenta para la obtención de Matrícula de Honor. Su realización no es imprescindible para obtener dicha calificación.
- Se abordará con la metodología del caso. Se realizará sobre algún problema histórico nacional, sectorial o de alguna empresa.

#### **Tutorías**

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

#### **Estudio personal.**

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

#### **Evaluación.**

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



## Evaluación

### Participación en clase

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

### Se harán CUATRO evaluaciones presenciales de contenidos teóricos y prácticos.

- Tres a lo largo del curso. Cada uno valdrá 20% de la nota final . El primero al acabar de explicar la lección II, el segundo al acabar la lección IV y el tercero al acabar la lección VI.
- El examen final, correspondiente a las lecciones VII y VIII, valdrá el 40% de la nota final.

### Convocatoria extraordinaria de junio

- Estará compuesto de cuatro preguntas:
- 1 correspondiente a los temas I y II (20% de la nota)
- 1 correspondiente a los temas III y IV (20% de la nota)
- 1 correspondiente a los temas V y VI (20% de la nota)
- 1 correspondiente a los temas VII y VIII (40% de la nota)

## Bibliográfica y recursos

### Bibliografía básica

TORRES SANCHEZ, Rafael, **HISTORIA ECONÓMICA MUNDIAL. DESARROLLO Y DESIGUALDAD EN LA GLOBALIZACIÓN ECONÓMICA**, Ediciones Eunate, 2017. [Localízalo en la Biblioteca](#)

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### Bibliografía complementaria

#### I. MODERNA

MUNDIAL





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CHAUNU, P. Historia, Ciencia Social, Ed. Encuentro, Madrid, 1985. [Localízalo en la Biblioteca](#)

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MISKIMIN, H.A., La economía europea en el Renacimiento tardío, 1460-1600, Cátedra, Madrid, 1981 [Localízalo en la Biblioteca](#)

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NORTH, D.C. Y THOMAS, R.P., El nacimiento del mundo occidental. Una nueva historia económica, (900-1700), s.XXI, Madrid, 1987. [Localízalo en la Biblioteca](#)



SHULTZ, H. Historia económica de la Europa, 1500-1800. Artesanos, mercaderes y banqueros. Siglo XXI, Madrid, 2001 [Localízalo en la Biblioteca](#)

VAZQUEZ DE PRADA, V. Historia económica mundial, II tomos, Rialp, 1981. [Localízalo en la Biblioteca](#)

## ESPAÑA

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

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

GONZÁLEZ ENCISO, Agustín, Felipe V: la renovación de España: sociedad y economía en el reinado del primer Borbón, Pamplona, EUNSA, 2003 [Localízalo en la Biblioteca](#)

VAZQUEZ DE PRADA, V. (ed) Historia económica y social de España, III tomo, Confederación española de Cajas de Ahorro, Madrid, 1973-78. [Localízalo en la Biblioteca](#)

VICENS VIVES, J., Historia económica de España, Vicens, Barcelona, ed.1989. [Localízalo en la Biblioteca](#)

## II. CONTEMPORÁNEA

### MUNDIAL

CAMERON, R, Larry Neal (2002) /A Concise Economic History of the World: From Paleolithic Times to the Present, /Oxford University Press. [Localízalo en la Biblioteca](#)

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LIPTON, David L (2001): /Thoughts on the globalization of world history/, Infinity Publishing. [Localízalo en la Biblioteca](#)

MADDISON, Angus (2001): /The World Economy: A Millennial Perspective, /OECD. [Localízalo en la Biblioteca](#)

MIDDLETON, Roger (2000): /The British Economy since 1945, /Palgrave Macmillan. [Localízalo en la Biblioteca](#)

MOKYR, Joel (2004): /The Gifts of Athena: Historical Origins of the Knowledge Economy, /Princeton University Press. [Localízalo en la Biblioteca](#)

MORE, Charles (1997): /The Industrial Age: Economy and Society in Britain since 1750/, Pearson Education. [Localízalo en la Biblioteca](#)

NORTH, Douglass C. (1976): /The Rise of the Western World,/ Cambridge University Press. [Localízalo en la Biblioteca](#)

## ESPAÑA

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

BUSTELO, Francisco (1996): /Historia Económica: Introducción a la historia mundial. Historia económica de España en los siglos XIX y XX/, Madrid, Síntesis. [Localízalo en la Biblioteca](#)

CARRERAS, Albert (2004): /Historia Económica de la España Contemporánea/, Crítica. [Localízalo en la Biblioteca](#)

GARCÍA DELGADO, José Luis, (1993): /España, economía/, Madrid, Espasa-Calpe. [Localízalo en la Biblioteca](#)

GERMÁN, Luis y otros (2001): /Historia Económica regional de España, siglos XIX y XX/, Barcelona, Crítica. [Localízalo en la Biblioteca](#)

GONZÁLEZ ENCISO, A. (1992): /Historia económica de la España Moderna/, Madrid, Actas. [Localízalo en la Biblioteca](#)

NADAL, Jordi, (2003): /Atlas de la Industrialización de España, 1750-2000/, Barcelona, Crítica. [Localízalo en la Biblioteca](#)

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

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



Universidad  
de Navarra

@X@buscador\_unika.obtener@X@

### **Horario de atención**

**Profesor:** Antonio Moreno Almárcegui

Se concretará al empezar el curso.

Despacho 2250 (segundo piso, segunda hilera) Edificio Amigos. Es aconsejable pedir cita por correo antes (anmoreno@unav.es).



**Asignatura: Investments in Financial Markets A (F.  
ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2018-19*

## **Introduction**

<http://www.unav.edu/asignatura/infinancial1Aeconom/>

Url\_ friendly. get@ @ X @ X @

# **Investments in Financial Markets A (F. Economic)**

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

### **Executive summary**

By studying this subject, students will develop a broad and basic knowledge of the principal financial markets and financial assets used for investing. Students will learn the differences between real and financial assets, the different classes of financial assets and where to find the markets for these assets, and the role of financial assets in distributing wealth and risk between the different market participants.

The subject also aims to develop basic technical skills for evaluating and trading the principal financial assets studied during the course. These skills include:

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

### **General information**

Instruction language	English
Type of course	second course in Finance, first in investments
Course credits	6 ECTS (European Credit Transfer System)
Semester	first
Pre-requisites	basic course in Finance (Fundamentals of Finance) basic course in probability and statistics
Degree	ADEb1, ADEb2, ECOB



Classrooms/timetable  
Office  
Email

To be confirmed  
3080 Amigos Building, 3rd floor  
[MoralesArenas.Diana@gmail.com](mailto:MoralesArenas.Diana@gmail.com)

## Competences

- CB2 Students should be able to apply their knowledge to their job or vocation in a professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.
- CB5 Students should have developed the learning skills necessary to undertake higher programs of study with greater independence.
- CG2 Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.
- CG4 Teamwork.
- CG5 Developing the capacity for independent critical thought on matters relevant to economics and business.
- CE2 Understanding the most relevant aspects of corporate transactions, financial derivatives, risk management, and investment projects.
- CE3 Analyzing a business's real-life accounting and finance situation and making projections about its future.
- CE4 Understanding business in theory and in practice, as well as businesses' organizational structures and the relationships between their different components.
- CE8 Developing case studies on subjects related to economics and business.
- CE10 Incorporating mathematical reasoning and quantitative tools in a business's decision-making processes.

## Textbook

Bodie, Kane and Marcus (BKM) *Essentials of Investments* (9<sup>th</sup> Global Ed.)

[Find it in the Library](#)

## Organization

We will use **ADI** as the organization and communication medium. I advise you to consult ADI regularly.

Besides the lectures, the course consists of online topic quizzes and a stock trading assignment. The dates for all these course elements are posted on ADI, and I made a summary for you in an Excel file. I make an effort to plan well in advance and commit to dates, but it may be that later on I will have to change a few dates. If this happens, it will be announced in class and on ADI.

The purpose of the **online topic quizzes** is to prepare you for the exam, by working on problem sets and attending the lectures. These online topic quizzes will give you an idea of the kind of questions I will ask in the exam. Moreover, you will have to do each topic quiz online (as part of the assessment).

Regarding the **slides**, BKM provides ready-made PowerPoint slides which can be downloaded free-of-



charge from the textbook's website. We will use these slides in class, but you need to take note of which slides were discussed. This will help you with your personal study and in doing each topic quiz.

Finally, you are required to participate in a **stock trading game** in which you practice what learned in the subject. A stock trading assignment including a final presentation and report is required to be submitted at the end of the course.

## **Program**

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

### **Topic 1: overview of financial markets**

- Financial markets, the economy, and players (Ch01)
- Asset classes and securities (Ch02)
- Securities markets (Ch03)

### **Topic 2: equity securities**

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

### **Topic 3: derivative securities**

- Options (Ch15, Ch16)
- Futures (Ch17)

### **Topic 4: measuring risk and return**

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

### **Topic 5: debt securities**

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

## **Grading**

You can pass this course by either pursuing an ordinary or an extraordinary evaluation. Notice that the final grade is computed in a different way.



**Ordinary evaluation:** Final grade is a combination of the grades you receive on the mid-term exam, final exam, stock trading assignment, online topic quizzes, participation, and attendance. For the subject, in its ordinary evaluation, the importance of each one will be as follows:

- Mid-term exam 20%
- Final exam (December) 40%
- Stock trading assignment 20%
- Online topic quizzes (5x2.0%) 10%
- Proactive participation and attendance 10%

**Extraordinary evaluation:** Final grade for the subject, in its extraordinary evaluation, will be computed as follows:

- Mid-term exam 20%
- Final exam (June) 70%
- Online topic quizzes 10%

Therefore, if you are repeating this subject, you will not be required to do the stock trading assignment nor will you be graded for class participation or attendance.

**Rounding grades:** Rounding occurs according to the usual rules, greater or equal to 0.85 rounds up.

**Passing rule of the course:** To pass this subject, you must first get at least 4 out of 10 in the combined mid-term and final exams. Failing to meet this criteria means none of the other assessments will be considered regardless your grades.

**Exams:** All exams are closed-book and consist of problems that are similar to the online topic quizzes. There may be some written response calculations requiring computations and reasoning.





Universidad  
de Navarra

**Asignatura: Macroeconomics: Theory and Policy B (F.  
ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2018-19*

## Introduction

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

## **Macroeconomics: Theory and Policy B (F. ECONOMICAS)**

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The study of Macroeconomics gives students a theoretical /applied framework to analyze the fluctuations of aggregate variables, such as GDP, inflation, unemployment....

Students will learn to understand fiscal and monetary policies used to achieve the main macro targets: economic growth and price stability. Methods and models will be illustrated using historical and current events.

Students are invited to take the self assessment test to gauge their command of required previous knowledge. The test will be available in the course's intranet (under "contenidos") during the first week of classes.

### **ACADEMIC YEAR 2018-2019**

**Department:** Economía (economics)

**School:** Economics and Business Administration

**Degrees:** Economía (ECO) and Administración y Dirección de Empresas (ADE)

**Itineraries:** All

**Year:** 2ndº (ECO, ADE), 3rd (Double ECO/ADE with Law). Spanish (other groups) and bilingual options (this group)

**Timing:** First semester, September- December

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

**Type of course:** Compulsory

**Module in degree in Economics:** Teoría Económica (economic theory). **Subject:** Macroeconomía (macroeconomics).



**Module in degree in business:** Entorno Económico (Economics). **Subject:** Entorno Económico (economics).

**Language:** Spanish or English, depending on the group

**Instructors:** Miguel Ángel Borrella-Mas (this group). Tomasso Trani (other groups)

**Time and place of classes:** 4 hours per week (14 weeks)

See details in the school's webpage

**Students with special needs:** Please, contact the instructor at the beginning of the semester.

## **Competences**

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

## **Program (Outline)**

Program:

### **CHAPTER 1 Introduction**

- Macroeconomics and its relation with microeconomics
- Models, variables
- Production
- Prices
- Unemployment

### **CHAPTER 2 Demand**

- Goods and services market: IS curve
- Money market: LM curve
- Equilibrium
- Fiscal and monetary policy
- Open economy
- Aggregate demand(AD)

### **CHAPTER 3 Supply**

- Labor markets
- Aggregate supply (AS)
- AD, AS and policy
- Phillips curve

### **CHAPTER 4 Growth**



- Basic concepts
- Solow model

## **CHAPTER 5 Cycles**

- Introduction
- C, I, G
- Stabilization
- Neo-Keynesian and real cycles

The program will unfold (aprox) according to this time distribution:

Week 1 - Ch. 1

Week 2 - Ch. 1

Week 3 - Ch 2

Week 4 - Ch 2

Week 5 - Ch 2

Week 6 - Ch 2

Week 7 - Ch 3

Week 8 - Ch 3

Week 9 - Ch 3

Week 10 - Ch 4

Week 11 - Ch 4

Week 12 - Ch 4

Week 13 - Ch 5

Week 14 - Ch 5 & review



## Educational Activities

### **Educational activities:**

#### On campus classes: (54 hrs)

There will be two types of classes: theoretical and practical. Students must attend all classes.

In theoretical classes, the most important concepts of the course will be explained. The instructor will post in ADI all necessary documents (compulsory and elective) for each chapter. Students are invited to ask any questions about this material during office hours.

In practical classes, the exercise sheets will be covered and additional problems may be considered. Students are advised to try to solve the exercise sheets on their own before coming to class.

#### Individual study: (85-90 hrs)

Time devoted to studying and personal work. This time includes that devoted to learning concepts, solving problems, etc

#### Tutorials: (2 hrs):

Presenting and solving of doubts and questions with the instructor

#### Assesment: (4 hrs)

Both midterm and final exam will last 2 hours. Students are recommended to read and briefly plan the time distribution before starting to answer the questions. The evaluation method is described in the section "assessment". Students must show they have learnt the material and acquired the required competences.

### **How to study for the class:**

It being the first time the student is faced with intermediate macroeconomic models, developing the appropriate methodology for studying is of capital importance. Students are expected to attend all classes and participate both passively (taking notes, listening, etc) and actively (anticipating the "next step", asking questions, etc)-

It's very important to understand the difference between "learning how to solve a problem" as compared to "learning how to replicate"

For much of the course, the suggested study methodology would entail:

Step 1) Studying and learning the theoretical part of the material. Learn the "how", not just the "what"  
Step 2) Practice individually (redo class examples without looking at the solutions, solve problems, exercise sheets, alternative functional forms, etc) By this point the student should be able to do these things on his own, without checking his notes, books, etc



Step 3) Compare his solutions with those of his study group. Check together the solutions to models based on slightly different assumptions. Solve individually and check answers as a group again

Step 4) Ask the instructor for help with any questions

## Assessment

### **December:**

Midterm (date: check school's web): 30%

Final (comprehensive, date: check school's web): 55%

Pop quizzes in class: 15%

### **June:**

Midterm: 20%

December exam: 10%

Final (comprehensive, date: check school's web): 55%

Pop quizzes in class: 15%

### Description of assessment activities:

The **exams** (midterm, final and June exam) will take place at the places and times announced in the school's website. These exams will have two separate sections. Total scores will result from adding points from both sections. No minimum grade is required in either section. **However, a minimum grade of 3.5 is required in the final exam in order to pass the course.**

- In the first section of the exam, multiple choice questions will be used to evaluate theoretical and applied concepts covered during the course. Some questions will be entirely theoretical, while others will require students to use models and tools learned during the course

- In the second section the student must answer short questions and/or solve problems

### Observations:

- Pop quizzes will take place during class time, **without previous announce**. The grade for this part will be calculated using only a % (to be determined) of the total number of pop quizzes carried out, so that missed supervised tests need not be justified. Absences will simply count towards the other % of non-graded activities.

- Both final and midterm are compulsory



- The final is comprehensive

- **HONESTY IS THE BEST POLICY** ( [Regulation](#) )

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

**Students with special needs:** Please, contact the instructor at the beginning of the semester.

## **Bibliography & Resources**

### **Main books:**

- Blanchard, O. Macroeconomía, 4ª edición, Prentice Hall Ibérica, Madrid. 2006. [Find it in the Library](#)
- Mankiw, G. Macroeconomía, 5ª/6ª edición, Worth, New York. 2002. [Find it in the Library](#)

### **Others:**

- Samuelson. Macroeconomics, 19th Ed, McGraw Hill. [Find it in the Library](#)
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The student will have access to the following in the intranet as they become available:

- Power points for theoretical sessions.
- Exercise sheets for practice sessions.
- Chapter outlines.

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**Other resources that may be of interest (not required for assessment):**

[Gapminder](#): tools to understand reality via graphs



[The geography of a recession](#): dynamic map of US unemployment rates, by counties

[Movie data base](#) with movies to better understand some economic concepts (list taken from the database by drs. Dirk Mateer and Herman Li, of Pennsylvania State University). Recommended for this course:

[Austin Powers: International Man of Mystery \(1997\)](#)

[Ferris Bueller's Day Off \(1986\)](#)

[Gangs of New York \(2002\)](#)

[It's a Wonderful Life \(1946\)](#)

[Mary Poppins \(1964\)](#)

[Pay It Forward \(2000\)](#)

[Reality Bites \(1994\)](#)

[Another movie list](#) to illustrate macroeconomic concepts. List compiled by Jim Stanford

Khan academy videos, to review some basic concepts:

[Keynesian cross](#)

[Fiscal and monetary policy](#)

[Aggregate Demand](#)

[AD shifts](#)

**Some books/ readings that may be of interest. [List](#) compiled by Greg Mankiw. Some recommendations:**

[In Fed we trust](#). (David Wessel) "*In Fed We Trust* is a breathtaking and singularly perceptive look at a historic episode in American and global economic history"

[Peddling prosperity](#) (P. Krugman)

**Other interesting links**

Staying updated with the news is of great importance to understand the relevance of macroeconomic theories

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

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

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





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**For studying data and trends:**

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

[https://pwt.sas.upenn.edu/php\\_site/pwt\\_index.php](https://pwt.sas.upenn.edu/php_site/pwt_index.php) (data on economic growth)

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

@X@buscador\_unika.obtener@X@

## **Office Hours**

**Instructor:** Miguel Ángel Borrella (mborrella@unav.es)

**Office:** 2170 (Amigos Building)

**Office hours:** Tuesdays, from 16:00 to 17:00 and Wednesdays, from 15:30 to 17:30. (Other times by appointment)



Universidad  
de Navarra

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

*Guía Docente*

*Curso académico: 2018-19*

## **Introduction**

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

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

## **Course Description**

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

## **General Information**

**School:** Economics and Business

**Department:** Economics

**Degrees:** ADEb, ECOb, DADEb, DECOb, ELG

**Year:** 2<sup>nd</sup> (ADEb, ECOb) and 3<sup>rd</sup> (DADEb, DECOb, ELG)

**Type of course:** Mandatory

**Semester:** Spring Semester

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

**Language of instruction:** English



### **Class schedule**

**ECOb, ADEb(I), ELG:** Tuesdays 12.00h - 13.45h (Room 11, Edificio Amigos); Fridays 12.00h - 13.45h (Room 16, Edificio Amigos)

**ADEb(II), DADEb, DECOB:** Thursdays 10.00h - 11.45h (Room 11, Edificio Amigos); Fridays 10.00h - 11.45h (Room B1, Edificio Amigos)

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

### **Office hours:**

Mondays from 12.30hrs to 13.30hrs at Office 2060 (2<sup>nd</sup> floor "hilera", Edificio Amigos)

Wednesdays from 10.30hrs to 11.30hrs at Office 2060 (2<sup>nd</sup> floor "hilera", Edificio Amigos)

Tuesdays from 13.30hrs to 14.00hrs at Room 11 (under appointment by email)

## **Competencies**

The student will acquire the following competences

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

- BC1. Students should demonstrate knowledge and understanding of the subject area based on a general secondary school education. They should have a general level that is well supported by advanced texts, but that also encompasses aspects that suggest knowledge of the leading edge of their field of study.
- BC2. Students should be able to apply their knowledge to their job or vocation in a professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.

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

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



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

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

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

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

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

## **Syllabus**

### **CHAPTER 1 -- The Theory of Demand**

Hal R. Varian: Chp 3 (Preferences), Chp 4 (Utility), Chp 5 (Choice), Chp 6 (Demand), Chp 8 (Slutsky Equation), Chp 9 (Buying and Selling), Chp 10 (Intertemporal choice), Chp 15 (Market Demand)

### **CHAPTER 2 -- The Theory of Supply**

Hal R. Varian: Chap 19 (Profit Maximization), Chp 20 (Cost Minimization), Chp 21 (Cost Curves), Chp 22 (Firm Supply), Chp 23 (Industry Supply)

### **CHAPTER 3 -- Equilibrium and Welfare Analysis**

Hal R. Varian: Chp 16 (Equilibrium) + Class notes

### **CHAPTER 4 – Market Power and Price Discrimination**

Hal R. Varian: Chp 24 (Monopoly), Chp 25 (Monopoly Behavior), Chp 26 (Factor Markets)

### **CHAPTER 5 -- Game Theory and Oligopoly**

Hal R. Varian: Chp 27 (Oligopoly), Chp 28 (Game Theory), Chp 29 (Game Applications)

### **CHAPTER 6 -- Choice Under Uncertainty**



Hal R. Varian: Chp 16 (Equilibrium)

## CHAPTER 7 -- General Equilibrium

Hal R. Varian: Chp 31 (Exchange)

## CHAPTER 8 -- Market Failure

Hal R. Varian: Chp 34 (Externalities), Chp 36 (Public Goods)

## Educational Activities

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

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

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

### **Time allocation**

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

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

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

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

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

## Assessment

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

### Grading policy (over 10 points)

#### May Exam:

**Final exam: 6 points.** The final exam will be on May 10th at 9.00h (rooms 10 and 11, Edificio Amigos). The final exam will be comprehensive, i.e. it will cover all the chapters of the course. The student must score at least 4/10 (2,4/6) to pass the course.

**Midterm: 2 points.** The midterm will be on February 15th at 15.30h (rooms 11 and 12, Edificio Amigos).

**Continuous assessment: 2 (+ 1)\* points** that will be accounted as it follows:

**Class attendance and participation: 0,5 points (+ 1 point)\*.** Active participation in the lectures and discussions, answer to short questions in class and submission of voluntary activities.

**Tests: 1,5 points.** There will be surprise quizzes (after we finish each chapter of the syllabus). Each time, at least 30% of the students (selected out of the whole group) will stay in the room to take the quizz. Each student will do *at least 3 quizzes* along the semester. These quizzes will last 10-15 minutes (at the end of the lesson) and they will consist of short exercises and/or (theoretical) questions.

\* Overall grade 11 points

#### June Exam:

**Retake exam: 8 points.** The final exam will be on June 11th at 16.00h (room B1, Edificio Amigos). The final exam will be comprehensive, i.e. it will cover all the chapters of the course. The student must score



at least 4/10 (3,2/8) to pass the course.

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

\* **Overall grade 11 points**

### **Exam structure:**

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

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

Students will be given 150 min to write the exam.

## **Bibliography and Resources**

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

The main complementary reference is:

Varian, H. *Intermediate Microeconomics: A Modern Approach*, 8<sup>th</sup> Edition. Norton. [Find it in the Library](#)

Other references are:

Pindyck, R. and D. Rubinfeld. *Microeconomics*, 8<sup>th</sup> Edition. Pearson. [Find it in the Library](#)

Besanko, D. and R. Braeutigam. *Microeconomics: An Integrated Approach*, 4<sup>th</sup> Edition. Wiley. [Find it in the Library](#)

Morgan, W., M. Katz, and H. Rosen. *Microeconomics*. McGraw-Hill. [Find it in the Library](#)

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Universidad  
de Navarra

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

*Guía Docente*

*Curso académico: 2018-19*

## Introduction

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

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

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**Department:** Economics

**School:** Economics and Business Administration

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

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

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

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

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

**Language:** English

**Schedule:**

Economics (bilingual group), Business Administration (bilingual group) 2, Economics (bilingual group)+ Governance

- Tuesday, 10:00-12:00, Room B2
- Thursday, 8:00-10:00, Room B2





Business Administration (bilingual group) 1 and double degrees Economics/Business Administration + Law (bilingual groups)

- Wednesday, 12:00-14:00, Room B1
- Friday, 10:00-12:00, Room B1

**Professor:** Stella Salvatierra Galiano (ssalvat@unav.es), Office 4060.

## **Competences**

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

## **Program**

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

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

### **2. Probability.**

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



### 3. Random variables

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

### 4. Popular distributions

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

### 5. Bivariate distributions

- Random vectors
- Joint distributions
- Covariance
- Correlation coefficient
- Independence of random variables

### 6. Data analysis.

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

### 7. Introduction to statistical inference

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

## Methodology ("Actividades formativas")



This course includes different activities:

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

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

Labs (4 hours) using statistical software

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

- They will work in teams on a real data analysis project
- Each group will have no more than 5 members. Students will send the team members to Stella Salvatierra ([ssalvat@unav.es](mailto:ssalvat@unav.es)) by October 1st.
- The description of the project and the database will be released by October 1st.
- Final presentation of the projects: October 29-31. Each group will have to turn in a written report. For the oral presentation, each team will have 7 minutes to speak about the main results. The schedule for the presentations will be available by October 22.

Exams (2 hours each):

- Mid term exam: Tuesday, October 4, in class.
- Final exam: December, date to be announced.

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

## **Assessment**

To pass the subject, the final mark must be higher than or equal to 5 AND the mark of the final exam must be higher than or equal to 4. If the mark of the final exam is less than 4, then the final mark will be 4.5

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

- Data analysis project: 20%
- Mid term exam: 30%
- Final exam: 50%. Theoretical and applied questions

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

- Data analysis project: 20%
- Mid term exam: 10%
- Final exam: 70%. Theoretical and applied questions

## **Office Hours**

Stella Salvatierra, office 4060:

- Monday and Wednesday: 3:45-5:15 pm



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## Bibliography and Resources

Main text:

- Douglas A. Lind, William G. Marchal and Samuel A. Wathen. *Statistical Techniques in Business & Economics*, McGraw-Hill. [Find it in the Library](#)

Suggested texts:

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

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