



Asignatura: Financial Accounting III (F. ECONÓMICAS)

Guía Docente

Curso académico: 2018-19

Introduction

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

Financial Accounting III (F. ECONÓMICAS)

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

Gerán López Espinosa (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.)



Universidad
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Asignatura: Liderazgo político y social (F. Económicas)

Guía Docente

Curso académico: 2018-19

Presentación

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

Liderazgo político y social (F. Económicas)

Hi All,

Please go to Contenidos and look at the provisional syllabus. In about a week the final syllabus should be online.

Best

Matthias & Marcel

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

Professors: Matthias Huehn (mhuehn@unav.es) ; Marcel Meyer (mmeyer@unav.es)

Semester: First semester.

Schedule, Classroom: 2 hours weekly: Thursday 10.00-12.00. Classroom: Room 08. Edificio Amigos.

ECTS: 3

Subject: Mandatory.

Requirements: None



Degree: Economics, Leadership and Governance

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

Language: English.

Competencias

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

Specific competences

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

General competences

- Students should demonstrate knowledge and understanding of the subject area based on advanced texts, but that also encompasses aspects that suggest knowledge of the leading edge of their field of study.
- Students should be able to apply their knowledge to their job or vocation in a professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.
- Students should be able to gather and interpret relevant data (normally within their field of study) in order to make judgments that encompass consideration of relevant social, scientific and ethical topics.
- Students should be able to convey information, ideas, problems and solutions to both specialized and general audiences.
- Students should have developed the learning skills necessary to undertake higher programs of study with greater independence.
- Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.
- Teamwork.



- Developing the capacity for independent critical thought on matters relevant to economics and business.
- Communicating results and analyses useful in economics and business, both verbally and in writing.
- Knowing the different settings in which work is done: circumstances and markets, as well as historic, legal and humanistic contexts.

Programa

Theme 1. Introduction to Leadership

Theme 2. The role of character and virtues in leaders

Case: The Parable of Sadhu.

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

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

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

Theme 3. The role of emotional intelligence in leaders

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

Theme 4. The task and qualities of a leader

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

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

Theme 5. The leader facing crisis

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

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



(1), pp. 117-128.

Theme 6. Are leaders and managers different?

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

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

Theme 7: Introduction to Leadership 2

Mandatory preparation: 1st video: <https://www.youtube.com/watch?v=dO7I5dCoewA>

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

3rd video:

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

Theme 8: Tough Humility

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

Theme 9: Leaders Motivate Others, Right?

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

Theme 10: Leading with a Toolkit?

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

Theme 11: Leading Change

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

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

Mandatory preparation:

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



ead

Actividades formativas

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

These 75 hours are distributed in the following manner:

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

Evaluación

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

Bibliografía y recursos

BIBLIOGRAPHY

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

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

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

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

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

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

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



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

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

Jocko Willink & Leif Babin on Leadership

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

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

Simon Sinek on Motivational Leadership:

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

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

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

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

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

Barry Schwartz on Rules and Virtues:

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

SUPPLEMENTARY BIBLIOGRAPHY

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

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Horarios de atención

By appointment and walk-in (Matthias Hühn)

By appointment (Marcel Meyer)



Universidad
de Navarra

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

Guía Docente

Curso académico: 2018-19

Introduction

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

Macroeconomics: Theory and Policy A (F. ECONOMICAS)

GENERAL INFORMATION

Course: Macroeconomics: Theory and Policy

Type of course: compulsory

Language: English

ECTS Credits: 6

Type of Degree: Degree in Economics; Degree in Management

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

Semester: Fall

Instructor: Tommaso Trani (ttrani@unav.es)

- Department of Economics, School of Economics and Business Administration
- Office: no. 2570 in Edificio Amigos (located on the 2nd floor of the *tower*)
- Office hours: on Thursday from 16:00-18:00. See also Section "Office Hours" of this website.

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

BRIEF DESCRIPTION

Building on the concepts provided by *Principles of Macroeconomics*, this course is an introduction to the theoretical models and empirical findings that are essential to understand and analyze both the long-run evolution of people's living standards and the short-run fluctuations in economic activity. There are four



general subject areas: economic growth, monetary and fiscal policy, business cycles and open-economy macroeconomics. These subjects form a fundamental background to address a series of questions on an economy as a whole (a single country or the global economy) and on the environment where to conduct business. For example, why do certain countries grow – or start to catch up with other developed nations, while others still lag behind? What are the structural characteristics that lead entrepreneurs to establish their firms in a country rather than another? What are the potential causes of a recession? How can a foreign crisis affect a small open economy? What could policymakers do to guarantee a stable business environment, minimizing the contraction in production and hiring caused by lower demand or higher costs? How do inflation expectations affect the price at which firms sell their goods?

CLASS TIME AND VENUE

- Friday from 08:00-10:00 in Room 15

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

Note: special schedule for two lectures in September. In particular, the lectures of September 13 and 14 will be replaced by those of Sept. 11 (16:00-18:00, Room B2) and Sept. 25 (16:00-18:00, Room B2) , respectively.

Competences

Basic Competencies (Management and Economics)

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

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

General Competencies (Management and Economics)

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

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

Specific Competencies (Economics)

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

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

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



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

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

Specific Competencies (Management)

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

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

Schedule

Note: special schedule for two lectures in September. In particular, the lectures of September 13 and 14 will be replaced by those of Sept. 11 (16:00-18:00, Room B2) and Sept. 25 (16:00-18:00, Room B2) , respectively.

- The following is a tentative schedule. Small adjustments are possible as we go through the semester.
- In general, we meet twice a week, according to the timetable of the School. This sets the specific days of lecture as well as the final exam. So, as far as it concerns these two aspects, please double-check the following information on the university's website.
- Tests: 4 October / 15 November 2018, during lecture hours, Room 12.
- Midterm Exam: 25 October 2018 , during lecture hours, Room 12.
- Final Exam: 5 December 2018, 16:00-19:00, Room 11.

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

Program (Outline)

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



Part	Topic	Reference
	Introduction	Appendix 1 in AulaVirtual ADI
1. Economic Growth in the Very Long Run	Aggregate production of goods and services	[Ch. 3.1-3.2]; Ch. 8.1 (<i>the supply and demand for goods</i>); Appendix to Ch. 9
	The Solow model: <ul style="list-style-type: none"> • Capital accumulation & population growth • Technological progress • Golden rule 	Ch. 8 (remaining sections); Ch. 9.1, 9.3 (<i>evaluating the rate of saving and changing the rate of saving</i>)
	Notions of growth policy and endogenous growth	Ch. 9.2 (<i>convergence</i>), 9.4 (<i>the process of creative destruction</i>)
2. Economic Equilibrium in the Long-Run	Equilibrium on the: <ul style="list-style-type: none"> • Goods and services market • Money market 	Ch. 3.3-3.4; Ch. 4.2 (<i>bank capital, leverage, and capital requirement</i>)-4.3; Ch. 5.1-5.4, 5.7; [ABC 7.4]
	Intertemporal Consumers' Choices	Ch. 16.1-16.2
3. Short-Run Fluctuations & Macroeconomic Policy	Business cycles: definition and facts	Ch. 10.1
	The IS-LM model <ul style="list-style-type: none"> • Goods market & money market • Equilibrium & macroeconomic policy • Determination of the AD schedule 	Ch. 11-12; [18.1 (<i>the lags in the implementation and effects of policies</i>)]; Appendix 2 in AulaVirtual ADI
	The AD-AS Model <ul style="list-style-type: none"> • Nominal rigidities and the AS schedule • Stabilization policy and the inflation-unemployment trade-off 	Ch. 10.2, 14 (<i>the implications</i>); [BW 12.4.1-12.4.4]
4. Open-Economy Extension	The Open Economy <ul style="list-style-type: none"> • Long-run model • The short-run Mundell-Fleming model 	Ch. 6; Ch. 13.1-13.3; Appendix 3 in AulaVirtual ADI



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Educational Activities

The course is broken down into four parts. The first three parts are devoted to the analysis of long-run trends and short-run cycles in closed economy. In particular, Part 1 describes the production of goods and services and how this evolves over time as economies grow over the long run. Part 2 completes this analysis by discussing the forces that ensure the equilibrium between aggregate supply and aggregate demand and introducing the long-run properties of the money market. Part 3 is about business cycles, implying adjustments in the real and financial sides of the economy as well as the intervention of policymakers enacting stabilization policies. The last part, Part 4, shows the importance of international trade and exchange rates for the long-run and short-run performance of an open economy.

CLASS ATTENDANCE AND PARTICIPATION

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

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

TESTS & EXAMS

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

TIME DISTRIBUTION

As for any course attributing 6 ECTS credits, students' workload is expected to be of about 150 hours.



An indicative distribution of this preparation time is as follows:

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

Assessment

GRADING IN DECEMBER (out of 10)

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

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

GRADING IN JUNE (out of 10)

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

DETAILS

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

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

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

The final exam is comprehensive.

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

HONESTY IS THE BEST POLICY

(Ethics Committee Provisions Against Plagiarism and Copying)



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

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

Sanctions include:

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

Bibliography & Resources

STUDY MATERIAL

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

REFERENCES

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

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

OTHER REFERENCES

Cited in the outline

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



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

Not cited in the outline

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

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

To review the material from previous courses

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

LINKS OF INTEREST

Journals

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

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

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

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

Statistical resources

Samples of useful databases for studying trends and fluctuations are:

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

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

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

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

@X@buscador_unika.obtener@X@

Office Hours



Universidad
de Navarra

Instructor: Tommaso Trani

- Office No. 2570 (tower, 2nd floor)
- Hours: Thursday from 16:00-18:00.



Asignatura: Demography: the population study (F. Económicas)

Guía Docente

Curso académico: 2018-19

Presentación

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

Demography: the population study (F. Económicas)

Asignatura: Demografía: el estudio de la población.

Profesora: Dra. Dolores López-Hernández

E-mail: (dlopez@unav.es)

Grado: Economía + Leadership and Governance Program.

Tipo de asignatura: Obligatoria.

Curso: 3º. Semestre: 1^{er} semestre (03.09.2018-30.11.2018).

Créditos ECTS: 3 ECTS.

Horario: Miércoles, 16.00 to 18.00.

Lugar: Seminario 14 , Edificio Amigos.

Horas de trabajo: 75 horas aproximadamente.

La demografía es el estudio de las poblaciones humanas.

Esta asignatura es una introducción a las técnicas de análisis demográfico y a la interpretación de fuentes, estadísticas y tendencias demográficas. Los temas que se van a incluir son entre otros, fuentes de información, métodos tanto longitudinales como transversales de análisis de los principales fenómenos demográficos (fecundidad, mortalidad, nupcialidad y migraciones), los determinantes de la estructuras de la población por edad y sexo y del crecimiento demográfico, y la interpretación de las proyecciones y prospecciones de población. Exploraremos también las tendencias de la población y sus consecuencias. El territorio va a ser un elemento clave en la comprensión de la diversidad y complejidad de la realidad demográfica.

El conocimiento geodemográfico es un telón de fondo explicativo esencial para comprender el pasado, presente y future de las sociedades.

No se precisa tener conocimientos previos de demografía.

Competencias



El estudiante que realiza este curso será capaz de:

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

Programa

Introducción

1. Fuentes de información demográfica
2. Estructura por edad y sexo de las poblaciones
3. Crecimiento de la población y proyecciones demográficas
4. Fecundidad y natalidad
5. Patrones en la formación y disolución de las parejas y estructuras familiares
6. Mortalidad y morbilidad
7. Migraciones
8. Distribución de la población en el mundo

Cronograma clases

1 semana

Miércoles, 5/septiembre/2018 (Seminario 14, Amigos)

Presentación

2 semana

Miércoles, 12/septiembre/2018 (Seminario 14, Amigos)

Tema 1. Fuentes demográficas

3 semana

Miércoles, 19/septiembre/2018 (Seminario 14, Amigos)

Tema 2. Estructura por edad y sexo de una población



4 semana

Miércoles, 26/septiembre/2018 (Seminario 14, Amigos)

Tema 2. Estructura por edad y sexo de una población

5 semana

Viernes, 5/octubre/2018 (Aula 2 FCom)

Tema 3. Crecimiento de la población y proyecciones demográficas

6 semana

Viernes, 12/octubre/2017

Fiesta

7 semana

Viernes, 19/octubre/2018 (Aula 2 FCom)

Tema 4. Fecundidad y natalidad

8 semana

Viernes, 26/octubre/2018

Tema 5. Patrones de formación y disolución de pareja y estructuras familiares (Aula 2 FCom)

9 semana

Viernes, 2/noviembre/2018

Sesión sobre Japón con estudiantes de Yokohama

10 semana

Viernes, 9/noviembre/2018

sala de ordenadores: cálculos demográficos (Sala de informática del edificio Amigos, planta baja).

11 semana

Viernes, 16/noviembre/2018

Tema 6. Mortalidad y morbilidad (Aula 2 FCom)

12 semana

Viernes, 23/noviembre/2018

Tema 7. Migraciones (Aula 2 FCom)

13 semana

Viernes, 30/noviembre/2018

Tema 8. Distribución de la población (Aula 2 FCom)



Actividades de aprendizaje

1 - Estudiar un glosario (ADI).

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

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

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

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

6 - Escribir un ensayo sobre un tema propuesto por la profesora elegido entre las noticias seleccionadas por el estudiante.

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

8 - Estudiar los contenidos tratados en clase (Ver la carpeta presentaciones en ADI).

9 - Hacer un examen tipo test con todos los contenidos (las contestaciones erróneas descontarán 0,25).

Fechas importantes

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

(16/09/2018) Estructura por edad y sexo de la población (30/09/2018) Crecimiento demográfico y proyecciones demográfica

(14/10/2018) Fecundidad y natalidad (21/10/2018) Patrones de formación y disolución de pareja

(28/10/2018) Mortalidad y morbilidad (11/11/2018) Migraciones

(25/11/2018) Distribución de la población en el espacio

* 23/noviembre/2018 Fecha límite de entrega del ensayo.

* viernes, 7/diciembre/ 2018, 12:00-14:00, aula 10 Amigos, Examen final, 1ª



convocatoria.

* viernes, 21/06/2019 12:00-14:00, aula 08 Amigos, Examen extraordinario.

Evaluación

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

- Asistencia a clase (10%)
- Noticias de prensa (10%)
- Ensayo (25%)
- Examen tipo test sobre los contenidos (30%)
- Examen de cálculo de indicadores demográficos (25%).

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

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

Bibliografía

Lecturas obligatorias

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

Lecturas complementarios

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

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

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

Livi-Bacci, M. (2012), *A Concise History of World Population*, Wiley Blackwell, Oxford. [Find](#)



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[it in the Library](#)

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

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

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

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

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

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Contacto

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

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

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



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

Guía Docente

Curso académico: 2018-19

Presentación

<http://www.unav.edu/asignatura/printegecon3/>

Proyecto Integrado III

Evento Adadémico

Análisis Prospectivo

Planificación

Contacto con ponentes

Habilidades de negociación

Habilidades de comunicación

Motivación

Liderazgo

Toma de decisiones

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

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

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

Competencias

Edite el contenido aquí



Universidad
de Navarra

Programa

Edite su contenido aquí

Actividades formativas

Edite el contenido aquí

Evaluación

Edite el contenido aquí

Bibliografía y recursos

Proyectos previos por parte de los alumnos ELG

<https://ourworld2021.com/>

Horarios de atención

Edite el contenido aquí



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](#)

FINDLAY, Ronald, Kevin H. O'Rourke (2008): /Power and Plenty: Trade, War, and the World Economy in the Second Millennium, / Princeton University Press, [Localízalo en la Biblioteca](#)

FLOUD Roderick and PAUL Johnson edited by. (2004): /The Cambridge economic history of modern Britain Cambridge/, Cambridge University Press. [Localízalo en la Biblioteca](#)

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](#)

@X@buscador_unika.obtener@X@

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

Guía Docente

Curso académico: 2018-19

Presentación

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

International Seminar I

Politics and Governance in the United States

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

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

Competencias

- 1) The student will be able to assess aims, challenges and regulatory frameworks of the different public institutions and appraise various governance structures according to the purpose they are designed to meet.
- 2) With this seminar, the student will be able to build a rigorous argument that defends a scientifically well-founded proposition to a concrete governance problem.
- 3) In addition the independent study will enable the student to analyze writings and intellectual positions of influential scholars in the fields of public governance and management.

Programa



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

Monday, May 22

* Lectures

- *Introduction to U.S. Politics, Culture, and Economy*, Professor Eric Langenbacher, Department of Government.
- *The Political and Philosophical Framework of American Politics*, Joe Hartman.

Tuesday, May 23

* Lectures

- *The Outcome and Impact of the 2016 Elections*, Professor Hans Noel, Department of Government.
- *Global Cooperation and Change*, Professor James Vreeland, Department of Government/ School of Foreign Service.

Wednesday, May 24

* Lectures

- *Campaigns and Elections in the U.S.*, Professor Michael Bailey, Department of Government.
- *State, Local and Federal Interactions in the United States*, Professor Micah Jensen, McCourt School of Public Policy.

Thursday, May 25

* Lectures

- *The Public Policy Process in the United States*, Professor Lynn Ross, McCourt School of Public Policy.
- *Diversity and Civil Rights Policy in 21st Century America*, Professor Jeremy Mayer, George Mason University.

Friday, May 26

* Lecture

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

* *Site Visit and Briefings*

Cato Institute, Simon Lester

Tour of the Capitol Visitors Center



Saturday, May 27

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

Sunday, May 28

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

Monday, May 29

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

Tuesday, May 30

- * Lecture

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

- * *Site Visit and Briefings*

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

Democratic National Committee, Miles Fernandez.

Wednesday, May 31

- * Lecture

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

- * *Site Visit and Briefings*

U.S. Department of State, Peter Howard.

Thursday, June 1

- * Lectures

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

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

- * *Special Guest Speaker*,

Nuria Tolsá, Banco Iberoamericano de Desarrollo.

Friday, June 2

- * Lectures

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



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

Active participation in the lectures is mandatory and highly recommended.

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

Actividades formativas

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

Evaluación

Activity to deepen the understanding of American Society

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

Activities related with the sessions at Georgetown University

Preparatory activity:

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

Concurrent activities:

Provide an interesting question about each session.



Write an essay about selected questions.

A global view: activity related with the American experience

Photography competition

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

Bibliografía y recursos

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

@X@buscador_unika.obtener@X@

Horarios de atención

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

Markus Kinateder (mkinateder@unav.es)

Miguel Ángel Borrella (mborrella@unav.es)

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



Asignatura: International Organizations (F. Económicas)

Guía Docente

Curso académico: 2018-19

Presentación

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

International Organizations

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

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

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

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

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

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

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

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



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

Competencias

Competences

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

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

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

Cognitive/Conceptual/Transversal competences:

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



Skills and aptitudes:

- Understanding complex global issues
- Working with tools for decision-making and action.
- Know the fundamental concepts and methods of economic theory in depth.
- Reaching normative conclusions relevant to economic policy.
- Pick up concepts, theories and models to rigorous form opinions about the reality of global economic environment.
- Apply a historical perspective to the study of economic phenomena.
- Capacity to combine and complete economic reasoning from other disciplines.
- Ability to ask and answer relevant questions about economic issues with a global vision of the foreground.
- Ability to defend critical and well-argued manner one's ideas on economic issues.

Learning Outcomes:

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

Programa

Programme:

The table of contents of the course is as follows:

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



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

Actividades formativas

Teaching methodology

The teaching methodology is the following:

Ø Team work for paper preparation:

- a) Groups of 3-4 persons
- b) Focused on one selected institution/organisation related to a specific field/issue related to global governance.
- c) 20-25 pages plus annexes
- d) Presentation of 20 minutes (Power point)



- e) Key dates for this project: submission for 20th of March and presentations will take place 22th and 23th.
- f) The project will be graded based on the following criteria:

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

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

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

Recent development: Updated statistics and issues.

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

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

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

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

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

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

Evaluación

Assessment:



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

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

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

Bibliografía y recursos

Horarios de atención

Office hours:

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

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

Thursday 17:00-18:00 pm and Friday 12:00–13:00 am by appointment at least one



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week before via email: ruiz@taseuro.com



Asignatura: Regiones 1. América (F. Económicas)

Guía Docente

Curso académico: 2018-19

Presentación y Objetivos

Regiones 1 América

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

Objetivos del curso:

- Familiarizar al alumno con los eventos históricos más relevantes en el continente americano desde la Segunda Guerra Mundial hasta el presente.
- Fomentar y fortalecer, en el estudiante, la habilidad de analizar de manera crítica y comprender las condiciones sociales, políticas y económicas de la América contemporánea.
- Captar las condiciones de los procesos de regionalismo tanto en Norte América como en América Latina, identificando las principales diferencias y similitudes entre los países de la región.
- Reflexionar sobre las oportunidades de cambio y generar propuestas para disminuir las vulnerabilidades que enfrenta la



región a través de criterios definidos por el propio alumno y fundamentados en los conocimientos adquiridos en la asignatura.

Competencias

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

Programa

Fecha	Tema	Objetivo	Lecturas
Semana 1	Introducción a la asignatura. -Norte América. -América Latina.	Conocer las actividades a realizar durante el curso. Condiciones por las que se considera a Norte América como una región. ¿Cómo se define actualmente América Latina en el contexto internacional?	Cardona Patarroyo, C. y Bonilla Olano, E. (2014) <i>La cooperación internacional, asunto económico y de geopolítica</i> . Observatorio de la Economía Latinoamericana, N° 2 0 4 http://www.eumed.net/cursecon/ecolat/la/14/geopolitica.html Pastor, R. (2001) <i>Toward a North American Community: Lessons from the old world for the new</i> /Washington, DC: Institute for international economics. P 19-39.
Semana 2	Historia y cultura política I	Comparar los sistemas políticos en Canadá, Estados Unidos y México.	Jackson, R. Mahler, G. Teeters-Reynolds, H. and Hodge, C. (2004) <i>Constitutions: Law, Rights and Federalism in North American politics Canada, USA and Mexico in a Comparative Perspective</i> . (pp 13-40). Ontario, Canada: Person Education Canada Inc.
Semana 3	Historia y cultura política II	Comparar los sistemas políticos en los principales países del Caribe, Centro América y Sudamérica.	Crisafi, Nicolás Hernán. (2014). <i>Sistemas políticos de América Latina. Postdata</i> , 19(2) http://www.scielo.org.ar/scielo.php?script=sci_arttext&pid=S1851-96012014000200014&lng=es&tlng=es .



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



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

Este programa esta sujeto a cambios, la profesora informará sobre las lecturas correspondientes cada semana.

Actividades formativas

Lecturas

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



Presentaciones en equipo

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

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

Trabajo Final

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

Actividades no obligatorias

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



Evaluación

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

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

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

Bibliografía y recursos

Bibliografía recomendada

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

Algunos libros que se pueden consultar son:

- Gladdis, John. (2005) Strategies of containment: a critical appraisal of American national security policy during the Cold War. [Localízalo en la Biblioteca](#) (ebook)
- Ambrose, S. (1997) Rise to Globalism: American foreign policy since 1938. [Localízalo en la Biblioteca](#)
- Kernell, S. and Jacobson, G. (2006) The Logic of the American Politics, Third Edition. [Localízalo en la Biblioteca](#)
- Pastor, R. (2001) Toward a North American community: Lessons from the old world for the new/Washington, DC: Institute for international economics. [Localízalo en la Biblioteca](#)
- Bulmer-Thomas, V., La historia económica de América Latina desde la independencia / Víctor Bulmer-Thomas; traductor Mónica Utrilla de Neira. México : FCE, México, 1998. [Localízalo en la Biblioteca](#)
- Dabène, Olivier, América Latina en el siglo XX / Olivier Dabène; traducción al castellano de Pablo Bustelo Gómez., Madrid : Síntesis, 2000. [Localízalo en la Biblioteca](#)
- Skidmore, Thomas E., Historia contemporánea de América Latina: América Latina del siglo XX. 2 Edición, Barcelona: Crítica 1999. [Localízalo en la Biblioteca](#)



Universidad
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Horarios de Atención

Andrea Sáenz de Viteri Vázquez

asaenzdevit@alumni.unav.es

Martes y Jueves de 10:00-12:00 hrs

Seminario 23 Edificio Amigos- Planta 1



Universidad
de Navarra

Asignatura: Econometrics I (F.Económicas)

Guía Docente

Curso académico: 2018-19

Presentación

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

ECONOMETRICS 2018-2019

Name of the course: Econometrics

Year: Third (or fourth in double degree)

Semester: First

Credits (ECTS): 6

Type of course: Required

Language: English

Department: Economics

Degrees: Economics, ADE

School: Economics

Professor: Juan Equiza Goñi : jequizag@unav.es

Assistant: not available

Lecture Schedule: Monday from 8am to 10am in Aula 16

Friday from 10am to 12pm in Aula 02

Competencias

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



Grade Competences

Basic Competencies (Management and Economics)

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

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

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

General Competencies (Management and Economics)

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

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

Specific Competencies (Economics)

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

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

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

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

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

Specific Competencies (Management)

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

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

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



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

Course competences

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

Programa

Part I. Introduction and Review

1. Economic Questions and Data
2. Review of Probability
3. Review of Statistics

Part II. Fundamentals of Regression Analysis

4. Linear Regression with One Regressor
5. Regression with a Single Regressor: Hypothesis Tests and Confidence Intervals
6. Linear Regression with Multiple Regressors
7. Hypothesis Tests and Confidence Intervals in Multiple Regression
8. Nonlinear Regression Functions
9. Assessing Studies Based on Multiple Regression

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

10. Regression with Panel Data
11. Regression with a Binary Dependent Variable
12. Instrumental Variables Regression
13. Experiments and Quasi-Experiments



14. Time series analysis

Actividades formativas

There will be two type of classes:

- Theory lectures
- Exercise sessions

Evaluación

The final grade is

- class participation, not-announced tests: 5%
- submission of solved problem sets: 15%
- midterm: 20%
- final test: 60%
- extra 10% by doing during the semester a supervised project

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

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

HONESTY IS THE BEST POLICY

(Ethics Committee Provisions Against Plagiarism and Copying)

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

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

Sanctions include:

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

Bibliografía y recursos

Bibliography



Universidad
de Navarra

Basic

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

Complementary

- Angrist, J.D. y Pischke, J-S, 2016, *Mastering 'Metrics*, Princeton University Press [Find it in the Library](#)

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

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

@X@buscador_unika.obtener@X@

Horarios de atención

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

Office: 2030 (Amigos building)

Office hours: Tuesdays 15h30 - 16h30

Thursdays 15h30 - 16h30

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



Universidad
de Navarra

Asignatura: International Agenda. Dialogues (F. Económicas)

Guía Docente

Curso académico: 2018-19

Presentación

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

Agenda Internacional

Edite el contenido aquí

Competencias

Edite el contenido aquí

Programa

Edite su contenido aquí

Actividades formativas

Edite el contenido aquí

Evaluación

Edite el contenido aquí

Bibliografía y recursos

Edite el contenido aquí

@X@buscador_unika.obtener@X@

Horarios de atención

Edite el contenido aquí

Contenidos



Asignatura: Investments in Financial Markets B (F.Económicas)

Guía Docente

Curso académico: 2018-19

Introduction

<http://www.unav.edu/asignatura/infinancialB1econom/>

Url_ friendly. get@ @ X @ X @

Investments in Financial Markets B (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 difference asset classes and financial instruments, the risk and return trade-off, the efficient diversification theory, financial statement analysis and the valuation of some of the most common financial instruments.

Executive summary

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

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

1. learning basic measures of financial risk and how to interpret them
2. learning how to construct a portfolio of financial assets, measure its performance, and report it to investors
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
Classrooms/timetable	To be confirmed
Office	3080 Amigos Building, 3rd floor
Email	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.
- CE1
0 Incorporating mathematical reasoning and quantitative tools in a business's decision-making processes.

Textbook

Bodie, Kane and Marcus (BKM) *Essentials of Investments* (9th 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 (<u>December</u>) | 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 of 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.

Office hours

Professor Diana Morales-Arenas
Office 3080 Amigos Building, 3rd floor
Email MoralesArenas.Diana@gmail.com
Office hours Please schedule a meeting with me via email

Info&ActivitiesSLIDES



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

Type of course: Mandatory

Semester: Spring Semester

Number of ECTS credits: 6 credits (150 hours)

Language of instruction: English



Class schedule

ECOb, ADEb(I), ELG: 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 (2nd floor "hilera", Edificio Amigos)

Wednesdays from 10.30hrs to 11.30hrs at Office 2060 (2nd 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*, 8th Edition. Norton. [Find it in the Library](#)

Other references are:

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

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

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

@X@buscador_unika.obtener@X@



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)

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, 2nd 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](#)



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