



Universidad
de Navarra

Asignatura: Gestión pública (F. Económicas)

Guía Docente

Curso académico: 2018-19

Presentación

<http://www.unav.edu/asignatura/gestion-publica-f-economicas/>

Gestión pública (F. Económicas)

Edite el contenido aquí

Competencias

Edite el contenido aquí

Programa

VER EL PROGRAMA y CALENDARIO DE CLASES y TRABAJOS/EVALUACIONES 2016-17 EN EL pdf ADJUNTO

Actividades formativas

Se incluye más abajo el pdf del Pape N^o1. "EL TEMA DE NUESTRO TIEMPO" de José Ortega y Gasset. Su análisis debe ser enviado al email del profesor amirandas@unav.es antes de las 14:00h del jueves 19 de enero. Extensión entre 500 y 750 palabras en Calibri 11

Evaluación

Bibliografía y recursos

Edite el contenido aquí

@X@buscador_unika.obtener@X@

Horarios de atención

Edite el contenido aquí



Universidad
de Navarra

Asignatura: Global Political Economy B (F. ECONÓMICAS)

Guía Docente

Curso académico: 2018-19

Introduction

GLOBAL POLITICAL ECONOMY B

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

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

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

Departament: Economics

School: Economics and Business.

Degrees: Economics and Business Administration

Year: 2nd

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

Organisation: Second semester (January - May)

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

Course type: Basic.

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

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

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



Lecture Times and Room:

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

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

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

Competences

DEGREE IN ECONOMICS

Basic Competencies (Economics)

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

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

General Competencies (Economics)

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

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

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

Specific Competencies (Economics)

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

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

DEGREE IN MANAGEMENT

Basic Competencies (Management)

BC2. Students should be able to apply their knowledge to their job or vocation in a professional way.



They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.

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

General Competencies (Management)

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

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

Specific Competencies (Management)

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

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

Program

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

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

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

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

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

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

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

and consider the example of gender budgeting

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

Educational activities

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

TRAINING ACTIVITIES ("actividades formativas")

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



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

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

af4. Time of individual study: 60 hours.

af5. Examinations: 4 hours.

TOTAL WORK HOURS : 150 hours.

Assessment

Important note about academic honesty:

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

"We value honesty. Without it, there can be no trust or any meaningful social relations. Therefore, the School expects honesty and fairness from all of its members: professors, non-academic staff, and students. Dishonest behaviours will be sanctioned in accordance with the [University Norms on Student Academic Discipline of August 2015](#), and include lying, cheating in exams, and plagiarism in written work. We take such violations seriously. Depending on their gravity, these offences will be dealt with by the Professor in charge of the subject, by the Dean of Students, and in very severe cases, by the Vice President for Student Affairs.

Sanctions include:

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

May Total:

*** The final exam is comprehensive**

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

JUNE Total:



Maximum of the two following options:

Option A)

June exam: 80%

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

Option B)

June exam: 90%

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

SPECIAL CASES :

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

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

ASSESSMENT ITEMS:

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

Bibliography and Resources

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

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

@X@buscador_unika.obtener@X@

Office Hours



Universidad
de Navarra

Professor: Isabel Rodriguez Tejedo

Office: 3090 (Third Floor of the tower)

Office hours:

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

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

Contents



Asignatura: International Trade (F. ECONÓMICAS)

Guía Docente

Curso académico: 2018-19

Introduction

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

International Trade (School of Economics)

Course's name: International trade

Department: Economics

School: Economics and Business Administration

Credits (ECTS): 6

Semester: 1st (Fall term)

Student's number of hours of work (approx.): 150

Language: English

Website: <http://www.unav.es/asignatura/intradeeconom/>

Schedule of lectures:

- Monday, 10.00-11.45. Classroom 13, Edificio Amigos
- Thursday, 10.00-10.45. Classroom 06, Edificio Amigos (most weeks)
- Thursday, 11.00-11.45. Classroom 06, Edificio Amigos (only some weeks)
- By default, lectures will be: Monday, 10.00-11.45, Thursday, 10.00-10.45. For those weeks with either no lectures or two lectures on Thursdays, this will be announced beforehand both in the classroom and in the "Anuncios " section of ADI

Lecturer: Javier Elizalde

- Website: <http://www.unav.edu/web/facultad-de-ciencias-economicas-y-empresariales/javier-elizalde>
- Email: jelizalde@unav.es
- Office hours: Wednesday 11 am-1 pm, Thursday 3-4 pm
- Office: 2190 Edificio Amigos

Competences

The course is focused on the study of international trade. First of all, we will pay attention to the evidence on countries' behaviour regarding foreign trade that, joint with the study of different economic theories on this topic, will allow the student to understand the pattern of trade between countries, trade policy and the way international trade is changing due to the new technologies.



In this course there is a number of competences that the student will work on:

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)

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

GC6. Communicating results and analyses useful in economics and business, both verbally and in writing.

Specific Competencies (Economics)

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

Specific Competencies for Elective Subjects (Management)

SC01. Gaining and deepening insight into macro- and micro-economics.

SC02. Understanding more specialized areas of economic theory that may be used to address relevant social issues such as health, sports and development.

Educational activities

1. Lectures (45 hours)

The course will be taught in three weekly sessions (which may be either two or four in some weeks), each of them with 45 minutes.

The dynamics of the course is mainly based on the study of the most important models developed by the economic theory to explain the relevance of international trade and the consequences of both free trade and protectionist policies on the welfare of a country and the different groups of individuals within that country.

The lecturer will foster the student's active participation in the lectures through questions, comments and discussions of both theoretical and applied aspects, evaluating the rigour and originality of the interventions. The



student's active participation (not the mere attendance) is worth a 20% of the final grade.

2. Assignments (35 hours)

The development of theoretical models will be complemented with some assignments (problem sets for homework) to better understand the model and the role played by the assumptions on both the problem's results and the model's conclusions. The students will solve three problem sets (for Chapters 2-4) which are worth a 30% of the final grade.

3. Office hours (1.5 hours)

The lecturer will be available, at the announced time, to solve questions regarding the course both individually and in small groups.

4. Personal study (67 hours)

It is essential, in order to follow the explanations properly, to regularly study the lessons, as the course advances in a progressive way on the previously explained material.

5. Exam (1.5 hours)

There is one written exam (on December 17th) which is worth 50% of the final grade. It has two parts:

- The first one is a multiple-choice test with 15 questions, each with four choices and one valid answer. Each correct answer adds one point and each incorrect answer deducts one quarter of a point.
- The second part consists of two practical exercises corresponding to two of the models studied.

Each part is worth 50% of the exam's grade.

Bibliography and resources



In this course there is a reference book which may help as a complement to the content of the lectures, but it never substitutes it. The textbook is:

PAUL R. KRUGMAN, MAURICE OBSTFELD: **International Economics. Theory and policy**. Addison Wesley editors. [Find it in the Library](#)

As an additional material, the following books are suggested:

ROBERT J. CARBUAGH: **International Economics**. South-Western CENGAGE Learning. [Find it in the Library](#)

ROBERT C. FEENSTRA, ALAN M. TAYLOR: **International Trade**. Worth Publishers. [Find it in the Library](#)

The lecturer uses slides in the lectures as an auxiliary material for the explanations and publishes them in the ADI page, but **the knowledge required will never be restricted to the content of the slides**. The lecturer expects the student to learn **everything which is explained in the lectures**.

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Program

1. Introduction to international trade. Pattern of trade
2. Specialisation and gains from international trade. Ricardian model
3. Who gains and who loses from international trade. Specific factors model
4. Trade policy and protectionism

Assessment

ORDINARY ASSESSMENT (DECEMBER):

- Assignments (chapters 2-4): 30%.
- Classroom participation: 20%.
- Written exam (December 17th): 50%.*

*A minimum of 4 in the final exam is required to pass the course.

EXTRAORDINARY ASSESSMENT (JUNE):



- Assignments (chapters 2-4): 20%.
- Classroom participation: 10%.
- Written exam (June 11th): 70%.*

*A minimum of 4 in the final exam is required to pass the course.

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

Allocation of time

This allocation of time is an approximated estimation :

- Lectures: 45 hours
- Assignments: 35 hours
- Office hours: 1.5 hours
- Personal study: 67 hours
- Exam: 1.5 hours

Office hours

- Office hours: Wednesday 11 am-1 pm, Thursday 3-4 pm.
- The venue of meetings is the office 2190 in Edificio Amigos.
- For a better coordination it is preferable to send an e-mail beforehand to



Universidad
de Navarra

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Universidad
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Asignatura: International Finance (F. ECONÓMICAS)

Guía Docente

Curso académico: 2018-19

Presentation

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

International Finance

Professor:

Antonio Moreno Ibáñez. E-mail: antmoreno@unav.es

Credits: 6 ECTS

Class Schedule: Tuesdays 9-10 (Room 04 Amigos)

Thursdays 8-10 (Room 03 Amigos)

Office Hours

Antonio Moreno Ibáñez: Mondays 9-12 (2530 Amigos)

Requirements

Students in this class should have studied Intermediate Micro, Intermediate Macro and Mathematics classes.

Description of the class

Why has Finance become so International? What are the benefits and dangers of international financial markets? What is a balance of payments/banking/international finance crisis? What are the capital flows? Is financial globalization always a success? What are its drawbacks? Is external debt bad in itself? How important is international risk diversification? Are Chinese savings too high?

What are the factors behind the Dollar/Euro exchange rate determination? Why are exchange rates so volatile? How do market participants hedge foreign exchange risk? What is the relation between European, American and Japanese Interest Rates? What is the reasoning behind monetary unions? What are the advantages of adopting a fixed exchange rate? Do speculative bubbles exist in the foreign exchange markets?

What are the main reasons behind recent financial crises? What have we learned and to what



end? What are global imbalances? Is it better to have fixed or flexible exchange rates? Does the euro have any future?

International Finance addresses these types of questions and more. The class is first intended to familiarize the student with the structure and functions of the foreign exchange market. Students will be exposed to the advantages, disadvantages and current state of financial globalization. They will then analyze the dynamic behavior of exchange rates and both their real and nominal macroeconomic effects. They will also be exposed to the role of international funding in developing an economy and the financial crises which have emerged in an open-capital-markets world.

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.

BC4. Students should be able to convey information, ideas, problems and solutions to both specialized and general audiences.

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

General Competencies (Management and Economics)

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Specific Competencies (Economics)

SC15. Applying economic logic and econometric techniques to specific aspects of economics, finance and business.

Specific Competencies for Elective Subjects (Management)

SC01. Gaining and deepening insight into macro- and micro-economics.

SC02. Understanding more specialized areas of economic theory that may be used to address relevant social issues such as health, sports and development.

Program

I. International Finance in the Global Economy

1. Fundamentals of International Finance



- a. International Trade
 - b. Exchange rates
 - c. International Finance and Capital Flows
 - d. The Balance of Payments
2. A Brief History of Financial Globalization since 1850
 3. The case for Financial Globalization
 - a. Inter-temporal Trade Gains
 - b. International Risk Sharing (Risk Diversification)
 - c. The Puzzle of Low International Diversification
 4. Financial globalization and the international transmission of shocks: The 2008 crisis
 5. Increased International Co-movement in Financial Asset Prices
 6. Channels of International-Finance Propagation of Shocks
 7. The 2008 crisis
 8. Financial Globalization, a brief assessment

II. Foreign Exchange Market (FOREX)

1. Definitions, FOREX Risk (& tools to combat it) and FOREX-regimes classification
2. A primer on the FOREX microstructure
 - a. Foreign Exchange Market Dynamics (supply/demand)
 - b. Participants, Institutions, Dynamics, Euro-currencies, Offshore Financial Markets, Efficiency in Foreign Exchange Market
 - c. Arbitrage in the foreign exchange market
3. Implied interest rate parities under perfect mobility of capital flows
 - a. International Covered and Uncovered Interest Rate Parity Conditions
 - b. Absolute and Relative Purchasing Parity (Price) Conditions
 - c. Fisher Equations
 - d. Empirical Evidence on the Parities
4. Relevant factors behind exchange rate determination
 - a. Portfolio flows
 - b. Dutch Disease
 - c. Bubbles
 - d. Non-economic models: News-based and chartism
 - e. Semi-fixed and Fixed Exchange Rates

III. Open Economy Models



1. Macro stabilization policies in an open economy (monetary)
 - a. Mundell-Fleming + Sterilization Operations
 - b. Overshooting Model
2. Speculative Attacks under fixed exchange rates (monetary): First Generation Currency Crises Models: Krugman (1978). Brief Exposition of Second and Third Generation Models
3. Current account (non-monetary): A Micro-founded Open Economy Model: Intertemporal Trade, Current Account Determination and External Debt Accumulation

IV. The Euro: Birth, Development and Difficulties

1. Fixed v/s Flexible Exchange Rates: An Appraisal
2. The euro
 - a. Optimal Currency Areas Theory
 - b. The European Monetary System and the euro
3. Global Imbalances
4. The European Sovereign Debt Crisis (2010-2015)

V. Global Financial Crises since the 1980s

VI Current Issues in International Finance

1. Global Liquidity Injections
 - a. Quantitative Easing (QE) Policies
 - b. Super low real and nominal interest rates
2. **Currency Wars**
3. **US Contractionary Monetary Policy (Higher Interest Rates) and Financial Problems in Emerging Markets**
4. **Financial Globalization and Inequality**
 - a. **Capital account liberalization and inequality**
 - b. **Financial Crises and inequality**
5. **Demise of Washington consensus in International Finance: Macro-Prudential Policies**
 - a. **Capital controls**
 - b. **Banking Capital and Liquidity Buffers**
6. Rodrik's Trilemma: Globalization - Nation State - Democracy

Educational Activities

- On campus classes (40% of the hours)



- Project (15% of the hours)
- Individual study (35% of the hours)
- Evaluation (5% of the hours)
- Tutorials (5% of the hours)

Assessment

Assessment

Class Participation: 5%

Supervised Group Project: 25%

Mid-term Exam (February 21st, 8AM, Room 03): 30%

Final Exam (MAY 2nd at 12:00, ROOM 01): 40%

IMPORTANT: A GRADE HIGHER THAN 4 IN THE FINAL IS NEEDED TO PASS THIS CLASS

Re-take Grading

Class Participation: 5%

Supervised Group Project: 25%

Extraordinary Exam (JUNE 15th at 12:00) : 70%

IMPORTANT: A GRADE HIGHER THAN 4 IN THE EXTRAORDINARY EXAM IS NEEDED TO PASS THIS CLASS

University regulations regarding academic discipline apply.

Bibliography and Resources

See Bibliography in Contenidos and here below:

Bibliography, International Finance 2019

Textbook

There is no textbook that covers all materials in this class. However, the reference textbook –which covers some materials, and which we refer below in the chapter-by-chapter bibliography– is:

PAUL R. KRUGMAN, MAURICE OBSTFELD AND MARC MELITZ: International Economics: Theory and Policy, 9TH EDITION. Pearson Series in Economics [Find it](#)



[in the library](#) (10th Ed.)

Other useful textbooks are:

GEERT BEKAERT AND ROBERT J. HODRICK International Financial Management. Pearson, 2009 [Find it in the Library](#)

RICHARD M. LEVICH: International Financial Markets, Prices and Policies. Second Edition. McGraw Hill, 2001 [Find it in the Library](#)

NELSON C. MARK: International Macroeconomics and Finance. Theory and Econometric Methods. Blackwell Publishers 2001 [Find it in the Library](#)

FRANCISCO L. Y LUIS A. RIVERA-BATIZ: International Finance and Open Economy Macroeconomics. MacMillan Publishing Company, 1994 [Find it in the Library](#)

CRISTINA TERRA, Principles of International Finance and Open Economy Macroeconomics (E-book). Elsevier, 2015. [Find it in the Library](#)

I. International Finance in the Global Economy

* Krugman, Obstfeld and Melitz: chapters 13 and 21

Bekaert G, Harvey, C. and Lundblad, C., 2005, [Does financial liberalization spur growth?](#), Journal of Financial Economics.

Ronald Findlay & Kevin H. O'Rourke, Power and Plenty: [Trade, War, and the World Economy in the Second Millennium](#), Princeton University Press, 2007

IMF staff position note, [Capital Inflows: The Role of Controls](#),

Robert E. Lucas, 1990, [Why Doesn't Capital Flow from Rich to Poor Countries?](#) American Economic Review

Gian Maria Milesi-Ferretti and Cedric Tille, 2011, [The Great Retrenchment: International Capital Flows during the Global Financial Crisis](#), Economic Policy.



Kevin H. O'Rourke and Jeffrey G. Williamson Globalization and History: [The Evolution of a Nineteenth-Century Atlantic Economy, MIT press, 1999.](#)

Alan Taylor, 2004, [Global Finance: Past and Present](#)

II. Foreign Exchange Market (FOREX)

* Krugman, Obstfeld and Melitz: chapters 13, 14 and 16

III. Open Economy Models

* Krugman, Obstfeld and Melitz: chapters 6 (Intertemporal Trade Model)

Dornbusch. "[Expectations and Exchange Rate Dynamics](#)" (1976), Journal of Political Economy 84, pp. 1161–1176.

Krugman, "[A Model of Balance-of-Payments Crises](#)" (1979), Journal of Money, Credit, and Banking 11, pp. 311-325.

IV. Global Financial Crises

* Krugman, Obstfeld and Melitz: chapters 19 (Global Imbalances), 20 (Europe) and 21 & 22 (Financial Crises)

Baldwin and Giavazzi (2015), [The Eurozone crisis: A consensus view of the causes and a few possible solutions](#)



Blanchard and Milesi-Ferretti, 2009, [Global Imbalances: In Midstream?](#)

López-Espinosa, Moreno, Rubia, Valderrama, 2017, [Sovereign Tail Risk](#)

Obstfeld M. and K. Rogoff, 2009, [Global Imbalances and the Financial Crisis: Products of Common Causes](#) and the [comment](#) by R. Caballero

Rajan, R, [Fault Lines](#)

Reinhart and Rogoff (2013): [Financial and Sovereign Debt Crises: Some Lessons Learned and Those Forgotten](#)

V. Current Issues in International Finance

1. Global Liquidity Injections

a. Quantitative Easing Policies

Fawley and Neely (2013): [Four Stories of Quantitative Easing](#)

Fratzcher, Lo Duca, Straub (2012): [On the International Spillovers of US Quantitative Easing](#)

b. Super low real and nominal interest rates

Borio, Disyatat, Juselius, Rungcharoenkitkul (2017): [Why so low for so long? A long-term view of real interest rates?](#)

Abbritti, Dell'Erba, Moreno, Sola (2017) [Global Factors in the Term Structure of Interest Rates](#)

2. Currency Wars

Gagnon, J.E. (2013), [Currency Wars](#)

Lanman, S. (2018), [The Strong Dollar](#)

Rickards, J. (2012), [Currency Wars, The making of the next global crisis](#)



Roubini, N. (2014), [The Return of Currency Wars](#)

3. US Contractionary Monetary Policy (Higher Interest Rates) and Financial Problems in Emerging Markets

El-Erian, M. (2018), [Why a rising dollar risks unbalancing the world outside the US \(The Guardian\)](#)

Iacovello, M. and G. Navarro (2018), [Foreign effects of higher U.S. interest rates \(Journal of International Money and Finance\)](#)

4. Financial Globalization and Inequality

a. Capital Account Liberalization and Inequality

Furceri and Loungani (2015): [Capital Account Liberalization and Inequality](#)

Furceri, Loungani and Ostry (2017): [The Aggregate and Distributional Effects of Financial Globalization: Evidence from Macro and Sectoral Data](#)

b. Financial Crises and Inequality

5. Demise of Washington consensus in International Finance: Macro-Prudential Policies: Macro-prudential policies

Rodrik and Subramanian (2009): [Why Did Financial Globalization Disappoint?](#)

Rodrik (2017): [Rescuing Economics from Neoliberalism](#)

Rodrik (2017): [The Great Globalization Lie](#)

- Capital controls

Engel (2011) [Capital controls: What have we learned?](#)

IMF (2012) [New institutional view on capital controls, Macro-prudential policies](#)

- Banking Capital Buffers

Rosengren (2013) [Bank Capital: Lessons from the US Financial Crisis](#)

Dagher, Dell'Ariccia, Ratnovski, Tong (2016) [Capital Buffers](#)

6. Rodrik's Globalization – Nation-State – Democracy Trilemma

Rodrik, D. (2011), [The Globalization Paradox: Why Global Markets, States and](#)



Universidad
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[Democracies cannot coexist](#), W.W. Norton & Co.

Fukuyama, F. (2017), [Interview on Handelsblatt](#)

Office Hours

Antonio Moreno

Mondays 9-12, Office 2530



Universidad
de Navarra

**Asignatura: International Seminar II: Leadership (F.
Económicas)**

Guía Docente

Curso académico: 2018-19

Presentación

<http://www.unav.edu/asignatura/international-seminar-ii-leadership-f-economicas/>

International Seminar II: Leadership (F. Económicas)

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Horarios de atención

Edite el contenido aquí



Asignatura: Managing people (F. Económicas)

Guía Docente

Curso académico: 2018-19

Presentación

<http://www.unav.edu/asignatura/managing-people-economicas/>

Managing people (F. Económicas)

Las cosas las hacen las personas y para que las hagan es imprescindible que sepan, puedan y quieran. Dirigir y gestionar personas es una de las tareas más difíciles en cualquier organización.

El objetivo básico es que el estudiante disponga del conocimiento sobre la función de recursos humanos y sobre la gestión de equipos y personas y que adquiera criterio para establecer programas y actuaciones en función de diferentes situaciones y contextos.

- **Nombre de la asignatura:** Managing people
- **Titulación:** Economía, Leadership y Governance
- **Facultad:** Económicas
- **Curso:** 4º
- **Organización temporal:** semestral
- **ECTS:** 3
- **Requisitos:** ninguno
- **Profesor que la imparte:** María Beunza Mijimolle marietabeun@gmail.com y Belén Goñi Alegre (bgalegre@unav.es)
- **Tipo de asignatura:** básica
- **Módulo y materia a la que pertenece en el plan de estudios:**
- **Página web de la asignatura:** https://aula-virtual.unav.edu/webapps/blackboard/execute/content/blankPage?cmd=view&content_id=_369755_1&course_id=_10932_1
- **Idioma en que se imparte:** castellano
- **Horario de clases:**



- **Fecha de comienzo y fin de la asignatura:** 10 de enero a 24 de abril de 2017

Edite el contenido aquí

Competencias

Edite el contenido aquí

Programa

1. Introducción

- Los retos del talento en el siglo XXI: diversidad, gestión por proyectos, lean, contexto VUCA, etc.

2. El departamento de RRHH

- El jefe y el departamento de RRHH: distintas funciones
- Planificación, selección y desarrollo de personas
- Compensación y beneficios
- Negociación colectiva: manejo de los trabajadores sindicados
- Los retos del S XXI

3. Personalizando la gestión de personas

- Qué es la motivación: teorías y tipos
- Dinámicas del comportamiento



- Biología y conducta: avances en neurociencia
- Distorsiones de la motivación: paternalismo, manipulación...
- Cómo podemos motivar
- El ejemplo arrastra ¿Cómo somos nosotros?

4. La cultura y la estructura en la organización

- Tipos de organizaciones.
 - o Organigrama y sociograma
- Talent Brand (eNPS)

5. Equipos

- Estilos directivos: delegación, corrección, percentiles
- Diversidad
- Complementariedad
- Funcionamiento de alto rendimiento

6. Cierre: los cambios necesarios en el siglo XXI

- Alineando expectativas de departamentos/directivos y personas
- Reto generacional: millennials y contexto legal y social

Actividades formativas



Sesiones teóricas

Presenciales 8 horas

Sesiones prácticas

Presenciales 15 horas

Proyectos

Presenciales 7 horas

Trabajo personal y en equipo de estudio, práctica y realización de proyectos 45 horas

Evaluación

Se evaluará y tendrá peso en la nota final de la asignatura tanto el nivel de conocimientos adquiridos como el grado de desarrollo de las habilidades y actitudes indicadas en los objetivos conforme a lo siguiente:

a) Convocatoria ordinaria

Trabajo y estudio personal

- **Modo:** *Trabajo en equipo 1- Trabajo de campo: dirección vs función*
- **Criterio de evaluación:** se valorará entre otros aspectos el contenido (aplicación y ampliación de conocimientos), la claridad, la concreción, utilidad práctica y la presentación
- **Peso en la nota final:** 40% de la nota

- **Modo:** Conclusiones consensuadas **2-** unificando resultados y extractando conclusiones
- **Criterio de evaluación:** se valorará la capacidad de consensuar para unificar resultados y extraer conclusiones válidas y comprensibles entre todos los grupos.
- **Peso en la nota final:** 10% de la nota.

Participación en clase

- **Modo:** *Participación en clase*
- **Criterio de evaluación:** se valorará entre otros aspectos el contenido, la claridad y la concreción.
- **Peso en la nota final:** 15% de la nota.



Examen de conocimientos

- **Modo:** *Examen final.* Evaluación objetiva por medio de preguntas cortas o pequeños casos
- **Criterio de Evaluación:** se valorará la comprensión y la aplicación práctica de los conocimientos adquiridos.
- **Peso en la nota final:** 35% de la nota.

Para aprobar la asignatura es necesario que el examen esté aprobado.

b) Convocatoria extraordinaria

Trabajo y estudio personal

- **Modo:** trabajo, participación y presentación realizados en las fechas prevista durante el semestre.
- **Peso en la nota final:** 30%.

Examen de conocimientos

- **Modo:** *Examen de 2ª convocatoria.* Evaluación objetiva por medio de preguntas cortas o pequeños casos.
- **Peso en la nota final:** 70%

** Los alumnos que no realicen el examen de conocimientos obtendrán la calificación “no presentado” en la convocatoria correspondiente de la asignatura*

Recordamos a los alumnos que, con el fin de ayudar al buen desarrollo de la actividad universitaria y contribuir a la formación integral de los estudiantes existe una [normativa sobre disciplina académica de la Universidad](#) que aplica a todos los estudiantes y que de acuerdo con ella:

POLÍTICA SOBRE LA HONRADEZ

(Comité ético de prevención del plagio y copiado)

Valoramos la honradez. No puede haber confianza ni relaciones sociales significativas sin ella. Por tanto, la Facultad espera honradez y justicia de todos sus miembros: profesores, personal administrativo y alumnos.

Las faltas de honradez se sancionarán de acuerdo con las Normas Universitarias sobre la Disciplina Académica de Alumnos de agosto de 2015 que incluyen la mentira, el copiar en los exámenes, y el plagio de trabajos escritos. Tomamos en serio estas faltas. Según su gravedad, se encargará de su sanción el profesor de la asignatura, el vice-decano de alumnos, y en casos muy graves, el vicerrector de



alumnos.

Las sanciones incluyen:

- amonestaciones formales
- expulsión de la Universidad durante un período
- pérdida de convocatoria de exámenes
- pérdida de becas
- suspenso en la nota del trabajo o de la asignatura

d

Bibliografía y recursos

Bibliografía básica

- PINK D., La sorprendente verdad sobre lo que nos motiva. Ediciones gestión 2010. [Localízalo en la Biblioteca](#)
- ULRICH, D. *How to Build Value Through People and Organization*. Hoboken, NJ: Wiley. ISBN 047144510X. [Localízalo en la Biblioteca](#)
- BEUNZA, M., GOÑI B. A innovar se aprende innovando. bloque 2. [Localízalo en la Biblioteca](#)
- GOLEMAN, D., La práctica de la inteligencia emocional. Kairos 1999 [Localízalo en la Biblioteca](#)

Recursos en internet

- [Http://manuelgross.blogspot.com.es](http://manuelgross.blogspot.com.es)
- ADECCO www.adecco.es
- BOSTON CONSULTING GROUP. [HTTPS://www.bcgperspectives.com](https://www.bcgperspectives.com)
- FUNDIPE www.fundipe.es
- NESTA www.nesta.org.uk
- PRICEWATERHOUSECOOPERS <https://www.pwc.com>
- TED www.ted.com
- WEF World Economic Forum. www.weforum.org

@X@buscador_unika.obtener@X@

Horarios de atención

Después de clase previa petición cita a maria@happeninn.es o bgalegre@unav.es



Universidad
de Navarra

**Asignatura: Negotiation and diplomatic practice (F.
Económicas)**

Guía Docente

Curso académico: 2018-19

Presentación

<http://www.unav.edu/asignatura/practica-diplomatica-y-negociacion-f-economicas/>

NEGOTIATION - EL&G 2019

Department: Economics

School: Economics and Business

Degrees: EL&G

Study plan: All

Year: 4th

Organization: Second semester (January - May) 2019

Schedule: MONDAY (08:00 - 10:00)

Classroom: M04 Amigos Building

ECTS credits: 3

Type: Optional

Language: English

Instructor: Jesús Jorge Martínez y Ronquillo (jmrnquillo@unav.es) + Valentín Elizondo (velizondo@unav.es)

Overview:

Countless books and articles offer advice on the process of negotiation and avoiding missteps at the bargaining table. This subject needs a deep practical approach. Some of the costliest mistakes take place before negotiators sit down to discuss the substance of the deal. That's because they often take for granted that if they bring a lot of value to the table and have sufficient leverage, they'll be able to strike a great deal. While negotiating from a position of strength is certainly important, many other factors influence where each party ends up. This course will present four factors that can have a tremendous impact on negotiation outcomes and provides guidance on what negotiators should be doing before either side starts worrying about offers, counteroffers, and bargaining tactics. I learned these ideas from Harvard Business School professor Deepak Malhotra, who advises negotiators to resolve process before substance, set expectations, map out the negotiation space, and control the frame. By following



those steps, or students will learn how position themselves for success at the bargaining table.

A key purpose of this course is to help our students (from which we assume will be eventually responsible for conduct negotiations in the name of a commercial, a non-profit organization, a government, or other organization) to deal with issues and challenges that implicates have to *negotiate*. In our actual professional environment everybody knows that one key task of the young professional is to acquire and develop a number *soft skills*. In management positions, there is no one skill more commonly used that the ability to Negotiation. Decide and planning the negotiation is a very important task. But the realization of those plans is even more important.

Competencias

Negotiators often fail to achieve results because they channel too much effort into selling their own position and too little into understanding the other party's perspective. To get the best deal -or, sometimes, any deal at all- negotiators need to think like detectives, digging for information about why the other side wants what it does. This investigative approach entails a mind-set and a methodology, say Harvard Business School professors Malhotra and Bazerman. Inaccurate assumptions about the other side's motivations can lead negotiators to propose solutions to the wrong problems, needlessly give away value, or derail deals altogether.

To reach our goals, the acquisition of knowledge and its application to real business cases, this course will be developed over 15 sessions organized into four modules, which will be managed in each of the issues 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.

Specific Competencies for Elective Subjects (Economics)

SC10. Applying the knowledge, skills and competencies acquired in the areas of economics and business in internships.

SC11. Acquiring knowledge, skills and abilities that are complementary to education and training in economics and business.

Specific Competencies for Elective Subjects (Management)

SC14. Applying the knowledge, skills and competencies acquired in the areas of economics and business in internships.

SC15. Acquiring knowledge, skills and abilities that are complementary to education and training in economics and business.

Programa

To reach our goals, the acquisition of knowledge and its application to real business cases, this course will be developed over 15 sessions organized into four modules, which will be managed in each of the issues as follows:

Subject 1: Preparation & Building the Foundations for Negotiating. Applying original ideas to a real case. Basic concepts on Negotiation.

Subject 2: Approaches & key steps doing negotiations. Distributive Bargaining: A Strategy for Claiming Value. Integrative Negotiation: A Strategy for Creating Value.

Subject 3: The importance or preparation and planning. Effective behaviors in negotiation. Closing Deals: Persuading the Other Party to Say Yes. Decision Making: Are We Truly Rational?

Subject 4: International Negotiations: Managing Culture and Other Complexities. Negotiation in cross cultural environments. Importance and use of Information in Negotiation.

Subject 5: Multiparty Negotiations: Managing the Added Complexity. Ethics: Right & Wrong Do Exist When You Negotiate. Managing Others Who Play Dirty and Saying No to Those Who Play Nice. Power and Influence: Changing Others' Attitudes and Behaviors.

Subject 6: - Managing hardball tactics. Communication: The heart of all negotiations. Understand cognitive bases in negotiation tasks. Individual differences: how our unique qualities affect negotiations.

Eventually, some of the issues may be discussed in a different module, or in several, cause the interrelation between the subjects. There is also a key document named Global Outline, prepared to give an overview perspective of entire course. Dates, times, materials, exams, and other dynamics are described perfectly in that document. You should download it from ADI.

Actividades formativas

Following is described all the learning objectives as well as abstracts of each one of the cases we will discussing along the course:

1. NEG –10ENG07 INTERTEX: choosing a new boss

Learning Objectives: This case was written for use in the introductory class to a business ethics course. However, has huge potential for use in lessons on negotiation and conflict resolution, and in team dynamics. The subject of plagiarism and a poorly contributing group member to group assignments is one that resonates deeply with students pursuing any course that emphasizes group work as a necessary component of the course assessment. The case has practical relevance to the working world inasmuch as the incident can occur in that context.

Olegario Vázquez Real was both CEO and President of one of the most international companies in the Spanish textile sector, Intertex. He just had finish a meeting with his broker in the personal banking branch of Banif. Intertex's share price had showed an excellent quote in spite of the Spanish economic crisis. The announcement of another good dividend as well as the information circulated in the bulletins of the Madrid Stock Exchange (provided by the CNMV), was supporting that trend. Suddenly, Olegario dies in Madrid. The company need urgently a new commander, and the board should vote for him. Before proceeding to the voting, the widow of Vázquez asked that all the candidates to do a brief exhibition of their points of view about the future of Intertex, trying to give response to the following question: What would you do if were elected the new President of Intertex?



2. ESMT-311-0120-1 Nord Stream & Danish (A)

Learning Objective: we will use this case in its two-party form for the introductory negotiation concepts. It serves to understand the steps in preparing negotiations (defining own interests, improving own alternatives, determining the other party's best alternative to a negotiated agreement (BATNA), defining a win set and the objective for the negotiation); to understand the difference between distributive and integrative negotiations, specifically to demonstrate the potential for joint value creation in negotiations with public authorities; and to understand the process of negotiation in European cross-border projects.

The case describes the situation of Dirk von Ameln, the permitting director of Nord Stream, in his negotiation efforts to obtain the national permits for the construction of the Nord Stream pipeline. In order to procure the Danish construction permit, Dirk had to reach an agreement with the Danish fishermen, who were fearful of a negative impact on their trade from the construction and operation of the pipeline. This case serves to understand the steps in preparing negotiations; the difference between distributive and integrative negotiations. The case will also be used to analyze different approaches to negotiations and their implication for current negotiation strategies.

3. ESMT-711-0122-1 Motors for Munchao (A)

Learning Objective: This case is very effective and popular when used in a class with culturally diverse groups. We will get personal experience in intercultural negotiations discussing a real problem. The case will be used to discuss/introduce topics such as: business ethics in intercultural/cross-cultural negotiation, mechanics of negotiation, increasing the pie in a negotiation, intercultural/cross-cultural management, and B2B sales of technological products.

The case describes the joint venture negotiation between Mr. Hartmut Holgebretsen, vice president of sales at Euroland Motors, in the English-speaking country of Norland, and Mr. Wu Chang, deputy president at Munchao Motors Import (MMI) in Munchao. It serves as information for a negotiation exercise. The negotiation takes place after the agreement on an initial letter of intent. However, MMI wanted to reopen a few issues before signing a final contract on the import of gas and diesel engines. The case contains "General information" that is available to both negotiation parties. In separate case supplements, Supplement (A): "Negotiation brief for Euroland Motors" and Supplement (B): "Negotiation brief for MMI," the two parties receive confidential information that is exclusively for them and should not be made available to the other party before the negotiation exercise.

4. R1404K Negotiating a job offer (Harvard) + 9B05C011 - Job Offer Negotiation (IVEY)

Learning Objective: We will use this case to discuss how to negotiate a job offer from a potential employer. At the end of the (A) case, students can create a plan for Anjali on how she should approach the negotiation and exactly what she should say to the employer. At the end of the (B) case, students can assess the outcome and draw implications for their own job search and negotiation efforts. An opportunity also exists to discuss whether gender is a factor that affects negotiation processes and outcomes.

We also will learn from a good professor of negotiation at Harvard Business School, 15 specific pieces of advice for job candidates: (1) Don't underestimate the importance of likability. (2) Help prospective employers understand why you deserve what you're requesting. (3) Make it clear that they can get you. (4) Understand the person across the table from you. (5) Understand his or her constraints. (6) Be prepared for tough questions. (7) Focus on the questioner's intent, not on the question. (8) Consider the whole deal. (9) Negotiate multiple issues simultaneously, not serially. (10) Don't negotiate just for the sake of negotiating (a common pitfall for recent graduates). (11) Think through the timing of offers. (12) Avoid, ignore, or downplay ultimatums. (13) Remember that your interviewer isn't out to get you. (14) Stay at the table. (15) Maintain a sense of perspective.

Job Offer Negotiation is a role play between a job applicant and a recruiter. It is intended to illustrate the importance of preparation and planning; integrative negotiation in the context of job offers, and specific behaviors that contribute to effective negotiation.



5. 9B11M104 The Case of Piracy in Somalia (IVEY)

Learning Objective: The main objective of this exercise is to teach students about the responsibility of a firm to its employees and how to deal with organized crime. A secondary objective is to provide some understanding of the current ongoing situation in the failed state of Somalia and how to negotiate in high-risk situations. The case can be used in corporate responsibility, international business, or international management courses

In recent years, incidents of piracy have increased dramatically off the coast of the failed state of Somalia. In this case, a group of 14 pirates have hijacked a cargo ship full of machinery, but have yet to make any demands. They hold hostage a multinational crew of 20 (whose captain and two officers are American), the ship, and the cargo. The chief operating officer of an international shipping company must choose among alternative strategies to get the crew, cargo, and ship back safely with as little cost as possible.

6. 5-406-752 Google and the Government of China

Learning Objective: In this case we will analyze a negotiation from the perspective of each party when one is a government and the other a private-sector organization; a sub point here is the difference between short-term and longer-term interests. To address the difficulties of balancing business ethics and financial objectives; an important point here is to address what it means to be ethical in a for-profit business environment. To understand the long-term effects of short-term actions.

Based on the negotiation between Google and the Chinese government to allow access by Chinese citizens to a high-speed Chinese version of the Google search engine. In order to reach agreement with the Chinese government, Google had to agree to allow the government to censor access to some sites turned up by Google's search engine. In agreeing, Google compromised its open-access policy. There were inquiries into the agreement by the U.S. Congress and some outcry from U.S. citizens.

7. 8B09C007 A Tattle Tale?

Learning Objectives: This case was written for use in the introductory class to a business ethics course. However, has huge potential for use in lessons on negotiation and conflict resolution, and in team dynamics. The subject of plagiarism and a poorly contributing group member to group assignments is one that resonates deeply with students pursuing any course that emphasizes group work as a necessary component of the course assessment. The case has practical relevance to the working world inasmuch as the incident can occur in that context. The case also serves as a good reminder to students about plagiarism. It provides opportunities for clarification and discussion on what exactly constitutes plagiarism and the professors'/universities' stand on the matter.

T.J., an undergraduate at a business school, was upset to find a group mate's contribution to his group project containing plagiarized and poorly paraphrased content (also without any citation as to source in some instances). T.J. and four others had to work with K.C., the errant group member, on three group projects that together made up 30 per cent of the final mark for the course. In particular, T.J. was upset by the shoddy corrections provided by K.C. when his error was highlighted. T.J. was also appalled at K.C.'s nonchalant attitude towards plagiarism and the group projects, especially after discovering that K.C. had done the same on their first group project. T.J. felt strongly that the matter should be brought up to the course professor but two of his group mates disagreed, fearing that the group harmony would be adversely affected, thus jeopardizing their last group project, which carried significantly higher weight at 20 per cent. The remaining two group mates did not seem to consider the matter a serious one. T.J. wondered what the right thing to do would be.

8. 9B12C046A - The Cinnamon Case: Sales Negotiation

Learning Objectives: This case focuses on a negotiation process wherein the only factor is price. This role play can serve as a base for future complex negotiation cases and as a vehicle for introducing the class to negotiation in a gradual manner. The objective of the case is for both sides to maximize their value from the negotiation process based solely on the information that they have at hand. The learning comes from each student actually playing the role of either a buyer or seller and then comparing their

own team's performance with those of the other teams in the class.

The case presents a role play between a buyer and a seller who must negotiate a price for a perishable but rare commodity. The case covers the dilemma faced by buyers and sellers when they are in possession of limited information but must still attempt to negotiate a best-case scenario for themselves.

9. 9B15C014 - Wild Cat Strike

Learning Objective: The case uses both qualitative and quantitative bases to demonstrate how negotiation theory relates to a practical instance of negotiation. Learning is delivered using qualitative theoretical bases as enacted and depicted through the medium of a role play simulation coupled with quantitative data from scoring sheets.

With over one million employees, Mega Railway Network is one of the largest recruiters in the world. As the result of criminal activity in one of its largest rail yards, a worker lost his life in the line of duty. The circumstances of the incident have led to a high-stakes strike action by workers at one of its busiest rail depots. As the divisional operations manager, chief transportation manager or the head of locomotive engineers (drivers), you must reconcile differences between management and staff or risk stalling the hundreds of freight and passenger trains that pass through each day. As a worker, you need safety and other concerns addressed.

We also are going to use in some point of the course the following two cases:

- 1) 9B11C045 - Anjali Kuman Negotiating a Job Offer (A and B)
- 2) HBS-9899026 Kidnapping negotiation (A, B, C & D) (Harvard)

Evaluación

The final marks will consist of the following concepts:

1. Class participation 25%: The quality and consistency of the participation will be marked. A high frequency of low quality will have a low rating. The quality is obtained by concise and successful answers as a result of a careful preparation of the case & the other materials in the group sessions. The numbers will be obtained depending on the average level of the group participation. This 25% is composed of two parts; 15% is individual participation and is obtained within the classroom average. The other 10% is achieved while working within your team and obtained from your performance in the role playing exercises (or In-Class Negotiations), and it is also determined by your class attendance (absences) and behavior during sessions.

In-Class Negotiations. During the semester, you will participate in several negotiation role plays with your fellow classmates. Your grade will solely depend on your performance in these negotiations. This is your chance to apply what we discuss in class and to prove that you can be a successful negotiator.

In-class participation is so important for this class that it has been given a 25% weight towards your final

grade. Simply asking questions during class or session is not considered as participation. A valuable contribution should meet some of the following criteria:

- It provides a new idea, a new piece of information or a new perspective on the problem under study
- It synthesizes ideas presented previously, underlying possible relations, consistencies or inconsistencies among them
- It questions the validity of the underlying assumptions
- It raises new questions that might in turn raise other new ideas
- It contributes to the maintenance of group dynamics, establishing a thought-provoking atmosphere, or resolving possible conflicts among other participants
- It shows that the person has listened to and tried to understand other people's contributions

There is a CLEAR ponderation from *A* to *D* in class participation:

A is an excellent participation. *A* = 2*B*'s an also = 3*C*'s. *D* = -*A*

*** THERE ARE *D*'s DERIVATED FROM STUDENT BEHAVIOR IN CLASSROOM (HAVE NOT READ THE CASE ON TIME, THE USE OF CELLPHONES, ABSENCES, ETC.)

2. Quizzes, 20%: These are short quizzes (5 to 10 minutes' maximum). These quizzes assess the quality of the individual preparation of the lesson, through concrete questions of the case or the material which is indicated for the previous study of each lesson. The Quizzes are random and will take place in at least 1/3 of the all amount of practical cases that we are going to study during the whole course. When they take place, they will begin at the designated start time of the lesson, punctually. The total mark obtained is the average of individual scores on each quiz. We recommend using these evaluations as a proof to self-assess individual study.

3. Mid-term exam, 25%: A midterm exam will take place throughout the course. It will be notified a week in advance, both the content and schedule it. Unlike the quizzes, midterms are not intended to measure the preparation of a case. It evaluates the application of key ideas seen in class to a new case. We recommend using this partial evaluation as a means to seek feedback or to locate the areas requiring special effort dedication or individual study.



4. Final exam 30%: There is no figure of “exempt” of the final exam. The exam items will be a mix of basic/theory concepts as well as applied questions to a case. This exam is accumulative and will have a structure very similar to the mid-term exam. The date and time of this review have been determined by the Academic Department and is available on the Academic Coordination of the School of Economics and Business. You will receive a specific document with instructions and rating criteria for this exam/final assessment.

Bibliografía y recursos

Bibliography and Resources

We do not recommend investing part of your limited time-study in further reading from textbooks. It is worth spending the **most time doing a depth analysis of the case and the assignment questions provided for each case**. Normally, some additional recommended reading will be handed in for each session, but in that case will be also provided by Professor.

1. NEG –10ENG07 INTERTEX: choosing a new boss -> University of Navarra, Spain
2. ESMT-311-0120-1 Nord Stream & Danish (A) and (B) -> European School of Management and Technology, Germany
3. ESMT-711-0122-1 Motors for Munchao (A) and (B) -> European School of Management and Technology, Germany
4. R1404K Negotiating a job offer -> Harvard Business School, USA + 9B05C011 - Job Offer Negotiation - recruiter / applicant -> Ivey Business School, Canada
5. 9B11M104 The Case of Piracy in Somalia -> Ivey Business School, Canada
6. 5-406-752 Google and the Government of China -> Kellogg School of Management, USA
7. 8B09C007 A Tattle Tale? -> Ivey Business School, Canada
8. 9B12C046A - The Cinnamon Case - seller / buyer -> Ivey Business School, Canada
9. 9B15C014 - Wild Cat Strike -> Ivey Business School, Canada

Every one of those cases will be supported also by role playing exercises in classroom. All appropriate instructions and Assignment Questions will be also provided in the right moment by the professor. And there are also several lectures that will be essential part of the case preparation for sessions. The most important are these four:



- I. ASEN -114-E Negotiation 1. Basic Concepts (IESE Note)
- II. IIR088 Five essential strategies to creative negotiation (Expert Insight - IESE)
- III. R1512D Control the negotiation before it begins (Harvard Business Review)
- IV. R0709D Investigative Negotiation (Harvard Business Review)

All of that are already supplied to you through the ADI platform.

Since this is a case oriented course, we do not recommend you spend many time in additional book readings, cause every theoretical and technical concept will be provided in the readings listed above. But if any of you has the intentions of going deeper in the subjects discussed in the class, however, I recommend you the following Bibliography:

- A. Johnson, Ralph A. (1993). *Negotiating Basics: Concepts, Skills and exercises*. SAGE Publications. ISBN: 0-8039-4051-3 [Find it in the Library](#)
- B. Fisher, R. & Ury, W. (2012). *Getting to Yes: Negotiating an Agreement Without Giving In*. Random House. ISBN: 9781847940933 [Find it in the Library](#) (other edition)
- C. Hames, D. S. (2011). *Negotiation: Closing Deals, Settling Disputes, and Making Team Decisions*. SAGE. ISBN: 9781412973991 [Find it in the Library](#)

All the topics to evaluate will be treated during the group lessons (sessions). Please feel free to contact us if you have a particular interest or doubt about any aspect concerning the subject.

@X@buscador_unika.obtener@X@

Horarios de atención

Office 2300 - Associate Professors, 2nd level, Amigos Building.

Tuesday: 10:30 am - 16:30 pm. Other times by appointment.

Please feel free to contact me by email, linkedin, skype, or twitter in order to make any appointment.

Jesús J. Martínez y Ronquillo
Professor of Management
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Phone / whatsapp: + 34 648.471.522
[Linkedin](#) | [Twitter](#) | [Skype](#) (jjmronquillo)

2. ALL CASES- Overview



NEGOTIATION

Department: Economics

School: Economics and Business

Degrees: Governance

Study plan: All

Year: 4th

Organization: Second semester (January - May) 2017

ECTS credits: 3

Type: Optional

Language: English

Instructor: Jesús Jorge Martínez y Ronquillo (jmronquillo@unav.es) + Valentín Elizondo (assistant professor)

Overview:

Countless books and articles offer advice on the process of negotiation and avoiding missteps at the bargaining table. This subject needs a deep practical approach. Some of the costliest mistakes take place before negotiators sit down to discuss the substance of the deal. That's because they often take for granted that if they bring a lot of value to the table and have sufficient leverage, they'll be able to strike a great deal. While negotiating from a position of strength is certainly important, many other factors influence where each party ends up. This course will present four factors that can have a tremendous impact on negotiation outcomes and provides guidance on what negotiators should be doing before either side starts worrying about offers, counteroffers, and bargaining tactics. I learned these ideas from Harvard Business School professor Deepak Malhotra, who advises negotiators to resolve process before substance, set expectations, map out the negotiation space, and control the frame. By following those steps, or students will learn how to position themselves for success at the bargaining table.

A key purpose of this course is to help our students (from which we assume will be eventually responsible for conducting negotiations in the name of a commercial, a non-profit organization, a government, or other organization) to deal with issues and challenges that implicate having to *negotiate*. In our actual professional environment everybody knows that one key task of the young professional is



to acquire and develop a number *soft skills*. In management positions, there is no one skill more commonly used than the ability to Negotiation. Deciding and planning the negotiation is a very important task. But the realization of those plans is even more important.

- Competences and Objectives of the course

Negotiators often fail to achieve results because they channel too much effort into selling their own position and too little into understanding the other party's perspective. To get the best deal -or, sometimes, any deal at all- negotiators need to think like detectives, digging for information about why the other side wants what it does. This investigative approach entails a mind-set and a methodology, say Harvard Business School professors Malhotra and Bazerman. Inaccurate assumptions about the other side's motivations can lead negotiators to propose solutions to the wrong problems, needlessly give away value, or derail deals altogether.

To reach our goals, the acquisition of knowledge and its application to real business cases, this course will be developed over 15 sessions organized into four modules, which will be managed in each of the issues 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.

Specific Competencies for Elective Subjects (Economics)

SC10. Applying the knowledge, skills and competencies acquired in the areas of economics and business in internships.

SC11. Acquiring knowledge, skills and abilities that are complementary to education and training in economics and business.

Specific Competencies for Elective Subjects (Management)

SC14. Applying the knowledge, skills and competencies acquired in the areas of economics and business in internships.

SC15. Acquiring knowledge, skills and abilities that are complementary to education and training in economics and business.



- Content and structure of the course

To reach our goals, the acquisition of knowledge and its application to real business cases, this course will be developed over 15 sessions organized into four modules, which will be managed in each of the issues as follows:

Subject 1: Building the Foundations for Negotiating. Applying original ideas to a real case.

Subject 2: Key steps preparing negotiations. Distributive Bargaining: A Strategy for Claiming Value. Integrative Negotiation: A Strategy for Creating Value.

Subject 3: International Negotiations: Managing Culture and Other Complexities. Negotiation in cross cultural environments. Importance and use of Information in Negotiation.

Subject 4: Improving negotiation skills. Individual Differences: How Our Unique Qualities Affect Negotiations.

Subject 5: The importance of preparation and planning. Effective behaviors in negotiation. Closing Deals: Persuading the Other Party to Say Yes. Decision Making: Are We Truly Rational?

Subject 6: Multiparty Negotiations: Managing the Added Complexity. Ethics: Right & Wrong Do Exist When You Negotiate. Managing Others Who Play Dirty and Saying No to Those Who Play Nice. Power and Influence: Changing Others' Attitudes and Behaviors.

Subject 7: Managing hardball tactics. Communication: The Heart of All Negotiations. Understand cognitive bases in negotiation tasks. 3rd Party Intervention: When Negotiations Sputter or Fail?

Eventually, some of the issues may be discussed in a different module, or in several, cause the interrelation between the subjects. There is also a key document named Global Outline, prepared to give an overview perspective of entire course. Dates, times, materials, exams, and other dynamics are described perfectly in that document. You should download it from ADI.

10 /JAN/
2017

| B2

| 1

| Course structure and main
dynamics

| 2,0

| + Global Outline
+ Syllabus of the Course



8:15 - 9:45			Basic rules and evaluation. ADI platform. The case method.		+ Basic rules on Case Method
17 /JAN/ 2017 8:15 - 9:45	M01	2	SUBJECT 1: Preparation & Building the Foundations for Negotiating. Applying original ideas to a real case.	2,0	NEG -10ENG07 INTERTEX: choosing a new boss (UNAV)
24 /JAN/ 2017 8:15 - 9:45	SEM + M01	3	Basic Concepts on Negotiation.	2,0	Role plating & Voting on NEG -10ENG07 INTERTEX: choosing a new boss (UNAV)
31 /JAN/ 2017 8:15 - 9:45	M01	4	SUBJECT 2: - Key steps preparing negotiations.	2,0	ESMT-311-0120-1 Nord Stream & Danish (A)
7 /FEB/ 2017 8:15 - 9:45	SEM + M01	5	- Distributive Bargaining: A Strategy for Claiming Value - Integrative Negotiation: A Strategy for Creating Value	2,0	ESMT-311-0120-4A Nord Stream & Danish (B) for Nord Stream ESMT-311-0120-4B Nord Stream & Danish (B) for Danish
14 /FEB/ 2017 8:15 - 9:45	M01	6	SUBJECT 3: - International Negotiations: Managing Culture and Other Complexities	2,0	ESMT-711-0122-1 Motors for Munchao (A)
21 /FEB/ 2017 8:15 - 9:45	SEM + M01	7	- Negotiation in cross cultural environments. - Importance and use of Information in Negotiation	2,0	ESMT-711-0122-4A Motors for Munchao (B) brief for Euroland ESMT-711-0122-4B Motors for Munchao (B) brief for Munchao
28 /FEB/ 2017 8:15 - 9:45	M01	8	SUBJECT 4: - Improving negotiation skills. - Individual Differences: How Our Unique Qualities Affect Negotiations	2,0	R1404K Negotiating a job offer (HARVARD)
07 /MAR/ 2017 8:15 - 9:45	SEM + B2	9		2,0	MID TERM EXAM



14 /MAR/ 2017 8:15 - 9:45	M01	9	SUBJECT 5: - The importance or preparation and planning - Effective behaviors in negotiation - Closing Deals: Persuading the Other Party to Say Yes	2,0	9B11M104 The Case Somalia (IVEY)
21 /MAR/ 2017 8:15 - 9:45	SEM + B2	10	- Decision Making: Are We Truly Rational?	2,0	9B11M104 The Case Somalia (IVEY)
28 /MAR/ 2017 8:15 - 9:45	B2	12	SUBJECT 6: - Multiparty Negotiations: Managing the Added Complexity - Ethics: Right & Wrong Do Exist When You Negotiate	2,0	5-406-752 Google and Government of China (KELLOG)
04 /APR/ 2017 8:15 - 9:45	SEM + M01	13	- Managing Others Who Play Dirty and Saying No to Those Who Play Nice - Power and Influence: Changing Others' Attitudes and Behaviors	2,0	8B09C007 A Tattle Tale (IVEY)
11 /APR/ 2017 8:15 - 9:45	M01	14	SUBJECT 7: - Managing hardball tactics - Communication: The Heart of All Negotiations	2,0	9B12C046A - The Circle Sales Negotiation - se 9B12C046B - The Circle Sales Negotiation - bu
25 /APR/ 2017 8:15 - 9:45	SEM + M01	15	- Understand cognitive bases in negotiation tasks - Third Party Intervention: Recourse When Negotiations Sputter or Fail?	2,0	9B15C014 - Wild Cat (IVEY)
MAY / 2017 to be confirmed	M01	EX	Final exam	2,5	No previous reading o

- . Case Learning Objectives & Abstracts

Following is described all the learning objectives as well as abstracts of each one of the cases we will discussing along the course:

1. NEG –10ENG07 INTERTEX: choosing a new boss

Learning Objectives: This case was written for use in the introductory class to a business ethics course. However, has huge potential for use in lessons on negotiation and conflict resolution, and in team dynamics. The subject of plagiarism and a poorly contributing group member to group assignments is one that resonates deeply with students pursuing any course that emphasizes group work as a necessary component of the course assessment. The case has practical relevance to the working world inasmuch as the incident can occur in that context.



Olegario Vázquez Real was both CEO and President of one of the most international companies in the Spanish textile sector, Intertex. He just had finish a meeting with his broker in the personal banking branch of Banif. Intertex's share price had showed an excellent quote in spite of the Spanish economic crisis. The announcement of another good dividend as well as the information circulated in the bulletins of the Madrid Stock Exchange (provided by the CNMV), was supporting that trend. Suddenly, Olegario dies in Madrid. The company need urgently a new commander, and the board should vote for him. Before proceeding to the voting, the widow of Vázquez asked that all the candidates to do a brief exhibition of their points of view about the future of Intertex, trying to give response to the following question: What would you do if were elected the new President of Intertex?

2. ESMT-311-0120-1 Nord Stream & Danish (A)

Learning Objective: we will use this case in its two-party form for the introductory negotiation concepts. It serves to understand the steps in preparing negotiations (defining own interests, improving own alternatives, determining the other party's best alternative to a negotiated agreement (BATNA), defining a win set and the objective for the negotiation); to understand the difference between distributive and integrative negotiations, specifically to demonstrate the potential for joint value creation in negotiations with public authorities; and to understand the process of negotiation in European cross-border projects.

The case describes the situation of Dirk von Ameln, the permitting director of Nord Stream, in his negotiation efforts to obtain the national permits for the construction of the Nord Stream pipeline. In order to procure the Danish construction permit, Dirk had to reach an agreement with the Danish fishermen, who were fearful of a negative impact on their trade from the construction and operation of the pipeline. This case serves to understand the steps in preparing negotiations; the difference between distributive and integrative negotiations. The case will also be used to analyze different approaches to negotiations and their implication for current negotiation strategies.

3. ESMT-711-0122-1 Motors for Munchao (A)

Learning Objective: This case is very effective and popular when used in a class with culturally diverse groups. We will get personal experience in intercultural negotiations discussing a real problem. The case will be used to discuss/introduce topics such as: business ethics in intercultural/cross-cultural negotiation, mechanics of negotiation, increasing the pie in a negotiation, intercultural/cross-cultural management, and B2B sales of technological products.

The case describes the joint venture negotiation between Mr. Hartmut Holgebretsen, vice president of sales at Euroland Motors, in the English-speaking country of Norland, and Mr. Wu Chang, deputy president at Munchao Motors Import (MMI) in Munchao. It serves as information for a negotiation exercise. The negotiation takes place after the agreement on an initial letter of intent. However,



MMI wanted to reopen a few issues before signing a final contract on the import of gas and diesel engines. The case contains “General information” that is available to both negotiation parties. In separate case supplements, Supplement (A): “Negotiation brief for Euroland Motors” and Supplement (B): “Negotiation brief for MMI,” the two parties receive confidential information that is exclusively for them and should not be made available to the other party before the negotiation exercise.

4. R1404K Negotiating a job offer (Harvard) + 9B05C011 - Job Offer Negotiation (IVEY)

Learning Objective: We will use this case to discuss how to negotiate a job offer from a potential employer. At the end of the (A) case, students can create a plan for Anjali on how she should approach the negotiation and exactly what she should say to the employer. At the end of the (B) case, students can assess the outcome and draw implications for their own job search and negotiation efforts. An opportunity also exists to discuss whether gender is a factor that affects negotiation processes and outcomes.

We also will learn from a good professor of negotiation at Harvard Business School, 15 specific pieces of advice for job candidates: (1) Don't underestimate the importance of likability. (2) Help prospective employers understand why you deserve what you're requesting. (3) Make it clear that they can get you. (4) Understand the person across the table from you. (5) Understand his or her constraints. (6) Be prepared for tough questions. (7) Focus on the questioner's intent, not on the question. (8) Consider the whole deal. (9) Negotiate multiple issues simultaneously, not serially. (10) Don't negotiate just for the sake of negotiating (a common pitfall for recent graduates). (11) Think through the timing of offers. (12) Avoid, ignore, or downplay ultimatums. (13) Remember that your interviewer isn't out to get you. (14) Stay at the table. (15) Maintain a sense of perspective.

Job Offer Negotiation is a role play between a job applicant and a recruiter. It is intended to illustrate the importance of preparation and planning; integrative negotiation in the context of job offers, and specific behaviors that contribute to effective negotiation.

5. 9B11M104 The Case of Piracy in Somalia (IVEY)

Learning Objective: The main objective of this exercise is to teach students about the responsibility of a firm to its employees and how to deal with organized crime. A secondary objective is to provide some understanding of the current ongoing situation in the failed state of Somalia and how to negotiate in high-risk situations. The case can be used in corporate responsibility, international business, or international management courses

In recent years, incidents of piracy have increased dramatically off the coast of the failed state of Somalia. In this case, a group of 14 pirates have hijacked a cargo ship full of machinery, but have yet to make any demands. They hold hostage a multinational crew of 20 (whose captain and two officers are American), the ship, and the cargo. The chief operating officer of an international shipping company must



choose among alternative strategies to get the crew, cargo, and ship back safely with as little cost as possible.

6. 5-406-752 Google and the Government of China

Learning Objective: In this case we will analyze a negotiation from the perspective of each party when one is a government and the other a private-sector organization; a sub point here is the difference between short-term and longer-term interests. To address the difficulties of balancing business ethics and financial objectives; an important point here is to address what it means to be ethical in a for-profit business environment. To understand the long-term effects of short-term actions.

Based on the negotiation between Google and the Chinese government to allow access by Chinese citizens to a high-speed Chinese version of the Google search engine. In order to reach agreement with the Chinese government, Google had to agree to allow the government to censor access to some sites turned up by Google's search engine. In agreeing, Google compromised its open-access policy. There were inquiries into the agreement by the U.S. Congress and some outcry from U.S. citizens.

7. 8B09C007 A Tattle Tale?

Learning Objectives: This case was written for use in the introductory class to a business ethics course. However, has huge potential for use in lessons on negotiation and conflict resolution, and in team dynamics. The subject of plagiarism and a poorly contributing group member to group assignments is one that resonates deeply with students pursuing any course that emphasizes group work as a necessary component of the course assessment. The case has practical relevance to the working world inasmuch as the incident can occur in that context. The case also serves as a good reminder to students about plagiarism. It provides opportunities for clarification and discussion on what exactly constitutes plagiarism and the professors'/universities' stand on the matter.

T.J., an undergraduate at a business school, was upset to find a group mate's contribution to his group project containing plagiarized and poorly paraphrased content (also without any citation as to source in some instances). T.J. and four others had to work with K.C., the errant group member, on three group projects that together made up 30 per cent of the final mark for the course. In particular, T.J. was upset by the shoddy corrections provided by K.C. when his error was highlighted. T.J. was also appalled at K.C.'s nonchalant attitude towards plagiarism and the group projects, especially after discovering that K.C. had done the same on their first group project. T.J. felt strongly that the matter should be brought up to the course professor but two of his group mates disagreed, fearing that the group harmony would be adversely affected, thus jeopardizing their last group project, which carried significantly higher weight at 20 per cent. The remaining two group mates did not

seem to consider the matter a serious one. T.J. wondered what the right thing to do would be.

8. 9B12C046A - The Cinnamon Case: Sales Negotiation

Learning Objectives: This case focuses on a negotiation process wherein the only factor is price. This role play can serve as a base for future complex negotiation cases and as a vehicle for introducing the class to negotiation in a gradual manner. The objective of the case is for both sides to maximize their value from the negotiation process based solely on the information that they have at hand. The learning comes from each student actually playing the role of either a buyer or seller and then comparing their own team's performance with those of the other teams in the class.

The case presents a role play between a buyer and a seller who must negotiate a price for a perishable but rare commodity. The case covers the dilemma faced by buyers and sellers when they are in possession of limited information but must still attempt to negotiate a best-case scenario for themselves.

9. 9B15C014 - Wild Cat Strike

Learning Objective: The case uses both qualitative and quantitative bases to demonstrate how negotiation theory relates to a practical instance of negotiation. Learning is delivered using qualitative theoretical bases as enacted and depicted through the medium of a role play simulation coupled with quantitative data from scoring sheets.

With over one million employees, Mega Railway Network is one of the largest recruiters in the world. As the result of criminal activity in one of its largest rail yards, a worker lost his life in the line of duty. The circumstances of the incident have led to a high-stakes strike action by workers at one of its busiest rail depots. As the divisional operations manager, chief transportation manager or the head of locomotive engineers (drivers), you must reconcile differences between management and staff or risk stalling the hundreds of freight and passenger trains that pass through each day. As a worker, you need safety and other concerns addressed.

We also are going to use in some point of the course the following two cases:

- 1) 9B11C045 - Anjali Kuman Negotiating a Job Offer (A and B)
- 2) HBS-9899026 Kidnapping negotiation (A, B, C & D) (Harvard)



- Assessment

The final marks will consist of the following concepts:

1. Class participation 25%: The quality and consistency of the participation will be marked. A high frequency of low quality will have a low rating. The quality is obtained by concise and successful answers as a result of a careful preparation of the case & the other materials in the group sessions. The numbers will be obtained depending on the average level of the group participation. This 25% is composed of two parts; 15% is individual participation and is obtained within the classroom average. The other 10% is achieved while working within your team and obtained from your performance in the role playing exercises (or In-Class Negotiations), and it is also determined by your class attendance (absences) and behavior during sessions.

In-Class Negotiations. During the semester, you will participate in several negotiation role plays with your fellow classmates. Your grade will solely depend on your performance in these negotiations. This is your chance to apply what we discuss in class and to prove that you can be a successful negotiator.

In-class participation is so important for this class that it has been given a 25% weight towards your final grade. Simply asking questions during class or session is not considered as participation. A valuable contribution should meet some of the following criteria:

- It provides a new idea, a new piece of information or a new perspective on the problem under study
- It synthesizes ideas presented previously, underlying possible relations, consistencies or inconsistencies among them
- It questions the validity of the underlying assumptions
- It raises new questions that might in turn raise other new ideas
- It contributes to the maintenance of group dynamics, establishing a thought-provoking atmosphere, or resolving possible conflicts among other participants
- It shows that the person has listened to and tried to understand other people's contributions

There is a CLEAR ponderation from *A* to *D* in class participation:

A is an excellent participation. *A* = 2*B*'s and also = 3*C*'s. *D* = -*A*

*** THERE ARE *D*'s DERIVED FROM STUDENT BEHAVIOR IN CLASSROOM (HAVE NOT READ THE CASE ON TIME, THE USE OF CELLPHONES, ABSENCES, ETC.)

2. Quizzes, 20%: These are short quizzes (5 to 10 minutes' maximum). These quizzes assess the quality of the individual preparation of the lesson, through concrete questions of the case or the material which is indicated for the previous study of each lesson. The Quizzes are random and will take place in at least 1/3 of the all amount of practical cases that we are going to study during the whole course. When they take place, they will begin at the designated start time of the lesson, punctually. The total mark obtained is the average of individual scores on each quiz. We recommend using these evaluations as a proof to self-assess individual study.

3. Mid-term exam, 25%: A midterm exam will take place throughout the course. It will be notified a week in advance, both the content and schedule it. Unlike the quizzes, midterms are not intended to measure the preparation of a case. It evaluates the application of key ideas seen in class to a new case. We recommend using this partial evaluation as a means to seek feedback or to locate the areas requiring special effort dedication or individual study.

4. Final exam 30%: There is no figure of "exempt" of the final exam. The exam items will be a mix of basic/theory concepts as well as applied questions to a case. This exam is accumulative and will have a structure very similar to the mid-term exam. The date and time of this review have been determined by the Academic Department and is available on the Academic Coordination of the School of Economics and Business. You will receive a specific document with instructions and rating criteria for this exam/final assessment.

- Bibliography and Resources

Bibliography and Resources

We do not recommend investing part of your limited time-study in further reading from textbooks. It is worth spending the **most time doing a depth analysis of the case and the assignment questions provided for each case**. Normally, some

additional recommended reading will be handed in for each session, but in that case will be also provided by Professor.

1. NEG –10ENG07 INTERTEX: choosing a new boss -> University of Navarra, Spain
2. ESMT-311-0120-1 Nord Stream & Danish (A) and (B) -> European School of Management and Technology, Germany
3. ESMT-711-0122-1 Motors for Munchao (A) and (B) -> European School of Management and Technology, Germany
4. R1404K Negotiating a job offer -> Harvard Business School, USA + 9B05C011 - Job Offer Negotiation - recruiter / applicant -> Ivey Business School, Canada
5. 9B11M104 The Case of Piracy in Somalia -> Ivey Business School, Canada
6. 5-406-752 Google and the Government of China -> Kellogg School of Management, USA
7. 8B09C007 A Tattle Tale? -> Ivey Business School, Canada
8. 9B12C046A - The Cinnamon Case - seller / buyer -> Ivey Business School, Canada
9. 9B15C014 - Wild Cat Strike -> Ivey Business School, Canada

Every one of those cases will be supported also by role playing exercises in classroom. All appropriate instructions and Assignment Questions will be also provided in the right moment by the professor. And there are also several lectures that will be essential part of the case preparation for sessions. The most important are these four:

- I. ASEN -114-E Negotiation 1. Basic Concepts (IESE Note)
- II. IIR088 Five essential strategies to creative negotiation (Expert Insight - IESE)
- III. R1512D Control the negotiation before it begins (Harvard Business Review)
- IV. R0709D Investigative Negotiation (Harvard Business Review)

All of that are already supplied to you through the ADI platform.

Since this is a case oriented course, we do not recommend you spend many time in additional book readings, cause every theoretical and technical concept will be provided in the readings listed above. But if any of you has the intentions of going



deeper in the subjects discussed in the class, however, I recommend you the following Bibliography:

A. **Johnson, Ralph A. (1993). *Negotiating Basics: Concepts, Skills and exercises***. SAGE Publications. ISBN: 0-8039-4051-3 [Find it in the Library](#)

B. **Fisher, R. & Ury, W. (2012). *Getting to Yes: Negotiating an Agreement Without Giving In***. Random House. ISBN: 9781847940933 [Find it in the Library](#)
(other edition)

C. **Hames, D. S. (2011). *Negotiation: Closing Deals, Settling Disputes, and Making Team Decisions***. SAGE. ISBN: 9781412973991 [Find it in the Library](#)

All the topics to evaluate will be treated during the group lessons (sessions). Please feel free to contact us if you have a particular interest or doubt about any aspect concerning the subject.

- Feedback & Office Hours

Office 2300 - Associate Professors, 2nd level, Amigos Building.

Tuesday: 12:30 am - 17:30 pm. Other times by appointment.

Please feel free to contact me by email, linkedin, skype, or twitter in order to make any appointment.

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Asignatura: Regions II. Asia (F. Económicas)

Guía Docente

Curso académico: 2018-19

Presentación

<http://www.unav.edu/asignatura/regiones-2-asia-f-economicas/>

Regions 2. Asia

THE POLITICAL ECONOMY OF ASIA

Asia as a fast growing region has attracted much attention from the perspective of economics, politics, and culture. Nevertheless, because of its geographic size and breadth, it is also a region where much poverty and conflict are found. Moreover, the region's fast growth has been accompanied by an interesting mix of political institutions and social practices that seem to challenge the well established notions social organization very well entrenched in Western scholarship. Hence, amidst this growth is a mixture of worldviews, practices, and realities that would complement, co-exist, or even compete. The political economic perspective taken up as the framing device for this course is meant to give justice to other non-economic factors that affect the overall growth trajectory of Asia. As such, the course looks at the nuances of the understanding of more universal ideas of growth and development as it happens in Asia.

- **ECTS, Type, and Year Level:** 3 ECTS, OB/Required Subject, 4th year, Winter Term
- **Department:** Economics
- **Degree Program:** Economics + Leadership and Governance
- **Schedule:** Mondays, 9:00-12:00 and Thursdays, 12:00-3:00
- **Duration:** January 9 to February 13, 2017 (10 meetings, 30 hours)
- **Classroom:** Seminar Room 15 (Derecho)
- **Professor:** Dr. Abigail D. de Leon
- **Email:** adeleond@unav.es
- **Office:** Institute of Culture and Society, Bibliotecas, 2280
- **Consultation period:** by appointment set through email

Competencias

GENERAL OBJECTIVE: The main objective of this course is to give the students an overview of the breadth and complexity of both the field of political economy and of Asia as a region understood from the framework of political economy.

LEARNING OBJECTIVES:

1. To introduce the students to the main problems of political economy both as an interdisciplinary



inquiry as well as its respective distinction as tackled in the field of economics, political science and sociology.

2. To immerse the students in the complexity of the issues surrounding the political economy of Asia and from here provide them with the interdisciplinary theoretical handle in understanding and analyzing these complexities.
3. For the students to come up with realistic analytical questions and identify appropriate political economic indicators proposing to understand problems identified.

Programa

***Please look at the **Bibliography and Resources (Bibliografía y recursos)** tab for the reading assignment for each meeting.

COURSE OUTLINE

Day 1 (January 9): Introduction to the Course

Day 2 (January 12):

- The political economy framework;
- Overview of Asia as a region: basic economic and social indicators on the region

(No class, January 17)

Day 3 (January 19): Varieties of Capitalism

Day 4 (January 23): The State-led Development Model

Day 5 (January 26): Governance and Reform

Day 6 (January 30): Security and the Economy

Day 7 (February 2): Asian Trade and Regional Integration

Day 8 (February 6): Rise of Asia and Global Governance

Day 9 and 10 (February 9 and 13): Student reporting

February 28: Submission of Final Term paper

COUNTRIES UNDER SUBREGIONAL GROUPINGS:

MIDDLE EAST: Egypt, Iran, Iraq, Israel, Jorda, Palestine, Syria

CENTRAL ASIA: Kazakhstan, Kyrgistan, Tajikistan, Turkmenistan, Uzbekistan

SOUTH ASIA: Afghanista, Bangladesh, India, Pakistan, Sri Lanka



EAST ASIA: China, Japan, North Korea, South Korea, Taiwan

SOUTHEAST ASIA: Vietnam, Thailand, Indonesia, Malaysia, Singapore, Philippines

Actividades formativas

Discussion and participation: Every meeting, the students are to prepare discussion guides for on any of the materials and topics assigned at a given day. The class will revolve around the discussion points prepared by the students. The discussion guide consists in selecting a reading or a topic from the set of readings assigned on a given day. Should one material have too much topics, one may focus on one or two important points. The discussion guide basically contains (but not limited to) the following: What is the main idea or discussion point you want to provoke? What are the important theoretical and/or empirical and policy implications raised by the reading? What are the implications of these to how we study Asia? We complete the discussion guide by posing two or three questions that would help stimulate the discussion towards the main idea you want to provoke.

Country study assignments simulation: This activity consists of two parts. One is a focused work on one's country of origin and another is a complementary work where one looks at the political economic relationship of one's country of origin with another country where one is assigned as an "ambassador" to. Part one consists in identifying basic facts, figures and the general worldview of one's country of origin. Part two consists in identifying points of complementarity and aid with the country where one is "sent to" as ambassador given your own country of origin's strength and weakness. The detailed instructions for these are posted in the internal area of the class.

Final term paper: This is by pairs. This consist in the creation of a general research or project proposal in studying and understanding the political economy of Asia, based on the themes discussed in the course. The output consists of problem identification, variable and indicators justification, and methodological proposal.

Evaluación

1. <u>Discussion and participation</u>		50% (every meeting)
1. Discussion guides	25%	
2. Participation	25%	
1. <u>Country study assignments (Panels)</u>		30%
1. Part I-country of origin	15%	(Feb 9)
2. Part II-country of ambssadorial assignment	15%	(Feb 13)



3. *Final term paper (by pair)*
2017)

20% (due on 28 February

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Universidad
de Navarra

Horarios de atención

Edite el contenido aquí



Asignatura: Teoría Impositiva (F. ECONÓMICAS)

Guía Docente

Curso académico: 2018-19

Presentación

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

@X@Teoría Impositiva@X@

Teoría Impositiva (Grado)

Curso 2018/19

- Profesor: Francesc Pujol
- Correo electrónico: fpujol@unav.es
- Horario de clases: martes de 10 a 12 (aula 07), miércoles de 10 a 12 (aula 03).
- Créditos: 6 créditos ECTS
- Clases: 4 horas por semana.
- Lengua de instrucción: español
- (Para alumnos de intercambio: se requiere conocimientos básicos de Microeconomía)
- Despacho: 4040 (Ed. Económicas. Torre. Cuarta planta)
- Cuenta twitter de la asignatura: www.twitter.com/teoriaimpuestos

Objetivos

Conocimientos: caracterización teórica de los ingresos públicos y el estudio de sus efectos sobre los agentes económicos. Se procede en primer lugar al análisis económico de la imposición (imposición, eficiencia y equidad). La segunda parte se consagra al estudio del sistema fiscal, con el análisis teórico de los principales impuestos.

Competencias teóricas: asimilación y adaptación de los conceptos teóricos de microeconomía, capacidad de relacionar conceptos, desarrollos de herramientas de análisis crítico, relación entre conocimientos teóricos y prácticos, capacidad de síntesis.



Competencias prácticas y técnicas: asimilación de textos técnicos, de expresión oral en público, elaboración de soportes para presentaciones orales (power point), trabajo en grupo, búsqueda de las fuentes de información pertinentes, razonamiento inductivo, realización de entrevistas, tratamiento de datos.

Contenido

PARTE I. ANÁLISIS ECONÓMICO DE LA IMPOSICIÓN

1. Nociones generales
2. Impuestos y equidad
3. Los costes de eficiencia de los impuestos
4. Efectos de la fiscalidad sobre el comportamiento económico
5. La repartición efectiva de la carga tributaria
6. La evasión fiscal

PARTE II. LA TÉCNICA FISCAL

7. El impuesto sobre la renta
8. El impuesto de sociedades
9. Los impuestos sobre el patrimonio y la riqueza
10. El Impuesto sobre el Valor Añadido
11. Otros ingresos: deuda pública, privatizaciones

Evaluación

Criterios de evaluación del curso 2017/18

Evaluación para alumnos de Grado

1. En cualquier situación se puede optar al 75% de la nota final de la asignatura con el resultado del examen final. Con los componentes indicados en los puntos siguientes, el peso de la nota del examen final baja al 40%.
2. El seminario y el caso práctico valen un 25% de la nota final
3. Examen parcial voluntario que sólo suma y puede valer hasta un 25% de la nota final. Condicionado a tener un mínimo de participación.
4. La participación puede valer entre un 10% de la nota final. Condicionado a tener un mínimo de 3,5 en el examen final.
5. Las preguntas escritas valen un 5% de la nota final.



Opciones de evaluación de alumnos de Grado

Opción 1

70% Resultado del examen final + 25% Seminario + 5% preguntas escritas

Opción 2

25% Examen parcial + 45% examen final + 25% Seminario + 5% preguntas escritas
(si participación enero-febrero > 70%)

Se retiene Max[Op2, Op1]

Opción 3

5% preguntas escritas

10% entrega ejercicios

20% examen parcial

25% Seminario

40% examen final

(si nota final > 3,5)

Se retiene Max[Op3, Op2, Op1]

Seminario curso 2018/19

Tema del seminario del curso 2018/19

Análisis de las propuestas fiscales del acuerdo Gobierno- Unidos Podemos para los Presupuestos Generales del Estado 2019

Documento de base para el trabajo: [Pacto entre el Gobierno y Podemos para los PGE.pdf](#)

1. Grupos y medidas a analizar.

1. Impuesto de Sociedades: subida del tipo efectivo (medida 14.1.1)

- Carla Loidi, Jaime Boville, Joaquin Achi

2. Impuesto de transacciones financieras (medida 14.2)

- Camila Alvarado, Jaime Varela, Javier Landa

3. Impuesto de servicios digitales (medida 14.3)

- Joanna San Román, Mafe Portugal, Pablo Escolar

4. Subida tipos máximos IRPF (medida 14.4)

- Fernando Murúa, Pablo García, Ricardo Valle



5. Subida Impuesto Patrimonio (medida 14.5)

- Carlos Cañada, Sarah Villanueva, Alejandra Hernández

6. Medidas contra el fraude fiscal (medidas 14.8.2, 14.8.3 y 14.8.4)

- Aitor Artieda, Dabiel Calvo, Marcos Inchausti

2. Análisis a realizar

Cada grupo deberá redactar un informe técnico con respecto a su medida fiscal, y cada miembro del grupo deberá elaborar un informe político de manera individual.

El Informe Técnico consiste en un documento en formato texto (y gráficos) en los que se aplican todos los conocimientos adquiridos en la asignatura para analizar las características, implicaciones e impacto de la medida fiscal propuesta. El informe deberá incluir una descripción y datos generales de contexto de la medida (tipo de impuesto, propuesta del gobierno, recaudación esperada según las distintas fuentes, elementos básicos del impuesto como el hecho imponible y sujeto pasivo); análisis sobre la progresividad estimada de la medida; análisis sobre la eficiencia-neutralidad de la medida, incentivos o desincentivos que puede generar, tipo de impactos que puede generar; análisis de impacto del posible efecto sobre la oferta de trabajo y sobre el ahorro; análisis de la posible traslación del impuesto. Es un informe que elaboran conjuntamente todos los miembros del equipo y que debe tener una estructura y formato unitario.

El informe político consiste en una presentación en power point hecha de manera individual por cada miembro del equipo. Cada miembro del equipo debe asumir uno de estos tres roles: A, posición de PSOE o Podemos; B, posición de PP o Ciudadanos; C, posición de PNV. Los miembros del equipo se ponen de acuerdo entre ellos para determinar qué rol asume cada estudiante. El informe político consiste en utilizar aquella parte de la información incluida en el Informe Técnico que sirva para defender y justificar la posición del partido que cada uno tiene asignado, para defender esa posición públicamente. Pueden utilizar también otras fuentes.

3. Evaluación

Se recuerda que la nota global del seminario vale entre un 20 y un 25% de la nota final de la asignatura (según la opción de evaluación que le corresponde a cada uno). Se calculará de la siguiente manera:

- 50%, Informe Técnico, nota de grupo.
- 40% Informe político, nota individualizada. (Requiere presentación oral en el seminario)
- 10% Presentación y debate, nota individualizada

4. Plazo entrega documentos

El Informe Técnico y el Informe Político se deberá subir al cuestionario a continuación, antes del martes 20 de noviembre a las 23:30.

<https://docs.google.com/forms/d/e/1FAIpQLSfhiLdkyYiGB5CcWFDnSmOhm97pDEt-nCJhUjUak6qu1n6BUA/viewform>



5. Fecha del seminario de presentaciones

Las presentaciones de los Informes Políticos de cada estudiante se harán el miércoles 21 de noviembre a partir de las 10 de la mañana. El seminario empezará con el turno de presentaciones de la posición de cada partido con respecto a cada una de las seis medidas fiscales. A continuación pasaremos a un debate parlamentario general, agrupados por partidos.

Curso 2015/16

Tema

Propuestas fiscales de los principales partidos para las elecciones Generales de diciembre de 2015

Organización

El seminario es una parte del curso para todos los alumnos de Grado.

El seminario tendrá un peso en las sesiones presenciales del 25% (equivalente a una media de 1 hora por semana).

La asignación de las sesiones presenciales se comunicará a lo largo del curso, a través de la cuenta Twitter de la asignatura y del correo electrónico.

Evaluación: el seminario y el caso práctico suponen un 25% de la nota final de la asignatura.

Objetivo

Los alumnos harán el seguimiento y análisis económico de las propuestas electorales en temas de fiscalidad e ingresos públicos de los partidos que se presentan a las elecciones General

Trabajo

A lo largo del semestre se contará con sesiones presenciales del seminario. Los alumnos presentarán en las sesiones presenciales el análisis correspondiente a las propuestas fiscales del partido del que están haciendo seguimiento. En cada una de las sesiones se procederá a analizar un aspecto ligado a la fiscalidad, que será anunciado con la antelación suficiente para permitir la preparación de la presentación (en ppt o formatos similares).

Caso práctico

A lo largo del semestre se comunicará si se hace caso práctico, además del seminario. El caso práctico se hace en las últimas sesiones del curso.

Ejemplo de caso Práctico curso 2013

Diseño de la amortización del Fondo de Rescate bancario Español

1. El coste del rescate bancario



La Unión Europea concedió en junio de 2011 una línea de financiación de 100.000 millones de euros con fondos europeos para socorrer al Gobierno español en su lucha por sanear los bancos y cajas españoles en quiebra técnica como consecuencia del pinchazo de la burbuja inmobiliaria. El Gobierno recurrió a esta fórmula de rescate del sector financiero como vía intermedia para evitar una intervención de la economía española con un rescate de su deuda pública. La línea de financiación sirvió para sanear los balances de los bancos que fueron intervenidos por el Estado.

Como se apunta en el artículo en anexo 1, la Comisión Europea da por finalizado el proceso de rescate bancario. A pesar de que en un inicio indicó que el rescate no supondría un cargo para el contribuyente, ahora se apunta que al menos 36.000 millones de euros invertidos en el saneamiento de los bancos no será recuperado. Por lo tanto, se ha convertido en nueva deuda pública que deberá ser financiada y pagada en un futuro.

2. Creación de un Fondo de Rescate Bancario a amortizar

Lo que proponemos en este ejercicio es que los partidos políticos lleguen a un acuerdo para dar transparencia al proceso de financiación de esos 36.000 millones de euros del rescate. Para ello, esa cantidad queda asignada a una cuenta específica, denominada Fondo de Rescate Bancario a amortizar

Lo que se quiere hacer identificar y crear nuevas fuentes de ingresos públicos específicos que se van a crear y cuya misión va a ser eliminar esa deuda de 36.000 euros. Es decir, se van a incrementar los impuestos existentes o se van a crear nuevos impuestos, tasas u otros ingresos públicos, cuya recaudación se va a destinar íntegramente a amortizar la deuda pública del rescate. Cuando se consigan recaudar los nuevos 36.000 euros, esos impuestos extraordinarios serán eliminados. Por lo tanto, se trata de incremento o nuevos impuestos con una duración de vida determinada, y que están afectados a un fin específico: no podrán ser utilizados para prestaciones públicas, sino para financiar el rescate bancario.

De esta manera, los contribuyentes (los que se decida que se conviertan en sujetos pasivos de este impuesto) serán conscientes del coste real del rescate bancario.

3. Su papel y su misión

Estamos en la fase de negociaciones de las distintas opciones de financiación del Fondo de rescate. El Gobierno ha llamado a la mesa de negociación a multitud de grupos de interés para que puedan hacer oír su voz sobre la manera de financiar el Fondo.

Usted representa los intereses de uno de esos stakeholders. Irá a la mesa con una propuesta de financiación que corresponda a las preferencias y necesidades de su grupo de interés, aunque intentará aportar elementos que puedan ser más aceptables para el resto de grupos para intentar aumentar las probabilidades de que sus propuestas sean tomadas en cuenta.



Para ello deberá decidir qué impuestos quiere subir; qué impuestos (u otros ingresos públicos) nuevos quiere crear, o qué deducciones fiscales quiere eliminar. Deberá además decidir durante cuántos años quiere que se recupere el dinero, y cuánto espera recaudar cada año, hasta conseguir la cifra total de 36.000 millones de euros. Deberá considerar si sus decisiones toman en cuenta la citación económica actual y las perspectivas futuras.

Deberá hacer un análisis de las implicaciones positivas y negativas de sus propuestas en el ámbito de la equidad, de la desigualdad de renta, así como de los posibles costes de eficiencia.

Para llevar a cabo esta tarea puede consultar cualquier fuente que desee. Tiene en anexo 2 algunos resultados sobre los impuestos existentes en el Estado español, y la recaudación que se obtiene con ellos. Los datos están extraídos del "Libro Amarillo" de los Presupuestos Generales del Estado, 2014. El texto completo se encuentra en la sección "Documentos" del ADI de la asignatura.

4. Los roles asignados

Delgado Santos, María Victoria: Representa al Gobierno del PP

Díez Pérez, Alberto: representa a la oposición, al PSOE, partido de centro izquierda

Fortín Núñez, Carlos Alfonso: representa a la asociación de Bancos

Gómez López, Juan Sebastián: representa a los sindicatos

Hernández Álvarez, Álvaro: representa a la ONG ecologista Greenpeace

Von Waldner, Michael Joseph: representa a la asociación de grandes empresas

Alarcón Galarza, Juan Carlos: representa a la asociación de pequeñas y medianas empresas

Sáinz de Aja Collantes, Fernando: representa al partido Izquierda Unida

Corcuera Sánchez, Carlota: representa a las cajas y bancos rescatados.

Alonso Pumar, Carlota: representa a las multinacionales que están instaladas en España

Anexo 1

El Estado perderá el grueso del dinero inyectado en el rescate bancario

La factura provisional supera los 36.000 millones

El País

ÍÑIGO DE BARRÓN Madrid 14 NOV 2013 - 23:00 CET

Elena Salgado, vicepresidenta del Gobierno de Zapatero, afirmó en 2011: “La reestructuración del sector la pagará el sector y no los contribuyentes”. Un año después, Luis de Guindos, ministro de Economía del PP, ratificó el discurso: “Los contribuyentes no pondrán ni un euro en la reestructuración”. Posteriormente, ante la tozudez de los hechos, el ministro viró hacia un discurso más realista: “Hacemos todo lo necesario para minimizar el coste de la crisis para el contribuyente”.

Ya nadie duda de que la factura del hundimiento de parte de las antiguas cajas de ahorros tendrá un coste descomunal para los ciudadanos. No se puede precisar cuántos millones de los 41.400 aportados por Europa (además de los 14.404 millones adelantados por el Estado) se perderán para siempre porque todavía no se han hecho las cuentas definitivas ya que no se han vendido las entidades rescatadas más importantes: Bankia, Novagalicia Banco y Catalunya Banc. También se desconoce cómo acabará el banco malo, es decir, si necesitará o no más de los 2.160 millones que ha aportado el Estado a la Sareb, el 45% del capital.

De cualquier forma, y según los propios cálculos preliminares del Fondo de Reestructuración Ordenada Bancaria (FROB), se puede concluir que el grueso de lo invertido no se recuperará. También los datos de la Asociación Española de Banca, (AEB) van en esta línea. En junio pasado cifró en 33.000 millones las pérdidas reconocidas en la crisis.

Las cuentas de resultados del FROB, que no son cálculos definitivos, daban por perdidos 36.000 millones de los cerca de 52.000 millones que inyectó al sector hasta 2012. Para llegar a esta conclusión, el FROB realizó una valoración económica de sus participaciones en los bancos nacionalizados (ver cuadro). La mayor parte de esas pérdidas es de dinero procedente del rescate, aunque parte viene de las inyecciones de capital anteriores.

El Gobierno confía en Bankia para rebajar el coste de la reestructuración

Según estos cálculos, Bankia tenía un valor provisional de 8.783 millones. El Gobierno confía en que esta cifra se supere cuando se privatice y eso alivie la factura final del rescate bancario. Ahora la entidad presidida por José Ignacio Goirigolzarri vale unos 12.000 millones en Bolsa. El 70% es del Estado, es decir, que tiene un valor actual de unos 8.400 millones. El problema es que Novagalicia y Catalunya están valoradas en las cuentas del FROB en 4.740 millones, una cifra casi imposible de recuperar. Además, habrá que saber el futuro de las inyecciones de fondos a BMN, Liberbank y Caja España y las pérdidas adicionales a asumir por los esquemas de protección de activos.

En resumen, según el último informe del Banco de España, las antiguas cajas quebradas han recibido 61.366 millones. De esta cantidad, los contribuyentes españoles han puesto 53.482 millones (incluidos los de la troika) mientras que 7.884 millones los han aportado las entidades financieras a través de los Fondos de Garantía de Depósitos.



Anexo 2

Prepuestos Generales del Estado 2014

(en la sección documentos; acceso restringido a alumnos)

Bibliografía

Los **apuntes** de cada tema conforman la lectura básica para la asignatura.

Se puede completar con la consulta del siguiente manual:

PANIAGUA, Francisco Jesús y Reyes NAVARRO (2011), Hacienda Pública II. Teoría de los ingresos públicos, Ed. Pearson [Localízalo en la Biblioteca](#)

Puede consultarse como bibliografía de apoyo:

COSTA, Mercè y otros (2005), Teoría básica de los Impuestos: un enfoque económico, Ed. Thomson Civitas, 2ª Ed. [Localízalo en la Biblioteca](#)

ALBI, Emilio, José M. GONZÁLEZ-PÁRAMO e Ignacio ZUBIRI (2009) Economía Pública II, Ed. Ariel [Localízalo en la Biblioteca](#)

BUSTOS, Antonio (2001), Lecciones de Hacienda Pública II (La financiación del Sector Público), Ed. COLEX, 2ª ed. [Localízalo en la Biblioteca](#)

ALBI, Emilio y J.L. GARCÍA ARIZNAVARETA (2004), Sistema Fiscal Español. Edición 2004-2005, Vols. 1 y 2, Ed. Ariel [Localízalo en la Biblioteca](#) (ed. 2008-2009)

ROSEN, Harvey (1998), Manual de Hacienda Pública, Ed. Ariel [Localízalo en la Biblioteca](#)

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Horarios de atención

Curso 2018/19

Horario de atención de alumnos

•Miércoles de 16 a 19,

Despacho 4040 (4a planta de la torre del Edificio de Amigos)

Pueden concertarse citas en otro horario, previa propuesta por email: fpujol@unav.es

Lecturas por temas



Para ver las lecturas recomendadas para el curso 2012/13 hay que consultarlas en la cuenta Twitter de la asignatura

<https://twitter.com/Teorialmpuestos>

Seleccionar las lecturas por temas.

Las lecturas recomendadas son simplemente complementarias y totalmente voluntarias, ya que el contenido de la asignatura está delimitado exclusivamente por lo que se contiene en los apuntes oficiales de la asignatura.

Lista de otros artículos recomendados de cursos anteriores

ATENCIÓN: con el cambio de curso, muchos de los enlaces a los documentos se han perdido.

Tema especial: El Impuesto Tobin para financiar los planes de rescate

Esta presentación forma parte de la materia de examen de Sector Público II del curso 2008/09

Puede pulsar sobre la imagen para acceder a la presentación.

Tema 1

Introducción. Conceptos de fiscalidad.

Apuntes tema 1 (están disponibles en ADI)

(corresponde a los epígrafes 12.5 y 12.7.3 de MOLERO y PUJOL (2002a) y epígrafe 16.4 de MOLERO y PUJOL (2002b))

Referencia

COSTA et al (2005), *"Teoría básica de los Impuestos: Un enfoque económico"*, Ed. Thomson Civitas, Cap. 1: 2.5 y 2.6., Cap 2: 7 y 8. Cap 3: todo.

Otras referencias

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- OWENS (2005), ["Reforma Fiscal: una perspectiva internacional"](#), Seminario OCDE-IEF Mayo 2005.
- FUENMAYOR, GRANELL e HIGÓN (2003) ["Turismo sostenible y fiscalidad medioambiental"](#), Boletín Económico ICE, No. 2757, febrero 2003.
- MOLERO y PUJOL (2002a) "El Sector Público en las economías de mercado", en MARTÍNEZ CHACÓN (dir), *Economía Mundial*, Ed. Ariel, pp. 301-331.



- MOLERO y PUJOL (2002b) "El papel económico del Sector Público", en MARTÍNEZ CHACÓN (dir), Economía Española, Ed. Ariel, pp. 381-411.
- ALBI et al (2008) Economía Pública II, Ed. Ariel, Cap I, secciones 1, 2, 5, 6, 7
- GAGO. (2000), "La fiscalidad del siglo XXI", Hacienda Pública Española, 155, pp. 71-88.
- JAEN y MOLINA (1999), "Fiscalidad internacional: una revisión de la literatura", ICE, N°. 777, pp. 9-19.

Artículos de prensa

- [Las rebajas fiscales vascas, según el Diputado General de Vizcaya](#) (Diario Vasco, 28 febrero 2008)
- [Recurso contra las rebajas fiscales vascas](#) (Norte de Castilla, 28 febrero 2008)
- [Más recaudación en el IRPF a pesar de las rebajas](#) (Expansión, 20 febrero 2007)
- [La estructura fiscal española en el 2003](#) (5 Días, 11 noviembre 2003)
- [Presión fiscal en la OCDE 2003](#) (La Vanguardia, 23 octubre 2003)
- [James Tobin sobre el Impuesto Tobin](#) (El País, 3 septiembre 2001)
- [Lucha contra los paraísos fiscales](#) (El Mundo, 20 febrero 2003)
- [El Gobierno usa más la red](#) (5 Días, 22 octubre 2003)
- [Derechos de emisión de CO2 en España](#) (La Vanguardia, 29 octubre 2003)
- [Eliminación de la "ecotasa" balear](#) (Expansión, 27 octubre 2003)
- [La reforma fiscal en España](#) (El País, 7 de enero de 2001)
- [London congestion tax](#) (The Economist, febrero 2003)
- [More on London Congestion Tax](#) (Guardian, March 2, 2003)
- [A Tobin Tax for Asia](#) (Asia Times, February 25, 2003)

Trabajos de investigación

- GEMMELL, KNELLER y SANZ (2008), [Tax Composition and Economic Growth in OECD Countries](#)
- DELGADO y PRESNO, (2006) [Convergencia de la presión fiscal en la Unión Europea: un estudio en series temporales](#)
- RUBIO y BARRUSO, (2003) [El futuro de la imposición directa en la Unión Europea](#)
- GAGO, LABANDEIRA y RODRIGUEZ, (2002) [Cambio climático y políticas impositivas de control](#)
- FUENMAYOR, GRANELL y TAMARIT, (2003) [Turismo sostenible y fiscalidad ambiental](#)
- ELENA, RODRIGUEZ y SANCHEZ, (2003) [Impuestos pigouvianos Vs suplementos ambientales. Análisis teórico y simulación para el sector eléctrico español](#)

Tema 2

Fiscalidad y equidad. Progresividad de los impuestos.



Apuntes tema 2 (están disponibles en ADI)

Referencia

COSTA et al (2005), "Teoría básica de los Impuestos: Un enfoque económico", Ed. Thomson Civitas, Cap. 4.

Otras referencias

- ALBI et al (2008) Economía Pública II, Ed. Ariel, Cap I, sección 4
- AYALA y ONRUBIA (2001), "La distribución de la renta en España según datos fiscales", Papeles de Economía Española, No. 88, pp. 89-112.
- BRENNAN (1973), "Pareto Desirable Redistribution: the Non Altruistic Dimension", Public Choice, Vol. 14(3), pp. 43-67
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- GOERLICH, MAS y PÉREZ (2002), "Concentración, convergencia y desigualdad regional en España", Papeles de Economía Española, No 93, pp. 17-37.
- OLIVER, RAMOS y RAYMOND (2001), "Anatomía de la distribución de la renta en España, 1985-1996: la continuidad de la mejora", Papeles de Economía Española, No. 88, pp. 67-88
- WEBER (1997), L'Etat, acteur économique, Ed. Economica, París, Cap. IV.

Artículos de prensa

[El papel del Estado](#) (El País, 11 febrero 2001)

Trabajos de investigación

- IMEDIO, MARTÍN y PARRADO (2008), [Familias de índices de desigualdad que caracterizan la distribución de la renta](#)
- AZPITARTE (2007), [The Household Wealth Distribution in Spain](#)
- DURAN y ESTELLER-MORÉ (2008), [The Recent Evolution of Wealth Concentration in Spain. An Analysis from Tax Data](#) , Encuentros de Economía Pública, Salamanca, Febrero 2008
- ALVAREZ-GARCÍA, PRIETO-RODRÍGUEZ y SALAS, (2003) [The Evolution of Income Inequality in the European Union during the Period 1993-1996](#)
- PERROTE COSTE (2002) [Medición de la inequidad horizontal: una aplicación al IRPF](#)
- CALONGE, (2002) [Efectos redistributivos de impuestos y prestaciones en España y sus CC.AA](#)
- CAVACO, (2001) [Equity Policy and Political Feasibility in the European Union](#)

Tema 3

El coste de eficiencia de los impuestos.

Apuntes tema 3 (están disponibles en ADI)



Referencia

COSTA et al (2005), "Teoría básica de los Impuestos: Un enfoque económico", Ed. Thomson Civitas, Cap. 5.1, 5.2 y 5.3

Otras referencias

- * ALBI et al (2008) Economía Pública II, Ed. Ariel, Cap I, sección 3; Cap II
- * BUSTOS (2001) Lecciones de Hacienda Pública II, Ed. Colex, Madrid
- * ESCRIBANO, SERNA y URQUIOLA (2001), "Diferentes aproximaciones a la medición del exceso de gravamen", Papeles de Economía Española, 87, pp. 155-164.
- * STIGLITZ (1998), Economía del Sector Público, Cap. XVI
- * WEBER (1997), L'Etat, acteur économique, Ed. Economica, París, Cap. VI

Artículos de prensa

- [Robledo de Chavela y Morlazarzal, "paraísos fiscales" del impuesto de vehículos](#) (El País, 8 de abril de 2008)
- [Un estudio realizado durante 14 años muestra que existe una estrecha relación entre los impuestos y el éxito económico](#) (KPMG, 1 de noviembre de 2006)
- [El Gobierno debe resistirse a bajar cotizaciones e impuestos, según el FMI](#) (La Vanguardia, 19 de noviembre de 2003)

Trabajos de investigación

- DOMÍNGUEZ y LÓPEZ (2007), [Fiscalidad y coste de uso de la vivienda](#) .
- LEAL, LÓPEZ y RODRIGO (2006), [Precios, impuestos y compras transfronterizas de carburantes](#) .

Tema 4

Fiscalidad y comportamientos económicos.

Apuntes tema 4 (estarán disponibles en ADI)

Referencia

COSTA et al (2005), "Teoría básica de los Impuestos: Un enfoque económico", Ed. Thomson Civitas, Cap. 6.4

Otras referencias

- * ALBI et al (2008) Economía Pública II, Ed. Ariel, Cap. 6.
- * GARCÍA, GONZÁLEZ-PÁRAMO y ZABALZA (1989), "Una aproximación al coste de eficiencia de la tributación familiar en España", Moneda y Crédito, 188: 211-236.
- * LABEAGA y SANZ (2001), "Oferta de trabajo y fiscalidad en España. Hechos recientes y tendencias



tras el nuevo IRPF", Papeles de Economía española, 87: 230-243.

*STIGLITZ (1998), Economía del Sector Público.

Artículos de prensa

[Los catalanes consumen más de 11 millones de bolsas de plástico en su compra semanal](#) (La Vanguardia, 23 de marzo de 2007)

[Obligadas a elegir](#) (El País, 4 de marzo de 2008)

Trabajos de investigación

[Simulación sobre los hogares españoles de la reforma del IRPF del 2003. Efectos sobre la oferta laboral, recaudación, distribución y bienestar](#)(CASTAÑER, ROMERO y SANZ, 2003)

[Incentivos fiscales a la incorporación de la mujer al mercado de trabajo](#) (ZÁRATE, 2003)

[Fiscalidad y Familia ¿Debería reducirse el IVA de los bienes infantiles?](#) (ROMERO, SANZ y ALVAREZ, 2007)

[Fecundidad y mercado femenino de trabajo en España](#) (SANCHEZ y SANCHEZ, 2007)

[Fiscal and Externalities Rationales for Alcohol Taxes](#) (PARRY y LAXMINARAYAN 2007)

[The Political Economy of Sin Taxes](#) (HAAVIO y KOTAKORPI, 2007)

Tema 5

La incidencia de los impuestos. Análisis de traslación.

Apuntes tema 5(estarán disponibles en ADI)

Referencia

COSTA et al (2005), "Teoría básica de los Impuestos: Un enfoque económico", Ed. Thomson Civitas, Cap. 6.

Otras referencias

* ALBI et al (2008) Economía Pública II, Ed. Ariel, Cap. 3.

* ATKINSON y STIGLITZ (1980), Lectures on Public Economics, McGraw-Hill, Londres, Cap. 6.

* BUSTOS (2001), Lecciones de Hacienda Pública II, Ed. Colex, Madrid, Cap. 15.

Artículos de prensa

- [Madrid, Castilla y Cantabria son las CCAA con menos impuestos](#) (Expansión, 24 de febrero de 2007)
- [Se incrementa la tendencia de las multinacionales a trasladarse a países con tipos impositivos bajos](#) (KPMG, 11 junio 2006)



Tema 6

La evasión fiscal.

Apuntes tema 6 (estarán disponibles en ADI)

Campañas de publicidad ideadas por los alumnos (curso 2004-2005)

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Campañas de los alumnos del curso 2007/08_

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Otras referencias_

- * ALBI et al (2008) Economía Pública II, Ed. Ariel, Cap. 6.5
- * LAGARES (1994), "Hacia un planteamiento más general de la teoría del fraude fiscal", Hacienda Pública Española, 129-2, pp. 47-62._
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Artículos de prensa

- [Hacienda investiga las operaciones financieras de varias multinacionales](#) (Expansión 15 de marzo de 2007)
- [El fraude con billetes de 500 euros reporta 60 millones a Hacienda](#) (Expansión, 5 de mayo de 2008)

Trabajos de investigación

- GÓMEZ-PLANA y PASCUAL (2008), [Fraude fiscal e IVA en España: Incidencia en un modelo de equilibrio general](#) .
- REIS (2008), [Towards a Fiscal Illusion Index](#) .
- DURÁN y ESTELLER-MORÉ (2008), [An Empirical Analysis of Interdependence in Tax Auditing Policies](#) .

Tema 7

Impuesto sobre la renta

Apuntes tema 7 (estarán disponibles en ADI)

Tema 8

Impuesto de Sociedades

Trabajos de investigación



Universidad
de Navarra

JEREZ (2008), [El Impuesto de sociedades en Europa: situación actual y alternativas de reforma](#) ,
Encuentro de Economía Pública, salamanca, febrero 2008

Artículos de prensa

[Reducción del Impuesto de Sociedades](#) (KPMG, abril 2006)

Tema 9

IVA

Tema 10

Déficits y deuda pública

Apuntes tema 10 (estarán disponibles en ADI)

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