Universidad de Navarra

| *Asignatura:* **Álgebra B (F. ECONÓMICAS)** |
| *Guía Docente* |
| *Curso académico: 2019-20* |

Presentation

Álgebra B (F. ECONÓMICAS)

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

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

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

Department: Economics.
Faculty: Economics and Business.
Degrees: ADE+Dcho (b), ADE+ECO (b), ECO, ADE (b), ELG.
Groups: G1 (ECO, ADE1 (b), ECObG), G2 (ADE+Dcho (b), ADE+ECO (b), ADE2 (b)).
Schedule: Mondays 8-10 h and Tuesdayss 12-14 h.
Classrooms: B1 and 16.
Year: 1st
Organization: Second semester, from January to May
ECTS credits: 6 (150 hours)
Type of course: Basic
Language: English.
Professors: Ignacio Rodriguez Carreño, irodriguezc@unav.es and María Castillo Latorre mclatorre@unav.es

Competences

Basic Competencies (Management and Economics)

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

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

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

General Competencies (Management and Economics)

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

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

Specific Competencies (Economics)

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

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

Specific Competencies (Management)

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

Program

Chapter 1: Introduction to Algebra. Basic concepts

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

Chapter 2: Matrices, Determinants and Linear systems of equations

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

Chapter 3: Linear Programming

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

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

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

Chapter 5: Graphs and networks

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

Educational activities

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

There will be classroom activities and non-face activities:

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

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

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

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

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

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

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

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

Assesment

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

Honesty is the Best Policy

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

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

Sanctions include:

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

Ordinary evaluation:

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

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

    b) Computer practices (10%).

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

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

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

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

Extra-ordinary evaluation:

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

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

Office hours

Professor Ignacio Rodríguez Carreño, irodriguezc@unav.es: Office 2080. 2nd floor, corridor.

Professor María Castillo Latorre, mclatorre@unav.es: Office 2280. 2nd floor, corridor.

Bibliography and Resources

Basic bibliography:

- *Algebra for Economics and Business Administration students. Theory book.* Ignacio Rodríguez and Jorge Biera.
- *Matemáticas para la Economía. Álgebra Lineal y Cálculo Diferencial.* Gloria Jarne, Isabel Pérez-Grasa, Esperanza Minguillón. Ed. McGraw Hill. Localízalo en la Biblioteca

- *Matemáticas para la Economía. Libro de Ejercicios. Álgebra Lineal y Cálculo Diferencial.* Gloria Jarne, Isabel Pérez-Grasa, Esperanza Minguillón. Ed. McGraw Hill. Localízalo en la Biblioteca
- *Matemáticas en los estudios de Economía y Gestión de Empresas: ¿por qué?, ¿para qué?, ¿cuáles?, ¿son posibles?* J. Antomil, M. Arenas, A. Bilbao, P. Gladish, M Rodríguez Uría. Universidad de Oviedo. Localízalo en la Biblioteca

Additional bibliography:

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

Other resources:

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

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Presentation

Álgebra C (F. ECONÓMICAS)

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Schedule: Wednesdays 12-14 h and Fridays 10-12 h.
Classrooms: 11 and 15.
Year: 1st
Organization: Second semester, from January to May
ECTS credits: 6 (150 hours)
Type of course: Basic
Language: English.
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Competences

Basic Competencies (Management and Economics)

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

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

General Competencies (Management and Economics)

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

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Specific Competencies (Economics)

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

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Chapter 3: Linear Programming

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

Educational activities

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

There will be classroom activities and non-face activities:

1. Classroom activities (62 total hours). In this section the lectures to be given in large groups, the practical classes of problems, the hours devoted to the presentation of work, hours of examination, class test hours and hours of practice encompass computer.

a) Lectures. In 30 lessons of 1 hour, the most important points of each topic of the course will be presented by the teacher. Theory of the subject with examples and economic applications will be discussed.

b) Practical classes. In 17 1 hour classes key and difficult problems will be solved.

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

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

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

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

2. Non face activities (88 hours). The main activity will be personal study of the subject. The number of estimated hours are 88.

Assesment

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- loss of scholarships
- a failing grade for the piece of work or the whole course

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

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

   b) Computer practices (10%).

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

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

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

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

Extra-ordinary evaluation:

In case the student do not pass the subject in the ordinary evaluation, he/she will have to go to the extraordinary evaluation. The final exam will be graded as the 70%, and the rest of the grade will be given by its work during the course (participation and cooperative learning experience 2.5%, computer practices 2.5%, the video with the oral work presentations 5%, and the midterm exam 20%).

Office hours

Professor Ignacio Rodríguez Carreño, irodriguezc@unav.es: Mondays from 16:00 to 19:00 h. Office 2080. 2nd floor, corridor.

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

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Additional bibliography:

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

Other resources:

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

Biblioteca | Catálogo | Recursos por materias

Asignatura: **Financial Accounting II A (F.Económicas)**
Guía Docente
Curso académico: 2019-20

Presentación

Financial Accounting II A (F.Económicas)

Course overview:

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

The topics covered in the course include property, plant and equipment, intangible assets, liabilities, investments in debt and equity instruments, and leases. The course will provide you with a sound understanding of accounting concepts and issues related to these topics. You will learn the accounting treatment for major financial transactions and events regarding the discussed topics in accordance with the International Financial Reporting Standards. You will learn to process, analyze and summarize financial information.

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

The course will help students not only to acquire accounting specific competence but also to improve multiple general skills and competencies such as logical reasoning, analytical, autonomous learning, team-work, task planning, and time management.

Course outline:

Topic 1: Property, Plant and Equipment (Lectures 1 - 3)

- Identify property, plant and equipment (PPE)
- Acquisition costs, subsequent measurement, and subsequent costs
- Depreciation
- Impairment
- Disposal

Topic 2: Intangible Assets (Lecture 4)

- Identify intangible assets
- Recognition and measurement of intangible assets

- Amortization
- Impairment
- Goodwill

Topic 3: Liabilities (Lecture 5)

- Characterize liabilities, distinguish between current and non-current liabilities
- Accounts payable, notes payable
- Issuance of bonds and valuation of bonds at issuance
- Amortization of bond discount and bond premium
- Bond extinguishment

Topic 4: Investments in debt and equity instruments (Lecture 6)

- Accounting framework for financial assets
- Debt investments at amortized cost and at fair value
- Equity investments at fair value
- Equity method

Topic 5: Leases (Lecture 7)

- The principals of leasing
- Lessee accounting for basic lease contracts

Course details:

Degree in Business Administration (*ADE(b)*)

Second Semester - Compulsory course.

Instructor: Diem Nguyen (nguyen@unav.es)

The sessions will be held in **Room 01** on **Thursdays (08:00 - 10:00)** and **Room B2** on **Fridays (12:00 - 14:00)**.

Language: **English**

Competencias

Basic Competencies (Management and Economics)

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

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

General Competencies (Management and Economics)

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

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

GC4. Teamwork.

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

Specific Competencies (Economics)

SC14. Understanding the theory and practice of business operations.

Specific Competencies (Management)

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

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

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

Programa

Course schedule (tentative):

Financial Accounting II (Spring 2019)

Week	Date	Topic	Readings
1	8-11 Jan.	Introduction + Property, Plant and Equipment	Ch. 10
2	14-18 Jan.	Property, Plant	Ch. 11

		and Equipment	
3	21-25 Jan.	Property, Plant and Equipment	Ch. 10+11
4	29 Jan. - 1 Feb.	Intangible Assets	Ch.12
5	4-8 Feb.	Intangible Assets	Ch. 12
6	11-15 Feb.	Current Liabilities	Ch. 13
7	18-22 Feb.	Revision and Midterm Exam	
8	25 Feb. - 1 Mar.	Non-current Liabilities	Ch. 14
9	5-9 Mar.	Non-current Liabilities	Ch. 14
10	11-15 Mar.	Non-current Liabilities	
11	18-22 Mar.	Investments	Ch. 17
12	25-29 Mar.	Investments + Leases	Ch. 21
13	1-5 Apr.	Leases + Revision	
14	8-12 Apr.	Revision	
	17 May	**Final Exam**	

Actividades formativas

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

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

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

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

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

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

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

Evaluación

Your course grades will be based on the following components:

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

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

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

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

Bibliografía y recursos

Main textbook:

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

Further references:

Books:

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

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

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

Important webpages:

Financial Accounting Standards Board: www.fasb.org/home

International Accounting Standards Board: www.ifrs.org/home

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

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Horarios de atención

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

Place: Room 2520 (in the Tower)

Universidad de Navarra

| *Asignatura:* **Calculus II A (F. ECONÓMICAS)** |
| *Guía Docente* |
| *Curso académico: 2019-20* |

Introduction

CALCULUS II

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

Department: Economics

School: Economics and Business

Degrees: ELG, ECOb, ADEb1

Year: 1st

Semester:2nd

ECTS credits: 6 (approximately 150 working hours)

Language: English

Type: compulsory

Instructors:

- Pedro Mendi, pmendi@unav.es, office 2490 (2nd floor, Tower)
- Montserrat Ana Miranda Galcerán, montse@unav.es, office 2300 (Hilera)

Course schedule and rooms:

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

Competences

Basic Competencies (Management and Economics)

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

General Competencies (Management and Economics)

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

Specific Competencies (Economics)

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

Specific Competencies (Management)

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

Program

A tentative calendar may be found here.

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

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

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

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

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

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

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

Assessment

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

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

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

May exam

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

June exam

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

Educational activities

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

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

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

Face-to-face activities:

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

Non face-to-face activities:

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

Total face-to-face activities: 64 hours.

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

Bibliography and Resources

- **Sydsaeter, K., Hammond. (2016).** *Essential Mathematics for Economic Analysis.* **5th Edition. Pearson.** **Find it in the Library**

- **Sydsaeter, K., Hammond, P. Seiserstad, A., Strom, A., 2008.** *Further Mathematics for Economic Analysis. FT Prentice Hall. Second Edition.* **Find it in the Library**
    - Chiang, A. and Wainwright, K. (2005). *Fundamental methods of Mathematical Economics.* 4th Edition. McGraw Hill Find this book in the Library

    - Larson, R. and Edwards, B.H. (2011). *Calculus.* 9th Edition. McGraw Hill. Find this book in the Library

Biblioteca | Catálogo | Recursos por materias

Office hours

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

Universidad de Navarra

Asignatura: **Financial Accounting I A (F.Económicas)**
Guía Docente
Curso académico: 2019-20

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Presentación

FINANCIAL ACCOUNTING I

2018/2019 - ADEb

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

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

The detailed goals of the course are:

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

General information

- Professor: Andres Mesa Toro (amesat@unav.es)

- Course: Financial Accounting I
- Number of credits: 6 ECTS
- Semester: First
- Course: 1º
- Class period: Sept – Dec 2019
- Schedule and room: Thursday 10:00 - 12:00 room 01; Friday 12:00 - 14:00 room 10
- Language: English
- Grade: Compulsory subject for ADE B

Competencias

Basic Competencies (Management and Economics)

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

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

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

General Competencies (Management and Economics)

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

Specific Competencies (Economics)

SC14. Understanding the theory and practice of business operations.

Specific Competencies (Management)

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

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

Programa

1. Introduction to accounting.

2. Fundamental concepts .

3. The accounting process .

4. Practice: The accounting simulation game .

5. Ending a period.

6. Accounting for commercial and manufacturing companies .

7. Using accounting to forecast business performance / Cash flow statment

8. Accounting regulation around the World .

9. International Financial Reporting Standards (IFRS).

10. Revenue recognition

11. Accounting for inventory .

12. Analysis of financial statments.

13. Exercises and review .

Actividades formativas

I. Classroom teaching activities
1. Lectures
Lectures are given by the professor on the themes indicated in the syllabus with the help of the blackboard, power point presentations and videos. The professor will post on ADI the power point presentation, the notes for each topic and some recommendations for futher reading.

2. One-to-one tutorials
Each student may have personal interviews with the professor to help him/her with personal study and learning.

3. Evaluation
Exams and assignments to assess the successful accomplishment of the objectives

 II. Personal work

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

1. Students must read the assigned reading for a subject before the lecture covering that topic. Being familiar with topics beforehand will allow students to get the most out of the lecture.

2. Students should conduct personal study using the professor's notes, notes taken in lectures and recommended books if needed.

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

1. Lectures	2.16 ECTS	54 h	(36.2 %)
2. Evaluation	0.16 ECTS	5 h	(3.4 %)

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Total classroom activities	2.24 ECTS	59 h	(39.6 %)
3. Personal work	3.72 ECTS	91 h	(60.4 %)

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Total	6 ECTS	150 h	(100 %)

Evaluación

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

Components of evaluation:

1. Activities in the classroom and homeworks: 10% (tasks, quizzes, homeworks, participation)
2. Group assigments: 20% (business analysis)
3. Midterm exam: 20% (Thursday 17th October, aula 11)
4. Final exam: 50%

To get a "pass", students taking the class must a) achieve a grade of 4 or higher in the final exam; and b) achieve a grade of at least 5 in the total course grades.

Bibliografía y recursos

The main course-books:

1. *Financial Accounting and Reporting: A Global Perspective* by H. Stolowy, M. Lebas and Y. Ding, Cengage Learning, Andover, UK, 5th edition, 2017. There is an eBook available online. Earlier editions are OK, but there may be slight differences (especially chapter 6 on revenue recognition). Find it in the Library (ed. 2017) Find it in the Library (4th edition, 2013)
2. One book for Financial Accounting I and Financial Accounting II: *Intermediate Accounting (IFRS edition)* by Kieso, Weygandt, Warfield, Wiley & Sons, 2014. eBook available, Find it in the Library
3. *Global financial accounting and reporting: principles and analysis* by Aerts, W., & Walton, P. J. (2017), Cencage Learning, Andover, UK 4th edition, 2017. Find it in the library

Additional reading:

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

Important webpages:

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

Biblioteca | Catálogo | Recursos por materias

Horarios de atención

Office hours: Thursday, 16.30-18.00 and Wednesday , 16.30-18.00 4030 in the Tower (4th floor)

Please send an email before to amesat@unav.es

Universidad
de Navarra

Asignatura: **Fundamentals of Finance B (F. ECONÓMICAS)**
Guía Docente
Curso académico: 2019-20

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1. General info

FUNDAMENTALS OF FINANCE (GROUP B) 2019-20

1. General Information

Professors:	**Dr. Carmen Aranda**	**Dr. Diem Nguyen**
Email:	**maranda@unav.es**	**nguyen@unav.es**
Office hours	**Appointments by email (Click HERE)**	**Appointments by email (Click HERE)**

Remarks: If you write us an email, please state your group and class number (for example, A21 means group A, Class number 21).
Teaching dates: 2 September to 30 November 2019
Type of course: Basic

Course credits: 6 ECTS

Semester: First

Schedule:
(NOTE: Get full access to all materials through the UNAV ADI system)

2. Subject Info
2. Subject Information

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

After attending this course, the student should be able to: (1) Set out and solve problems and real cases involving concepts of single and multiple cash flows, fixed income and real asset valuation; (2) Know the financial vocabulary.

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

Emphasized learning outcomes from the study of this module are: (1) Be able to solve problems with the concepts of single and multiple cash flows; (2) Be able to apply these concepts to real-life situations

such as home-loans, bonds, and capital budgeting decisions.

Subject objectives:

In accordance with the ANECA Memorandum of Approved Studies (la memoria de título verificada), this subject is designed so that students achieve the Basic & General Competencies (in Management and Economics) and the Specific Competencies (in Management), particularly the area of Finance. Section (2a) summarizes the content of these Competencies.

Student learning outcomes:

From the study of this module, students should:

- Be able to solve problems with the concepts of single and multiple cash flows.
- Be able to measure the return of an asset and acquire a basic knowledge of the concept of risk.
- Be able to apply these concepts to real-life situations such as simple stock valuations, bonds, and home-loans.
- Be able to use Microsoft Excel to solve problems involving the valuations of future cash flows.

Teaching methodologies:

The teaching of this subject combines theoretical lectures and practical classes, which include the tutorial and case-work classes. In order to prepare the theoretical classes, students will have to read in advance the mandatory readings. For the practical classes, students will have to prepare the problem sets at home before class starts. Both the detailed schedule of the course and all case material are available online.

2a. Competences

Basic Competencies (Management and Economics)

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

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

General Competencies (Management and Economics)

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

GC4. Teamwork.

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

Specific Competencies (Economics)

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

Specific Competencies (Management)

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

3. Subject Outline
Subject Outline

Challenge 1: Asset Valuation. How much is an asset worth ? (week 1 & week 2)

Challenge 2: How much would you pay for fixed income securities ? (week 3)

Challenge 3: Fixed Income valuation. (weeks 4-6)

Challenge 4: Becoming an expert on bonds (weeks 7-9)

Challenge 5: How can we use excel to value bonds? (Not covered in class)

Challenge 6: Introduction to risk. (week 10)

Challenge 7: How does all this relate to my daily life? Applications to personal finance (week 11 &12)

Challenge 8: Can we apply the same methodology to valuing real assets? The NPV (week 13)

Self-Learning Microsoft Excel

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

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

It does not matter which version of Excel use as the basic functions used in this subject are available in versions early as Excel 2003. You may learn to use Excel in Spanish or in English, although

it is recommendable that you learn the basic functions in both languages. Since Excel is itself a language, it will be helpful when you need to communicate with others in either language.

4. Assessment

4. Assessment / Grading System

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

December Announcement (Total: 100%):

Challenge 1 & 2 test: 10% (1 point out of 10). Date: 09/23/2019. Classrooms 11 & 12.Time 18:00 a 20:00.

Challenge 3 test: 15% (1.5 points out of 10). Date: 10/14/2019. Classrooms 11 & 12.Time 18:00 a 20:00.

Challenge 4 test: 20% (2 points out of 10). Date: 10/30/2019. Classrooms 12 & 16.Time 16:00 a 18:00.

Challenge 5 test: 15% (not covered in class) (1.5 points out of 10). Date: 11/13/2019. Sala de Informatica and Sala S560 Informatica. Time 17:00 a 20:00.

Challenge 6, 7 & 8 test: 30% (3 points out of 10). Date: 12/02/2019. Classrooms TBA. Time 09:00 a 12.00.

Class Participation: 10% (Description below) (1 point out of 10)

IMPORTANT NOTE: To pass this subject, you must first get a minimum of 5 points. That is the weighted average should be at least 5 points.

Dates of Assessments. See the Calendar

June Announcement (Total: 100%):

June Exam: 100%

Like the December announcement, to pass the subject you must first get a minimum of 5 out of 10 in the June Exam.

Class Participation:

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

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

questions. The following is a guide to how I will grade *each* class participation:

Class Participation (10%)
0 point = not present to answer any questions and did not inform me before class of absence
0 points = couldn't answer a simple question, showing little effort to participate
0 points = asked a question that showed no prior thought/ answer was incomplete or inadequate
1 point = asked a decent question/ answered a question to the standard expected
2 points = asked a very good question/ answered a question very well

To get 1 point (maximum grade) from participations, students need to have a minimum score of 6 points. Students will get 0 point if their score is below 3 points. However, students can earn extra points (up to 1.5 out of ten) if they score 10 or more points.

Excel Exam:

Excel (or its equivalents like Google Sheets) is an extremely important tool to learn for finance and business (and life) in general. You will be required to take a short 40 minute excel exam in the School computer room using the computers provided. It will be very similar to the excel exercises that you will be asked to do as part of your class preparation exercises. Students are expected to learn on their own with materials provided.

Examinations:

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

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

5. Conduct

Code of Conduct

- Punctuality is required at all times. Students must be on time for classes.
- If you cannot come to class for whatever reason, you may send an email before the start of

the class with the reason and I will take note of it. However, your class attendance will still show that you did not attend that day.

- If you need to leave class early (e.g. to take a driving or TOEFL test), please see me before the start of class to tell me that you need to leave early.
- Financial and scientific calculators are permitted, but computers, PDAs, mobile phones, and anything with communication capabilities are strictly prohibited in exams or quizzes.
- If you do not bring your calculator to an exam, or are missing other things for the exam, you will have to do without it. You will not be allowed to borrow anything from anyone once the exam has begun.
- There is no talking, socializing, or disruption of class (Classes can be fun, but you are here to learn and so is the student next to you). Specifically, no mobile or smart phones, PDA, etc are allowed to be used during class.
- Water is allowed, but no food or other drinks are allowed in class.

6. Resources

6. Resources

6.1. Recommended books

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

- T.J. Biehler (2008) "The Mathematics of Money. Math for Business and Personal Finance", McGraw-Hill Higher Education. All exercises will be set from this first edition. You can use a paper version or electronic version. UNAV Library has the book: click here. http://www.mhhe.com/biehler1e : You can purchase premium access to the text- book's website.
- J.E. Rogers, Haney B. F (2000). "Mathematics of Business" Pearson Prentice Hall.
- Samuel A. Broverman, "Mathematics of investment and credit" ACTEX Academic series, 5th edition (2008).
- Jesús Mª Ruiz Amestoy, "Matemática Financiera – Ejercicios resueltos", Ed. Centro de Formación del Banco de España.
- Pablo Fernánde

6.2. Useful Websites

- http://www.studyfinance.com http://www.teachmefinance.com/bondvaluation.html http://ahe.com
- http://www.investopedia.com http://www.beanactuary.org/exams/exams/

7. Office hours & FAQ

(Click HERE to make appointment online with Dr. Carmen Aranda)

(Click [HERE](#) to make appointment online with Dr. Diem Nguyen)

Office hours & out-of-class communication

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

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

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

Frequently Asked Questions & Frequently Given Answers

Student's FAQs (Frequently Asked Questions):

1. Do I really need to get the required textbook?
2. Which version of the textbook should I get?
3. Where can I get the textbook from? Can I borrow it from someone else? Can I borrow it from the library?
4. Is class attendance compulsory?
5. How do I get class participation grades?
6. How should I inform the professor of my absence?
7. What should I do if I miss an exam?
8. What is and where do I get my group and class number? How do I use them?
9. What happens if I forget my calculator or other things on the day of the exam?

Professor's FGAs (Frequently Given Answers):

1. It is a required textbook, but I cannot force you to buy it so it depends on you. Many of the exercises in the Drill Sets will come from the textbook. If you don't have it you can't do the exercises. Many students have trouble with the vocabulary and need definitions. The textbook is good for this. If you are learning a subject for the first time completely in English, then you will probably need a textbook to help you through. We will use 50% of the textbook, especially the first five chapters and parts of the other chapters on applications. You will be expected to read most of it yourself as assigned reading. If you don't read it and you don't understand what the content of the classes, then you can only blame yourself for not doing your own personal study.
2. The required version is the old one, the first edition published in 2008. All the exercises and drills refer to this version. The book can be a paper or electronic version; it's up to you. If you want to get a newer version, you may but the numbering of the exercises and the

exercises themselves may be quite different from the 2008 edition.

3. You can get the textbook any way you like. Unfortunately the University bookstore does not generally stock books in English, so you will have to purchase it from an online store. There are also old copies that you can buy from other students who took the subject before. You can also borrow the book from the library (see link)

4. Going to class is your own responsibility. I will not explicitly take class attendance, but I will randomly ask students to provide answer to questions in order to award class participation grades. See the next question and answer.

5. To get class participation grades, you need to ask and answer questions in class. To help students get these grades, I will randomly ask 5-7 students in each lesson to answer questions. I call you by class number and if you can answer the question, you will get 1 point; if you answer the question well, you will be awarded 2 points. If you are not there, then you will be awarded zero points for class participation.

6. If you are going to be absent from class and don't want to risk losing class participation grades, you can send me an email to inform me of your absence, stating correctly your name, reason, group and class number (e.g. A21 means your group A and class number 21). You must send me the email *before* class.

7. If you miss an exam with no prior written warning by email, you will automatically get zero with no chance of taking the exam at another time. If you cannot go to an exam because you are sick, you need to submit to the School Office a medical certificate to get authorization for your absence. Once the authorization has been obtained, your zero grade will be reconsidered.

8. Because there are many students taking this subject and there are multiple groups, each group is named A, B, or C. Within each group, each student is given a Class Number (e.g. 1, 2, 3…) to help in class administration. I will assign each student a class number after the first few weeks of lessons. Please put on ALL your work including exams, your Group and Class number. It helps me enormously in the administration of your grades.

9. If you forget your calculator on the day of the exam, BAD LUCK! If you don't have it, you will have to do without. You are not permitted borrow a calculator or anything at all from another person during the exam.

8. Subject details

8. Detailed Subject Outline
Detailed outline

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

Topic 1: Introduction to Finance and Time Value of Money

1.1 Introduction to Finance

- Valuation and cash flows

- Role of time and risk

- The problem of finance jargon – simple concepts with complex vocabulary

1.2 Concept of TVM

- TVM = time value of money; simply speaking "Time equals money".

- In general, the longer you invest your money, the higher the expected return.

1.3 Problem of finance jargon

- Finance, like all other subjects and professions, has its own technical vocabulary called jargon.

- Quite often different jargon terms have the same underlying meaning but used in ways that depend on the situation; this is a cause of confusion for students.

- Students need to be aware of this and focus on the financial thinking to avoid the confusion, especially when looking at the same concept in different textbooks.

1.4 Importance of self-learning excel and calculator skills

- In this subject and in most of your university and working careers, you will be expected to have intermediate to advanced skills in Microsoft Excel. However, you will need to learn these skills yourself and be required to produce work using Excel.

- You will not be required to take Excel into exams. You are expected to know how to use your business or scientific calculator.

Topic 2: TVM: Valuation of single cash flows

2.1 TVM: "interest on principal cash flow" perspective

- Simple interest – depends only on time, principal, and interest rate calculated on the principal; there is only one period in time

- Compound interest – depends on time, principal, accumulation of interest on principal, and the interest rate on the principal plus accumulated interest; there are multiple periods in time

- Future value vs. Present value using simple or compound interest

2.2 TVM: "discount on final cash flow" perspective

- Simple discount – depends on time, final cash flow, and discount calculated on the final cash flow; there is only one period in time

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

2.3 TVM: "effective interest" perspective

- Effective interest rate

- Effective discount rate – not used often, but to illustrates the parallel between interest and discount

- Future value vs. Present value using effective interest or discount rates

2.4 Use of Excel to value single cash flows

Topic 3: TVM: Valuation of multiple cash flows

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

- The value of an asset is equal to the sum of the present value of each future cash flow.

- The general valuation formula for future cash flows.

- "Moving" cash flows from present to future and from future to present

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

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

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

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

3.4 Use of Excel to value a stream of cash flows

Topic 4: Measuring asset performance

4.1 Types of asset performance measures

-        Percentage returns: dividend yield, total returns

-        Dollar returns (or dollar value): capital gain, accounting return, economic return

-        Introduction to risk and diversification (not part of syllabus à Finance 1)

-        Risk adjusted returns / Sharpe ratio (not part of syllabus à Finance 1)

4.2 Rates of Return

-        Simple (or arithmetic, absolute, total) rates of return

  • Holding Period Rates
  • Annual Percentage Rates

-        Effective (or geometric) rates of return

  • Effective Annual Rates & CAGR
  • Internal Rate of Return

-        Effects of inflation on rates of return

4.3 Dollar Returns (dollar value)

-        Simple dollar returns (capital gain, accounting dollar value) – no TVM

-        Net present value (economic dollar value) – includes TVM

4.4 Use of Excel to measure asset performance

Topic 5: Applications

5.1 Stocks

- Dividend discount model

5.2 Bonds

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

- Primary and secondary sales of bonds

- Premium vs. discount vs. par bonds

- Coupon paying vs. Zero coupon bonds

- Calculating yield to maturity

- Constructing and interpreting a yield curve

- Bond ratings and investment risk

- Hold to maturity vs. secondary sales and coupon reinvestment risk, etc.

- Clean vs. dirty prices

5.3 Mortgages

- Amortization table

- Floating vs. fixed rate mortgages

- Making extra payments

5.4 Use of Excel to in each of these applications

8a. Lesson-By-Lesson Plan

Lesson-by-lesson Plan (LBL Plan) and Calendar

Access LBL Plan HERE - updated

Access Calendar HERE - updated

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

The Calendar contains details of when the content will be taught.

9. Group B Content: ADEb2/ADEb+D/ECOb+D

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

- Degree in Management (ADEb-Group 2)
- Degree in Management and Law (ADEb+D)
- Degree in Economics and Law (ECOb+D)
-

(currently empty)

10. Newly arriving students

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

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

a. The Syllabus - explains the subject and assessments -- important to read!

b. The PowerPoints for Topics 1 and 2

c. The Problem Sets for Topic 2

d. Look at 8a for the Lesson-By-Lesson plan (in the menu on the left), which tells you when homework assignments are due.

Asignatura: **Principles of Business Administration A (F. ECONÓMICAS)**
Guía Docente
Curso académico: 2019-20

Welcome

Principles of Business Administration A (F. ECONÓMICAS)

Welcome

Dear All,

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

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

Tutorials are offered on:

Mondays from 17.00 to 19.00.

Tuesdays from 10.00 to 12.00.

Wednesdays from 12.00 to 14.00.

Please contact Dr. Marcel Meyer (mmeyer@unav.es). Room 2050, Amigos Bldg.

Best regards,

Marcel Meyer

Introduction

Course name: Introduction to Business Administration

Course description:

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

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

1. The development of strategic and critical thought.

2. The analysis and implementation of strategy.

3. The role of the 'human' factor in strategic management.

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

The course is led by Professor Dr. Marcel Meyer: mmeyer@unav.es

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

Additional Course Information:

Year: First

Semester: Second

Number of credits: 6 ECTS

Type of course: Required

Language: English

Competencies

Competencies

This course is designed in such a way…

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

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

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

General Competencies:

The course further fosters the following general competencies:

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

or resolution of problems relevant to economics and business.

CG4) Team-work.

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

Specific Competencies (ECO):

The course further fosters the following specific competencies:

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

Specific Competencies (ADE):

The course further fosters the following specific competencies:

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

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

CE9) Work with computer tools for decision making.

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

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

Educational Activities

Learning Results

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

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

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

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

Additional information regarding the written assignment:

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

Outline

Management Summary (1/2 page)

Introduction (1 page)

Company Presentation (2 pages)

External Analysis (2 pages)

Internal Analysis (2 pages)

Analysis of the strategy (2 pages)

Conclusions and Recommendations (1pages)

Bibliography.

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

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

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

Programme

Course Program:

Introduction

Topic 1: The Business Firm. (4 classes)

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

Part 1: Inside the business: Internal analysis:

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

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

Topic 5: Organization Structure. (1 class)

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

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

Part 2: Oral Presentations (2 classes)

Part 3: The environment: External analysis

Topic 8: Industry Evolution. (1 class)

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

Part 4: The human factor: Going above and beyond

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

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

Assessment

Assessment strategy

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

Bibliography

Bibliography and Resources

Basic:

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

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

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

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

Additional / Recommende:

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

Competencies.

Competencies

This course is designed in such a way…

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

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

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

General Competencies:

The course further fosters the following general competencies:

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

CG4) Team-work.

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

Specific Competencies (ECO):

The course further fosters the following specific competencies:

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

Specific Competencies (ADE):

The course further fosters the following specific competencies:

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

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

CE9) Work with computer tools for decision making.

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

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

EA

I. Classroom teaching activities

1. Lectures

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

2. Presentations (Required)

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

4. Evaluation

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

II. Personal work

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

1. Students must read all the papers before the presentation.

2. Students should conduct personal study using the notes they take during the lectures.

3. Students have to engage in team work and meet with the professor as a group to prepare their presentation.

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

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

Assessment

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

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

- Presentation   30 %

- Final exam   40 %

- Class Participation 30 %

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

Criteria to pass the course

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

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

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

Exams review

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

Special assessment

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

Students with special learning needs

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

Bibliography and Resources

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Office Hours

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

My office is on the Gallery: 2240

Asignatura: Calculus I B (F. ECONÓMICAS)
Guía Docente
Curso académico: 2019-20

Introduction

Calculus I

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

Department: Economics

School: Economics and Business

Degrees: ADE bilingüe (group 2), Derecho + ADE bilingüe, Derecho + ECO bilingüe

Type: Basic subject

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

ECTS credits: 6 (approximately 150 working hours)

Year: 1st

Semester: 1st

Language: English (this group and another one)

Course schedule and room:

- Monday, 8:00 - 10:00 (room 15, Amigos Building) - ADEb2, ADEbD, ECObD

- Wednesday, 12:00 - 14:00 (room 01, Amigos Building) - ADEb2
- Thursday, 10:00 -12:00 (room 03, Amigos Building) - ADEbD, ECObD

- Tuesday, 16:00 - 18:00 (room 13, Amigos Building) - ECObD
- Wednesday, 12:00 - 14:00 (room M4, Amigos Building) - ADEbD
- Thursday, 12:00 -14:00 (room M4, Amigos Building) - ADEb2

Instructors:

- Chandresh Thakrar (cthakrar@unav.es)

- Cristina Figueroa Sisniega (mfigueroas@unav.es)
- María Castillo Latorre (mclatorre@unav.es) - classes held in Spanish

Competences

Basic Competences:

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

General Competences:

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

Specific Competences (ADE):

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

Specific Competences (ECO):

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

Program

0-. Introduction. Intervals and absolute value. Inequalities. Systems of inequalities. Linear and nonlinear systems of equations.

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

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

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

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

5-. Derivatives in use. Implicit differentiation. Differentiating the inverse. Linear

approximations. Polynomial approximations. Taylor´s formula. Continuity. More on limits. Intermediate value theorem. L´Hôpital´s rule. Economic examples and applications.

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

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

Educational activities

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

Face-to-face activities:

1. Theoretical/practical classes: 26 hours
2. Problem solving classes: 48 hours (each week a problem set will be assigned and some problems will be discussed in class/tutorials)
3. Exams (midterm and final exams) and other tests: 8 hours

Total face-to-face activities: 82 hours

Non face-to-face activities:

1. Personal solving problems: 24 hours
2. Personal study: 44 hours

Total non face-to-face activities: 68 hours

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

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

Assessment

* The value of academic integrity is an important part of the education of our students. The sanctions that could affect the assessment of this subject are included in the University Regulation regarding Academic Discipline and the Summary of the Honesty Policy .

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

Ordinary evaluation (December)

- Tests(2): 20% Dates: 27th September and 15th November
- Midterm exam: 30% Date: 25th October
- Final exam: 50% (It is necessary to obtain in this final exam at least 4 out of 10 points in order to take into account the rest of the grades and pass). Date: 19th December
- Bonus: 10% (5% attendance and participation in classes, 5% control exercises)

Extra-ordinary evaluation (June)

- Tests(2): 10%
- Midterm exam: 20%
- Final exam: 70% (It is necessary to obtain in this final exam at least 4 out of 10 points in order to take into account the rest of the grades and pass). Date: 10th June
- Bonus:10% (5% attendance and participation in classes, 5% control exercises)

Bibliography and Resources

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

Biblioteca | Catálogo | Recursos por materias

Office hours

Chandresh Thakrar (cthakrar@unav.es)

- room 07, Amigos Building
- hours: Wednesdays, from 18:00 to 19:00

Cristina Figueroa Sisniega (mfigueroas@unav.es):

- seminar room 06, Amigos Building
- hours: Thursdays from 17:00 to 18:00

María Castillo Latorre (mclatorre@unav.es)

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

Universidad
de Navarra

| Asignatura: **Calculus II B (F. ECONÓMICAS)** |
| *Guía Docente* |
| *Curso académico: 2019-20* |

Introduction

CALCULUS II

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

Department: Economics

School: Economics and Business

Degrees: ADEb, double degrees DADEb and DECOb

Year: 1st

Semester: 2nd

ECTS credits: 6 (approximately 150 working hours)

Type: compulsory

Language: English

 Instructors:

- Pedro Mendi, pmendi@unav.es, office 2490 (2nd floor, Tower).
- Montserrat Ana Miranda Galcerán, montse@unav.es, office 2300 (Hilera).

Course schedule and room:

- Thursdays, 10:00-11:30am. Room 10.
- Fridays, **8:15**-9:45am. Room 01.

Competences

Basic Competencies (Management and Economics)

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

General Competencies (Management and Economics)

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

Specific Competencies (Economics)

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

Specific Competencies (Management)

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

Program

A tentative calendar may be found here.

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

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

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

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

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

difference equations. Second order equations with constant coefficients. [2 weeks].

6-.Differential equations. [Chapter 21]. First order differential equations. Qualitative theory of differential equations. Solving differential equations by separating variables. First order linear differential equations. Qualitative theory. Stability. Second order differential equations. Second order differential equations with constant coefficients. [2 weeks].

Assessment

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

_____

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

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

__May exam__

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

__June exam__

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

Educational activities

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

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

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

Face-to-face activities:

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

Non face-to-face activities:

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

Total face-to-face activities: 64 hours.

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

Methodology

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

Classes of the Calculus II course will include theoretical and practical sessions, problem-solving sessions, computer laboratory sessions and seminars where particular applications to Economics and Business will be discussed.

Each week students will be given a set of problems to solve and reinforce the topics that have been learned. Office hours will be devoted to discuss these exercises.

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

Bibliography and resources

- **Sydsaeter, K., Hammond, P., Strom, A. (2012). Essential Mathematics for Economic Analysis. 4th Edition. Pearson. Find this book in the Library**
- **(Sydsaeter, K. Hammond, P., Seiserstad, A. (2008). Further Mathematics for Economic Analysis. Second Edition. FT Prentice Hall. Find this book in the Library**

- Chiang, A. and Wainwright, K. (2005). *Fundamental methods of Mathematical Economics.* 4th Edition. McGraw Hill Find this book in the Library

- Larson, R. and Edwards, B.H. (2011). *Calculus.* 9th Edition. McGraw Hill. Find this book in the Library

Biblioteca | Catálogo | Recursos por materias

Office hours

- Pedro Mendi, office 2490 (2nd floor, Tower). Office hours: Mondays and Tuesdays, 3:00-4:30pm. Email: pmendi@unav.es
- Montserrat Ana Miranda, office 2300 (2nd floor, Hilera). Office hours will be announced in due course. Email: montse@unav.es

| *Asignatura:* **CORE- Anthropology (área Ciencias Sociales)** |
| *Guía Docente* |
| *Curso académico: 2019-20* |

Introduction

CORE- Anthropology (área Ciencias Sociales)

September 2019 – April 2020

Professors: Guillon, Jean-Baptiste & García-Valdecasas Merino, Miguel

This class will be dedicated to the philosophical study of human beings and the human condition. We will discuss and evaluate various philosophical responses to the following questions:

1) what are human beings? Are they animals? Are they purely material beings or do they have an immaterial soul?

2) what is the purpose and end of the human life? Does death constitute an obstacle to the meaningfulness of the human life?

3) what are the powers of a human individual? Do we have Free Will? Are we really rational?

4) how essential to the human condition is the experience of living as a group or community? What are the roles of family, friendship, religion, art, politics, in the constitution and structure of a properly human community?

At the end of the course students are expected to be capable of:

1. identifying the anthropological presuppositions that underlie various contemporary debates in ethics and politics

2. understanding and elaborating sophisticated arguments for or against various philosophical conceptions of human beings

3. achieving a high level of coherence and argumentative justification in their own understanding of human beings, in order to get closer to truth

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

First and Second Semester Time and Location: Tuesday, 10 to 12 pm (AMI-S1-Aula B3)

Credits (ECTS): 6 – 1st. Course

Plan of Studies: Undergraduate Course

Type of Course: Obligatory

Language: English

This subject belongs to Instituto Core Curriculum of the Universidad de Navarra http://www.unav.edu/web/core-curriculum/inicio

Competences

Grado en Administración y Dirección de Empresas:

- CB2 - Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio.
- CB5 - Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía.
- CG2 - Identificar, integrar y utilizar los conocimientos adquiridos en el argumento, discusión o resolución de problemas relevantes para lo económico y empresarial.
- CG5 - Razonar de forma autónoma y crítica en temas relevantes para lo económico y empresarial.
- CG6 - Saber comunicar oralmente o por escrito resultados y análisis de utilidad en lo económico y empresarial.

- CG7 - Conocer los diferentes entornos en los que desarrolla su trabajo: la coyuntura, los mercados, el contexto histórico, legal o humanístico.
- CE14 - Comprender la influencia que el entorno económico tiene en la actividad empresarial.

Grado en Económicas:

- CT1 - Afrontar de manera crítica y reflexiva el estudio de la economía en su conexión con el resto de los saberes.
- CT2 - Identificar las cuestiones más relevantes de la existencia humana presentes en las grandes creaciones religiosas, humanísticas y científicas y adoptar una postura personal razonada frente a ellas.
- CT3 - Descubrir y enjuiciar los presupuestos antropológicos y las repercusiones éticas de la economía.
- CB2 - Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio.
- CB5 - Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía.
- CG2 - Identificar, integrar y utilizar los conocimientos adquiridos en el argumento, discusión o resolución de problemas relevantes para lo económico y empresarial.
- CG5 - Desarrollar la capacidad de razonamiento autónomo y crítico en temas relevantes para lo económico y empresarial.
- CG6 - Saber comunicar oralmente o por escrito resultados y análisis de utilidad en lo económico y empresarial.
- CG7 - Conocer los diferentes entornos en los que desarrolla su trabajo: la coyuntura, los mercados, el contexto histórico, legal o humanístico.
- CE14 - Conocer los aspectos teórico-prácticos del funcionamiento de la empresa. [error en la memoria, debería reflejar (CE8:Tener conciencia de la dimensión ética de la práctica profesional)].

Grado en Educación y Psicología:

- CG5- Haber adquirido un sentido de responsabilidad y de compromiso éticos necesarios para el ejercicio de la profesión como se manifiesta en el afán de una formación continua reforzando valores sociales como la igualdad, la diversidad y el trabajo en equipo.
- CG7- Haber adquirido competencias profesionales básicas como son: la autonomía, la flexibilidad, habilidades interpersonales, iniciativa, toma de decisiones.

- CG1- Que los estudiantes hayan adquirido conocimientos avanzados y demostrado una comprensión de los aspectos teóricos y prácticos y de la metodología de trabajo de la Pedagogía con una profundidad que llegue hasta la vanguardia del conocimiento.
- CG4- Que los estudiantes sean capaces de desenvolverse en situaciones complejas o que requieran el desarrollo de nuevas soluciones tanto en el ámbito académico como laboral o profesional dentro de la Pedagogía.
- CG5- Que los estudiantes sepan comunicar a todo tipo de audiencias (especializadas o no) de manera clara y precisa, conocimientos, metodologías, ideas, problemas y soluciones en el ámbito de la Pedagogía.
- CG6- Que los estudiantes sean capaces de identificar sus propias necesidades formativas en el campo de estudio y el entorno laboral o profesional de la Pedagogía y de organizar su propio aprendizaje con un alto grado de autonomía en todo tipo de contextos (estructurados o no).
- CE11- Conocer y saber ejercer las funciones de tutor y orientador en relación con la educación familiar.
- CE12- Promover y colaborar en acciones dentro y fuera de la escuela,organizadas por familias, ayuntamientos y otras instituciones con incidencia en la formación ciudadana.
- CE20- Saber trabajar en equipo con otros profesionales de dentro y fuera del centro en la atención a cada estudiante, así como en la planificación de las secuencias de aprendizaje y en la organización de las situaciones de trabajo en el aula y en el espacio de juego, identificando las peculiaridades del periodo 0-3 y del periodo 3-6.
- CE21- Atender las necesidades de los estudiantes y transmitir seguridad,tranquilidad y afecto.
- CE30- Valorar la relación personal con cada estudiante y su familia como factor de calidad de la educación.
- CE64- Conocer formas de colaboración con los distintos sectores de la comunidad educativa y del entorno social mico como laboral o profesional dentro de la Pedagogía Magisterio en Educación Infantil.
- CE14- Promover acciones de educación en valores orientadas a la preparación de una ciudadanía activa y democrática.
- CE22- Relacionar la educación con el medio, y cooperar con las familias y la comunidad.
- CE34- Fomentar la educación democrática de la ciudadanía y la práctica del pensamiento social crítico.
- CE35- Valorar la relevancia de las instituciones públicas y privadas para la convivencia pacífica entre los pueblos.
- CE36- Conocer el hecho religioso a lo largo de la historia y su relación con la cultura.
- CE68- Conocer formas de colaboración con los distintos sectores de la

comunidad educativa y del entorno social.
- CE66- Participar en las propuestas de mejora en los distintos ámbitos de actuación que se puedan establecer en un centro Magisterio en Educación Primaria.
- CE13- Conocer la legislación educativa, los valores democráticos y de la cultura para la paz, y las consecuencias en el ámbito la educación del principio del respeto y promoción de los Derechos Humanos.

Program

Part I: what are human beings?

1. the human animal and its place in Nature

2. the human mind: materialism

3. the human mind: dualism

4. the human mind: hylomorphism

5. the identity of persons over time

6. humans as opposed to other animals: the differences

Part II: what are the origin and the purpose of human life?

1. origins of rational beings: darwinian evolution

2. origins of rational beings: anthropic principle and the teleological argument

3. the end of human life: death and the after-life

4. the meaning of human life: individual fate

5. the meaning of human history: humanism, progress and transhumanism

Part III: what are the powers of the human animal?

1. rational power: Reason

2. active power: Freedom

3. the motives of action: desires

4. the motives of action: morality

5. the importance of the "examined life"

Part IV: what are the essential characteristics that structure the human community?

1. men and women in human societies

2. family, friendship, and community

3. the political society and the idea of civilisation

4. religiosity

Educational activities

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

1.   BRING YOUR ASSIGNED TEXT TO EVERY CLASS. It is your responsibility to do the reading as it is assigned and to bring the assigned text with you to all classes.

2.   Out of respect for your teacher and your colleagues, you must come to class ON TIME. If you consistently come to class late, I will ask you to leave.

3.   It is your responsibility to make it on time to the exams. Except in the case of serious illness or genuine emergency, there will be no make-up exam.

4.   Plagiarism, or representing other people's ideas and/or arguments as your own, will be treated as a type of academic misconduct for which the University code of conduct foresees some penalties. Discussing ideas and authors with your classmates is permissible, but you are not permitted to copy the structure and content of their papers, or develop together a single answer to your homework assignments. If you are found guilty of plagiarism you will certainly fail that assignment, and you may even fail the course.

I strongly recommend that you read the university's plagiarism guidelines carefully and consult me if you have any further questions: http://www.unav.es/facultad/fyl/politica-educativa-plagio. "El plagio intencional o por precipitacion/inadvertido puede incurrir… el cese de los estudios o la expulsion de la universidad.'

5.   The course will include a variety of pedagogical styles, including both lecture, discussion, and group work. Listening to your interlocutor, whether the teacher or your fellow students, is a sign of respect and consideration. Reserve side-conversations with other students for your own time, before or after class.

6.   Last but not least, don't be afraid to ask questions! If you don't understand something you probably aren't alone. Do everyone a favour and speak up!

Assessment

Evaluation

Mid-term examination (late november) – 40%

Final-exam (may) – 60% (the grades of both exams will be summed up, and the necessity to take again the exams at the convocatoria extraordinaria will be evaluated according to the sum).

Written essay (may) – supplementary, on a voluntary basis. The topic will be assigned by or agreed with the professor. Length: between 1.200 and 2.000 words. (Up to an extra 10% of the final grade).

Active participation will be positively valued (up to an extra 5% of the final grade).

Bibliography and resources

Bibliography and resources

All assigned texts (journal articles or selected chapters from various books) will be available on the University's AulaVirtual Adi. You do not have to buy any textbook. The following list is just an indication of some important books in the domain from which some chapters may be extracted as assigned texts.

Indicative Bibliography:

Plato, *Apology of Socrates* and *Crito* *Localízalo en la Biblioteca*

Descartes, *Meditations on First Philosophy* *Localízalo en la Biblioteca*

Peter van Inwagen, *Metaphysics*, part three "the inhabitants of the world" Localízalo en la Biblioteca

Eric T. Olson, *What are We? A Study in Personal Ontology* *Localízalo en la Biblioteca*

Eleonore Stump,*Localízalo en la Biblioteca*, part II ("the nature of human beings") and part III ("the nature of human excellence")

Thomas Nagel, *The View from Nowhere* *Localízalo en la Biblioteca*

Thomas Nagel, *Mortal Questions* *Localízalo en la Biblioteca*

Robert Nozick, *The Examined Life* *Localízalo en la Biblioteca*

Robert Nozick, *Philosophical Explanations* *Localízalo en la Biblioteca*

Stewart Goetz, *The Purpose of Life, A Theistic Perspective* *Localízalo en la biblioteca*

Schedule of Readings

TBA				

Office hours

Dr. Jean-Baptiste Guillon - Library Building Office 2170
Wednesday from 9:00 to 10:30

Thursday from 9:00 to 10:30

or by appointment (jguillon@unav.es)

Introduction

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

Principles of Macroeconomics A (F. ECONÓMICAS)

Course name: PRINCIPLES OF MACROECONOMICS (6 ECTS)

Course description:

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

Degree: Degree in Economics & Degree in Managament

Department: Economics

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

Instructor: Mirko Abbritti (mabbritti@unav.es)

Competences

Basic Competencies (Management and Economics)

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

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

General competences (Management and Economics)

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

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

Specific competences (Economics)

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

Specific competences (Management)

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

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

Program

Part 1: Introduction

Part 2: The Data in Macroeconomics

1. Measuring a Nation's Income

- The Economy's Income and Expenditure

- How to Measure Gross Domestic product (GDP)

- The Components of GDP

- Real versus Nominal variables

2. Measuring the Cost of Living

- The Consumer Price Index

- Inflation

Part 3: The Real Economy in the Long-Run

4. Production and Growth

- Economic Growth around the World

- Productivity: Role and Determinants

- How to Foster Economic Growth

5. The Financial System

- Financial Institutions

- Saving and Investment in the National Accounts

- The Basic Tools of Finance

6. Unemployment

- How to Measure Unemployment?

- Why is there Unemployment?

- Alternative Theories

Part 4: Money and Prices in the Long-Run

7. The Monetary System

- What is Money?

- Central Banks, Commercial Banks and Monetary Policy

8. Inflation: Causes and Costs

- What Causes Inflation: the Classical Theory of Inflation

- Costs and Benefits of Inflation

9. Open Economy Macroeconomics

- The International Flows of Goods and Capital

- The Prices for International Transactions: Real and Nominal Exchange Rates

- Theories of Exchange Rate Determination

10. Aggregate Demand and Supply

- Key Facts about Economic Fluctuations

- Explaining Short-Run Economic Fluctuations

- The Aggregate Demand Curve

- The Aggregate Supply Curve

- What Causes Recessions?

11. Influence of Economic Policy on Aggregate Demand

- Monetary Policy

- Fiscal Policy

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

- The Phillips Curve

- The Role of Expectations

- The Role of Supply Shocks

- The Cost of Reducing Inflation

Educational activities

EA1. On-campus classes

EA2. Supervised projects (independently and in groups)

EA3. Tutorials

EA4. Individual Study

EA5. Assessment

Assessment

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

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

The grade of the retake exam is calculated as follows:

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

Bibliography and Resources

Main Reference:

Mankiw, G. and Taylor, M.P: Economics, Cengage learning, 2nd edition Find it in the Library

Complementary References:

Bernanke, B. and Frank, R: Principles of Economics, McGraw-Hill, 3rd edition Find it in the Library

Krugman, P. and Wells, R.: Macroeconomics, Worth Publishers, 3rd edition. Find it in the Library

| Asignatura: **Principles of Macroeconomics B (F. ECONÓMICAS)** |
| *Guía Docente* |
| *Curso académico: 2019-20* |

Introduction

Principles of Macroeconomics B (F. ECONÓMICAS)

Course name: PRINCIPLES OF MACROECONOMICS (6 ECTS)

Course description:

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

Degree: Degree in Economics & Degree in Managament

Department: Economics

Course Time: Tuesday 8-10 (Aula 01) and Wednesday 10-12 (Aula B2)

Instructor: Mirko Abbritti (mabbritti@unav.es)

Competences

Basic Competencies (Management and Economics)

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

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

General competences (Management and Economics)

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

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

Specific competences (Economics)

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

Specific competences (Management)

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

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

Program (Outline)

Part 1: Introduction

Part 2: The Data in Macroeconomics

1. Measuring a Nation's Income

- The Economy's Income and Expenditure

- How to Measure Gross Domestic product (GDP)

- The Components of GDP

- Real versus Nominal variables

2. Measuring the Cost of Living

- The Consumer Price Index

- Inflation

Part 3: The Real Economy in the Long-Run

4. Production and Growth

- Economic Growth around the World

- Productivity: Role and Determinants

- How to Foster Economic Growth

5. The Financial System

- Financial Institutions

- Saving and Investment in the National Accounts

- The Basic Tools of Finance

6. Unemployment

- How to Measure Unemployment?

- Why is there Unemployment?

- Alternative Theories

Part 4: Money and Prices in the Long-Run

7. The Monetary System

- What is Money?

- Central Banks, Commercial Banks and Monetary Policy

8. Inflation: Causes and Costs

- What Causes Inflation: the Classical Theory of Inflation

- Costs and Benefits of Inflation

Part 5: The Macroeconomics of Open Economies

9. Open Economy Macroeconomics

- The International Flows of Goods and Capital

- The Prices for International Transactions: Real and Nominal Exchange Rates

- Theories of Exchange Rate Determination

Part 6: Short Run Economic Fluctuations

10. Aggregate Demand and Supply

- Key Facts about Economic Fluctuations

- Explaining Short-Run Economic Fluctuations

- The Aggregate Demand Curve

- The Aggregate Supply Curve

- What Causes Recessions?

11. Influence of Economic Policy on Aggregate Demand

- Monetary Policy

- Fiscal Policy

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

- The Phillips Curve

- The Role of Expectations

- The Role of Supply Shocks

- The Cost of Reducing Inflation

Assessment

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

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

The grade of the retake exam is calculated as follows:

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

Bibliography

Main Reference:

Mankiw, G. and Taylor, M.P: Economics, Cengage learning, 2nd edition Find it in the Library

Complementary References:

Bernanke, B. and Frank, R: Principles of Economics, McGraw-Hill, 3rd edition Find it in the Library

Krugman, P. and Wells, R.: Macroeconomics, Worth Publishers, 3rd edition. Find it in the Library

Biblioteca | Catálogo | Recursos por materias

Office hours

Office Hours Mirko Abbritti: Monday 15-17 or by appointment.

Office 4090, Ed. Amigos, fourth floor.

Introduction

Principles of Microeconomics A (F. ECONÓMICAS)

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

6 ECTS (European Credit Transfer System)

Departament: Economics

Faculty: Economics and Management

Degrees: Economics and Business Management

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

Basic subject

Competences

Basic Competencies (Management and Economics)

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

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

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

General Competencies (Management and Economics)

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

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

Specific Competencies (Economics)

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

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

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

Specific Competencies (Management)

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

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

Programme

I. Introduction

Chapter 1: Economic principles   **Ch1**

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

II. Working of Markets

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

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

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

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

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

III. Consumer Theory

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

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

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

Chapter 10: Perfectly competitive markets   **Ch11**

Chapter 11: Monopoly   **Ch12**

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

Note: The literature references refer to the Frank book.

Assessment, Educational Activities, Bibliography

Evaluation (mark out of 10)

- Ordinary AND extraordinary examination date:

    Final exam: 50%

    Partial exam: 30%

    Continuous evaluation: 20% mini-exams

    OPTIONAL: additionally up to 10% in problem sets (as specifcied below)

- Two mini-exams, partial and final exam: for the dates see "important dates" in ADI.
- Problem Sets: all problem sets are corrected in class except for one question each in Problem Sets 2 to 5 which is randomly selected by the professor at the beginning of the corresponding practical session. Students hand in only this question and the professor grades it. The answers are collected at the beginning of the corresponding class. **Any student who didn't hand in the answer at that time receives no additional points or % for this problem set.**
- The final exam consists of two parts: the first and longer one contains questions that mainly require mathematical solutions (similar to the problem sets). The second part consists of theoretical questions. **All questions are evaluated as multiple choice questions - wrong answers are penalized**.
- The mid-term and mini-exams are similar to the final exam but shorter. In the mini-exams there are no multiple choice questions.
- The mathematical exam questions are based on problem sets *two to five* which the student is elaborating by him/herself during the semester. A student can find copies in ADI of last year's final and mid-term exam. While solutions will not be provided in ADI, the students are invited to elaborate solutions on their own and

ask any doubts about them during office hours.

- Problem Sets (except for the questions graded by the professor), the mini and partial exams are solved in practical classes.
- The duration of the final exam is 75 minutes and that of the mid-term exam 50 minutes.

Educational Activities

Theoretical and practical classes are imparted and are compulsory. The students attend and actively participate in theoretical classes. The students prepare problem sets and contribute to solving them in practical classes. One question each of problem sets 2 to 5 is randomly selected by the professor and graded. Therefore, those question will not be corrected in class.

HONESTY IS THE BEST POLICY

(Ethics Committee Provisions Against Plagiarism and Copying)

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

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

Sanctions include:

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

Recommended Bibliography

Frank, Robert (2010) *Microeconomics and Behavior*, McGraw Hill, 8th edition. Find it in the Library

Biblioteca | Catálogo | Recursos por materias

Other Bibliography

Bernanke, Ben and Robert Frank (2008) *Principles of Economics.* McGraw Hill, 4th edition. Find it in the Library

Varian, Hal R. (2002) *Intermediate Microeconomics*, W. W. Norton & Company, 6th edition. Find it in the Library

Important Dates

All students:

Miniexam 1: Friday, October 4th, 8:30-9:10, Aula 11

EXTRA LECTURE ON Thursday, November 14th: 8:00-10:00 in Aula 1.

Miniexam 2: ~~Thursday, November 14th~~, ~~8:30-9:10, Aula 1~~

Wednesday, Nov 13th, 12:00-12:40 in Aula 15 (changed on Oct 11th)

Partial Exam: Wednesday, ~~October 30th~~, Noveber 6th, 12:00-12:50, Aula 15 (changed on Oct 11th)

Final Exam: Monday, December 9th, 10:30-11:45, place: tba

Exam Revision: tba

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

Final Re-Take Exam: June 16th, 10:30-11:45, place tba

The retake exam finale grades are published on tba and revision takes place thereafter!

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

Regular theoretical and applied classes are scheduled.

Cronograma - Timetable of Educational Activities

	Lecture Hrs.	Chapter	Problem Set Hrs.	Activity	Study Hrs. (theory)	Preparation Hrs. (PS / Exams)	STUDENT
Week 1	4	1; 2	0		3		7
Week 2	4	2; 3	0		3PS 1	3	10

Week 3		4	4; 5	0		3	PS 1; 2	3	10
Week 4		2	5; 6	2	PS 1	3	PS 2	3	10
Week 5	Mini ex 1	2	6; 7	2	PS 2	3	PS 3	3	10
Week 6		4	8	0		3	PS 3	5	12
Week 7		2	8	2	PS 3	3	Partial Exam	5	12
Week 8		0	8	2	PS 4 & Partial	3	PS 4	3	8
	Partial Exam	2							2
Week 9		4	9	0		3	PS 4	3	10
Week 10		2	9;10	2	PS 4	3	PS 5	3	10
Week 11	Mini ex 2	2	10	2	PS 5	3	PS 5	3	10
Week 12		4	11; 12	0		3	Final exam	3	10
Week 13		2	12	2	PS 5	0	Final exam	10	14
Week 14		2		0		0	Final exam	13	15
Final Exam		2							2
150		40		14		36		60	150

Professor and Office Hours

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

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

Office Hours: in order to attend office hours you need to book a slot in advance

book a slot for office hours on MONDAY, November 25th,

book a slot for office hours on THURSDAY, December 5th.

Exam Revision (please book a slot from December 10th on) is personal during the following revision hours:

Monday, Dec 16th (will be open from 10.12. on)

Tuesday, Dec 17th (will be open from 10.12. on)

There is no other way to revise your exam. In particular, exam revision cannot be carried out by email, phone, etc.

Welcome

Principles of Business Administration B (F. ECONÓMICAS)

Dear All,

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

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

Tutorials are offered on:

Mondays from 17.00 to 19.00.
Tuesdays from 10.00 to 12.00.
Wednesdays from 12.00 to 14.00.

Please contact Dr. Marcel Meyer (mmeyer@unav.es). Room 2050, Amigos Bldg.

Best regards,

Marcel Meyer

Introduction

Course name: Introduction to Business Administration

Course description:

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

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

1. The development of strategic and critical thought.

2. The analysis and implementation of strategy.

3. The role of the 'human' factor in strategic management.

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

The course is led by Professor Dr. Marcel Meyer: mmeyer@unav.es

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

<u>**Additional Course Information:**</u>

Year: First

Semester: Second

Number of credits: 6 ECTS

Type of course: Required

Language: English

<u>Competencies</u>

Competencies

<u>This course is designed in such a way…</u>

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

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

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

General Competencies:

<u>The course further fosters the following general competencies:</u>

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

CG4) Team-work.

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

Specific Competencies (ECO):

The course further fosters the following specific competencies:

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

Specific Competencies (ADE):

The course further fosters the following specific competencies:

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

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

CE9) Work with computer tools for decision making.

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

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

Educational Activities

Learning Results

On successful completion of the course students will be able to:
a. Analyse an organisational situation.
b. Identify key strategic issues in organizations.
c. Develop and evaluate strategic options to address issues in an organisational setting and deliberate upon strategy implementation issues.

d. Contrast and critically compare schools of thought in the strategy literature.

e. Express assessments and ideas in writing and orally.

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

Additional information regarding the written assignment:

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

Outline

Management Summary (1/2 page)

Introduction (1 page)

Company Presentation (2 pages)

External Analysis (2 pages)

Internal Analysis (2 pages)

Analysis of the strategy (2 pages)

Conclusions and Recommendations (1pages)

Bibliography.

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

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

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

Program

Course Program:

Introduction

Topic 1: The Business Firm. (4 classes)

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

Part 1: Inside the business: Internal analysis:

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

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

Topic 5: Organization Structure. (1 class)

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

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

Part 2: Oral Presentations (2 classes)

Part 3: The environment: External analysis

Topic 8: Industry Evolution. (1 class)

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

Part 4: The human factor: Going above and beyond

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

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

Assessment

Assessment strategy

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

Bibliography

Bibliography and Resources

Basic:

Cameron, K. S., Dutton, J. E., & Quinn, R. E. (2003). *Positive Organizational Scholarship: Foundations of a new discipline.* San Francisco, CA: Berrett-Koehler. Localízalo en la Biblioteca (ebook)

Grant, R. (2005). *Contemporary Strategy Analysis* (fifth edition). Malden, MA: Blackwell Publishing. Localízalo en la Biblioteca

Meyer, M. (2015). Positive business: Doing good and doing well. *Business Ethics: A European Review*, 24 (S2), 175–197. Localízalo en la Biblioteca

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

Additional / Recommende:

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

Introduction

Course name: Introduction to Business Administration

Course description:

The subject offers the students different ideas on what managers do and in what contexts managerial action happens. Thus, it not only has a practical focus - what do managers do? - but also enables students to understand the axiomatic underpinnings of different approaches to managing. The latter enables students to reflect on their own practice and on emerging theories for the rest of their lives.

Degree: IDM, GML

Year: First

Semester: Second

Lecture schedule: TBD

Number of credits: 6 ECTS

Type of course: Required

Language: English

Instructors: **Matthias Huehn** (mhuehn@unav.es)

Department: Business

Office: n.1430, *Edificio Amigos*

Office Hours: Mondays and Tuesdays from 12:00 to 13:00

Competences

The course has two related goals: teach students about the different views on what managing actually involves and enable them to reflect on these different approaches so that their learning does not stop but accelerates when they become practicing managers. Its goal therefore is to act as a primer for life-long learning in management.

- Students should demonstrate knowledge and understanding of the subject area based on seminal texts, but that also encompasses aspects that suggest knowledge of the leading edge of their field of study.
- Students should be able to apply their knowledge to their job or vocation in a professional way.
- Students should be able to reflect on why they gather and interpret certain data and not other. So they are able to critically assess their judgment calls. That encompasses consideration of relevant social, scientific and ethical topics.
- Students should be able to convey information, ideas, problems and solutions to both specialised and general audiences.
- Students should have developed the learning skills necessary to undertake higher programmes of study with greater independence.
- Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.
- Teamwork.
- Developing the capacity for independent critical thought on matters relevant to

economics and business.

- Communicating results and analyses useful in economics and business, both verbally and in writing.
- Knowing the different settings in which work is done: circumstances and markets, as well as historic, legal and humanistic contexts.

Educational Activities

I. Classroom teaching activities

1. Lectures

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

2. Presentations (Required)

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

4. Evaluation

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

II. Personal work

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

1. Students must read all the papers before the presentation.

2. Students should conduct personal study using the notes they take during the lectures.

3. Students have to engage in team work and meet with the professor as a group to prepare their presentation.

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

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

Assessment

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

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

- Presentation   30 %

- Final exam   40 %

- Class Participation 30 %

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

Criteria to pass the course

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

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

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

Exams review

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

Special assessment

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

Students with special learning needs

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

Bibliography and Resources

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Office Hours

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

My office is on the Gallery: 2240

Mondays and Tuesdays 12:00 to 13:00 and by prior email appointment.

My office is in the Gallery: 2240