



Asignatura: Financial Accounting III (F. ECONÓMICAS)

Guía Docente

Curso académico: 2019-20

Introduction

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

Financial Accounting III (F. ECONÓMICAS)

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

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

LANGUAGE:

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

CREDITS:

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

LECTURES:

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

OFFICE HOURS:

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

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

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



INSTRUCTORS:

Sylvia Sadakova: ssylvia@alumni.unav.es

Gerán López Espinosa (glespinosa@unav.es)

Course Overview

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

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

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

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

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

Competences

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



consequences and to be able to apply this theoretical knowledge into practice.

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

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

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

Skills and Competences related to the Field of Study:

Sense of responsibility and effort.

Critical and self-critical capacity.

Task planning and time management.

Development of logical reasoning.

Ability to analyze problems and synthesize solutions.

Autonomous learning ability.

Acquire verbal communication skills.

Acquire teamwork skills.

Punctuality and ethics at work.

Competences related to the subject:

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

Ability to analyze and interpret real cases and look for solutions in the



specific regulation environment.

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

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

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

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

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

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

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

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

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

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



BASIC, GENERAL AND SPECIFIC COMPETENCES OF THE SUBJECT.

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

Basic Competencies (Management and Economics)

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

General Competencies (Management and Economics)

- GC2. Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.
- GC3. Mastering the digital, mathematical and technical tools necessary for academic and professional activity in economics and business.
- GC4. Teamwork.
- GC5. Developing the capacity for independent critical thought on matters relevant to economics and business.
- GC6. Communicating results and analyses useful in economics and business, both verbally and in writing.

Specific Competencies (Economics)

- SC14. Understanding the theory and practice of business operations.

Specific Competencies (Management)

- SC1. Possessing a thorough knowledge of the General Accounting Plan as well as accounting and finance theory.
- SC2. Understanding the most relevant aspects of corporate transactions, financial derivatives, risk management and investment projects.
- SC3. Analyzing a business's real-life accounting and finance situation and making projections about its future.



Program

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

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

Educational Activities

Class Participation and Attendance:

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

Individual Study Commitment:

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

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

In Class Lectures: 56 Hours

Individual Preparation: 68 Hours

Assigned Reading: 24

Exercise Practice: 24

Other Activities: 20 Hours

Exams and Exam Preparation: 28 Hours

Exams: 7 Hours

Exam Preparation: 21 Hours



Academic Honesty:

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

Assessment

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

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

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

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

Bibliography and Resources

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

MAIN TEXTBOOK:

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

ISBN: 0077121716

Copyright year: 2013

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



[Biblioteca](#) | [Catálogo](#) | [Recursos por materias](#)

Office Hours

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

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

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

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

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

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

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



Universidad
de Navarra

Asignatura: Core Interfacultativo- Ética (área Ciencias Sociales), grupo A, 2º sem

Guía Docente

Curso académico: 2019-20

Presentación

DATOS DE LA ASIGNATURA

Ética, Grupo Interfacultativo (Segundo semestre)

Pinche [aquí](#) para más información sobre el itinerario interfacultativo

La página del primer semestre se puede consultar [aquí](#).

Nombre: Ética

Curso: 2º Grados Facultad de Educación y Psicología.

Duración: Semestral

Créditos: 3 ECTS

Numero de horas de trabajo del alumno: 75-90

Requisitos (para el buen aprovechamiento): haber cursado Antropología

Profesor: Gonzalo Alonso Bastarreche (gabastarrec@unav.es)

Despacho 1160 del edificio de Biblioteca de Humanidades

Departamento responsable: Instituto Core Curriculum

Plan de estudios: Grado

Tipo de asignatura: Obligatoria

Idioma en que se imparte: Castellano

Competencias

Además de las competencias del primer semestre, las propias del segundo del segundo semestre en el Itinerario Interfacultativo son las siguientes:



Competencias específicas:

Declarativas o conceptuales (saber)

- Leer y comprender obras fundamentales en la historia de la ética.
- Leer y comprender obras literarias y su relación con la ética.

Procedimentales (saber hacer)

- Reflexionar acerca de la relación entre ética, literatura y vida humana.
- Analizar el contenido de obras filosóficas y literarias.
- Ser capaz de escribir un texto argumentativo (tipo *paper*).
- Argumentar por escrito acerca de cuestiones morales.
- Argumentar oralmente acerca de cuestiones morales.

Actitudinales (deber ser)

- Desarrollar la capacidad retórica.
- Ser capaz de establecer la relación entre lo estudiado y la propia situación cultural y vital.

Programa

El programa consiste en la lectura y comentario de las siguientes obras:

Platón, *Apología de Sócrates*, trad. anotada con introducción y análisis de Alejandro Vigo, Santiago de Chile, 3ra. e-dición corregida y ampliada, 2001.

Ortega y Gasset, J., "La rebelión de las masas" en Ortega y Gasset, J., *La rebelión de las masas*, Alianza, Madrid, 2014 (pp. 65-189).

Huxley, A. *Un mundo feliz*, tr. Jesús Isaías Gómez López, Cátedra, Madrid, 2013.

Aristóteles, *Ética a Nicómaco*, trad. Julio Pallí, Gredos, Madrid, 2010. (Libros I y selección del X)

Aristóteles, *Ética a Nicómaco*, trad. Julio Pallí, Gredos, Madrid, 2010. (Libros VIII y IX).

Shakespeare, W., *Macbeth*, trad. Manuel Ángel Conejero, Cátedra, Madrid, 1987.

San Agustín, *Confesiones*, trad. Primitivo Tineo, Ciudad Nueva. Madrid. 2003.

Homero, *Odisea*, trad. José Luis Calvo, Cátedra, Madrid, 2006. (Libros I-IV)

Homero, *Odisea*, trad. José Luis Calvo, Cátedra, Madrid, 2006. (Libros V-XXIV).

Actividades formativas



DISTRIBUCIÓN DEL TIEMPO

21 h.: seminario (28 sesiones de 45 m.)

45 h.: lectura de los libros del programa

4 h.: Redacción de las respuestas breves

4 h.: Redacción del ensayo breve

10 h: Redacción del ensayo final

0,5 h.: Comentario del ensayo breve con el profesor

4 h.: Jornada para la exposición de los ensayos finales

TOTAL: **90 horas** de trabajo

ACTIVIDADES FORMATIVAS

- Lectura de los libros

- Redacción de los ensayos y preguntas

- Entrevistas con el profesor

- Exposición en clase de los ensayo

- Discusión y comentario de los textos en clase

- Sesiones de método: Para los alumnos que cursan las asignaturas del itinerario interfacultativo se ha diseñado un programa complementario de sesiones de método. Se trata de 5 sesiones en las que se explicarán de modo teórico-práctico diversas cuestiones necesarias para el buen aprovechamiento de las asignaturas. La participación con aprovechamiento se valorará con hasta 0,5 puntos extra sobre la nota final de la asignatura. La información (contenidos, fechas y horario) de la sesiones está disponible en:

https://aula-virtual.unav.edu/webapps/blackboard/execute/content/blankPage?cmd=view&content_id= 242189_1&course_id= 9080_1&mode=reset

Evaluación

1. Participación activa en las clases de seminario sobre los libros, redacción de breves respuestas y realización de los controles de lectura (4 puntos)

1.1. Se realizarán, aleatoriamente, breves controles de lectura (1 punto)

1.2. Redacción semanal de 10 líneas de respuesta a una pregunta sobre de los libros de las asignaturas (1 punto). Estas respuestas se emplearán para el el desarrollo de las clases.

1.3. Se valorará además la participación en forma de preguntas y comentarios que demuestren que se



ha reflexionado sobre las lecturas realizadas (2 puntos)

3. Redacción un ensayo (*paper*) de entre 700 y 1.000 palabras sobre uno de los libros leídos en la primera mitad del semestre (2 puntos). Se entregará, a través de ADI, a mitad del semestre, en la fecha que se fije al comienzo del semestre.

4. Redacción de un ensayo (*paper*) final sobre 3 de los libros de la asignatura, con un tema acordado con el profesor (4 puntos). Se entregará al final del semestre, a través de ADI, en la fecha que se fije al comienzo del semestre.

4.1. Este ensayo tendrá una extensión de 5-7 páginas (a espacio sencillo), es decir, entre 2.500 y 3.500 palabras.

4.2. Se organizará una jornada la última semana del semestre (abril) para exponer y comentar todos los ensayos. No habrá, por tanto, examen final de la asignatura en las fechas de exámenes de mayo.

5. Participación con aprovechamiento en la [sesiones complementarias](#) de método (0,5 puntos extra):

En principio, en la calificación de los apartados 3 y 4 se usará la "calificación progresiva": la nota que contará para los 6 puntos de esos apartados será la del ensayo final. Puesto que la capacidad de redactar ensayos se va desarrollando a lo largo del semestre, lo habitual es que en el ensayo breve se obtengan calificaciones inferiores a las del ensayo final. Y este último ensayo es el que mejor puede reflejar el aprendizaje alcanzado en la asignatura. En el improbable caso de que la aplicación de la calificación progresiva perjudicara la nota final del alumno, se mantendría la media aritmética ponderada (2+4 puntos).

Calificación anual:

En el primer semestre: Se obtendrán 5 de los 10 puntos de la nota final de la asignatura.

En el segundo semestre: Se obtendrán los otros 5 de los 10 puntos de la nota final de la asignatura.

Calificación final de la asignatura (mayo): La nota final de la asignatura (en mayo) será la suma de las calificaciones del primer y el segundo semestre.

Convocatoria extraordinaria de junio

Quienes no hayan superado la asignatura en la convocatoria ordinaria, deberán examinarse de toda la materia del curso en la extraordinaria. El primer semestre se evaluará mediante un examen. La evaluación del segundo semestre en junio consistirá en la redacción de un nuevo ensayo final. El resto de calificaciones obtenidas en el segundo semestre se mantendrán.

Alumnos que repiten la asignatura



Deberán realizar de nuevo todas las tareas y exámenes.

Bibliografía y recursos

Platón, *Apología de Sócrates*, trad. anotada con introducción y análisis de Alejandro Vigo, Santiago de Chile, 3ra. e-dición corregida y ampliada, 2001. [Localízalo en la Biblioteca](#)

Ortega y Gasset, J., "La rebelión de las masas" en Ortega y Gasset, J., *La rebelión de las masas*, Alianza, Madrid, 2014 (pp. 65-189). [Localízalo en la Biblioteca](#)

Shakespeare, W., *Macbeth*, trad. Manuel Ángel Conejero, Cátedra, Madrid, 1987. [Localízalo en la Biblioteca](#)

Aristóteles, *Ética a Nicómaco*, trad. Julio Pallí, Gredos, Madrid, 2010. (Libros I y X; VIII y IX). [Localízalo en la Biblioteca](#)

San Agustín, *Confesiones*, trad. Primitivo Tineo, Ciudad Nueva. Madrid. 2003. (Libros I, II, IV, VII y selección del X: nn 1-27). [Localízalo en la Biblioteca](#)

Homero, *Odisea*, trad. José Luis Calvo, Cátedra, Madrid, 2006. [Localízalo en la Biblioteca](#)

Huxley, A. *Un mundo feliz*, tr. Jesús Isaías Gómez López, Cátedra, Madrid, 2013. [Localízalo en la Biblioteca](#)

Horarios de atención

Edite el contenido aquí



Universidad
de Navarra

Asignatura: Global Political Economy A (F. ECONÓMICAS)

Guía Docente

Curso académico: 2019-20

Introduction

GLOBAL POLITICAL ECONOMY A

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

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

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

Department: Economics

School: Economics and Business.

Degrees: Economics and Business Administration

Year: 2nd

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

Organisation: Second semester (January - May)

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

Course type: Basic.

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

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

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

Lecture Times and Room:



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

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

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

Competences

DEGREE IN ECONOMICS

Basic Competencies (Economics)

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

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

General Competencies (Economics)

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

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

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

Specific Competencies (Economics)

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

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

DEGREE IN MANAGEMENT

Basic Competencies (Management)

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

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



General Competencies (Management)

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

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

Specific Competencies (Management)

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

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

Program

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

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

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

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

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

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

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

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



Educational activities

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

TRAINING ACTIVITIES ("actividades formativas")

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

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

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



af4. Time of individual study: 60 hours.

af5. Examinations: 4 hours.

TOTAL WORK HOURS : 150 hours.

Assessment

Important note about academic honesty:

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

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

Sanctions include:

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

May Total:

*** The final exam is comprehensive**

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

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

JUNE Total:

Maximum of the two following options:

Option A)



June exam: 80%

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

Option B)

June exam: 90%

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

SPECIAL CASES :

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

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

ASSESSMENT ITEMS:

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

Bibliography and Resources

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

Some recommended books for visualization:

Good Charts: The HBR Guide to Making Smarter, More Persuasive Data Visualizations (S Berinato)

Storytelling with Data: A Data Visualization Guide for Business Professionals (C Nussbaumer) [Find it in the Library](#) (ebook)

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



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[Biblioteca](#) | [Catálogo](#) | [Recursos por materias](#)

Office Hours

Professor: Isabel Rodriguez Tejedó

Office: 3090 (Third Floor of the tower)

Office hours:

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

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

Contents



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

Guía Docente

Curso académico: 2019-20

Introduction

<http://www.unav.edu/asignatura/infinantialB1econom/>

Url_friendly.get@ @ X @ X @

Investments in Financial Markets B (F. Economic)

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

Executive summary

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

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

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

General information

Instruction language	English
Type of course	second course in Finance, first in investments
Course credits	6 ECTS (European Credit Transfer System)
Semester	first
Pre-requisites	basic course in Finance (Fundamentals of Finance) basic course in probability and statistics
Classrooms/timetable	Aula 04/ Mondays (08:00-10:00) and Wednesdays (12:00-14:00)
Office	2300 Amigos Building, 2nd floor
Email	Abanon@unav.es



Competences

- CB2 Students should be able to apply their knowledge to their job or vocation in a professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.
- CB5 Students should have developed the learning skills necessary to undertake higher programs of study with greater independence.
- CG2 Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.
- CG4 Teamwork.
- CG5 Developing the capacity for independent critical thought on matters relevant to economics and business.
- CE2 Understanding the most relevant aspects of corporate transactions, financial derivatives, risk management, and investment projects.
- CE3 Analyzing a business's real-life accounting and finance situation and making projections about its future.
- CE4 Understanding business in theory and in practice, as well as businesses' organizational structures and the relationships between their different components.
- CE8 Developing case studies on subjects related to economics and business.
- CE1
0 Incorporating mathematical reasoning and quantitative tools in a business's decision-making processes.

Textbook

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

[Find it in the Library](#)

Organization

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

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

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

Regarding the **slides**, BKM provides ready-made PowerPoint slides which can be downloaded free-of-charge from the textbook's website. We will use these slides in class, but you need to take note of which slides were discussed. This will help you with your personal study and in doing each topic quiz.

Program

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

Topic 1: overview of financial markets



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

Topic 2: equity securities

- Equity valuation (Ch13)
- Financial statement analysis (Ch14)

Topic 3: derivative securities

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

Topic 4: measuring risk and return

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

Topic 5: debt securities

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

Grading

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

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

- | | |
|----------------------------------|-----|
| • Mid-term exam | 25% |
| • Final exam (<u>December</u>) | 60% |
| • Participation and activities | 15% |

A grade of 4.5 or above in the final exam will be necessary to pass the exam, no matter how the other grades are.

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



- Final exam (June) 80%
- Midterm exam 20%

A grade of 4.5 or above in the final exam will be necessary to pass the exam, no matter how the other grades are.

Office hours

Professor Álvaro Bañon

Office 2300 Amigos Building, 2nd floor

Email abanon@unav.es

Office hours Tuesdays 11:00-12:00; Fridays 10:00-12:00. Please send an email in case you are coming

Professor Diem Nguyen

Office 2520 Amigos Building, 2nd floor (Tower)

Email nguyen@unav.es

Office hours Please schedule a meeting with me via email

Info&Activities

Hello. You will find attached the activities for chapters 1-2. You have to upload a PDF documents with questions and answers before **Sunday 15th at 23:59**. The platform will not allow you to upload it later. I will not admit any document sent by email. This is an individual assignment. We will solve them in class the 23rd and I will call some of you to explain your answers.

Be aware of the deadline.

Hello. You will find attached the activity for chapter 3. You have to upload a PDF documents with questions and answers before Thursday **19th at 23:59**. The platform will not allow you to upload it later. I will not admit any document sent by email. This is an individual assignment. We will solve them in class the 23rd and I will call some of you to explain your answers.

Be aware of the deadline.

Hello. You will find attached the activity for Too Big to Fail, the Movie that we watched. You have to upload a PDF documents with questions and answers before Friday **20th at 23:59**. The platform will not allow you to upload it later. I will not admit any document sent by email. This is an individual assignment. We will solve them in class the 23rd and I will call some of you to explain your answers.

Be aware of the deadline.

Hello. You will find attached extra activities for chapter 3. You have to upload a PDF documents with questions and answers before Sunday 22nd **at 23:59**. The platform will not allow you to upload it later. I will not admit any document sent by email. This is an individual assignment. We will solve them in class the 23rd and I will call some of you to explain your answers.



Be aware of the deadline.

Hello. You will find attached activities for chapters 13 and 14. You have to upload a PDF document with questions and answers before Sunday, Oct 6th **at 23:59**. The platform will not allow you to upload it later. I will not admit any document sent by email. This is an individual assignment. They will be solved in class on the 7th and some of you will be asked to explain your answers.

Be aware of the deadline.

Hello. You will find attached extra activities for chapter 15-17. You have to upload a PDF documents with questions and answers before Saturday 26th **at 23:59**. The platform will not allow you to upload it later. I will not admit any document sent by email. This is an individual assignment. We will solve them in class the 28th and I will call some of you to explain your answers.

Be aware of the deadline.

Hello. You will find attached activities for chapters 5 and 6. You have to upload a PDF document with questions and answers before Sunday, Nov 17th **at 19:59**. The platform will not allow you to upload it later. I will not admit any document sent by email. This is an individual assignment. They will be solved in class on the 7th and some of you will be asked to explain your answers.

Be aware of the deadline.

Hello. You will find attached activities for chapter 7. You have to upload a PDF document with questions and answers before Sunday, Nov 17th **at 19:59**. The platform will not allow you to upload it later. I will not admit any document sent by email. This is an individual assignment. They will be solved in class on the 7th and some of you will be asked to explain your answers.

Be aware of the deadline.

Hello. You will find attached activity for THE BIG SHORT. You have to upload a PDF document with questions and answers before Sunday, Nov 17th **at 19:59**. The platform will not allow you to upload it later. I will not admit any document sent by email. This is an individual assignment. They will be solved in class on the 7th and some of you will be asked to explain your answers.

Be aware of the deadline.

Hello. You will find attached activity for chapter 10. You have to upload a PDF document with questions and answers before Sunday, Nov 24th **at 19:59**. The platform will not allow you to upload it later. I will not admit any document sent by email. This is an individual assignment. They will be solved in class on the 25th and some of you will be asked to explain your answers.

Be aware of the deadline.



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SLIDES



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

Guía Docente

Curso académico: 2019-20

Introduction

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

Macroeconomics: Theory and Policy B (F. ECONOMICAS)

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

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

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

ACADEMIC YEAR 2019-2020

Departament: Economía (economics)

School: Economics and Business Administration

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

Itineraries: All

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

Timing: First semester, September- December

Number of ECTS credits: 6 cr (150 h)

Type of course: Compulsory

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



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

Language: Spanish or English, depending on the group

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

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

See details in the school's webpage

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

Competences

Basic Competencies (Management and Economics)

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

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

General Competencies (Management and Economics)

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

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

Specific Competencies (Economics)

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

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

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

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

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

Specific Competencies (Management)



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

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

Program (Outline)

Program:

CHAPTER 1 Introduction

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

CHAPTER 2 Demand

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

CHAPTER 3 Supply

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

CHAPTER 4 Growth



- Basic concepts
- Solow model

CHAPTER 5 Cycles

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

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

Week 1 - Ch. 1

Week 2 - Ch. 1

Week 3 - Ch 2

Week 4 - Ch 2

Week 5 - Ch 2

Week 6 - Ch 2

Week 7 - Ch 3

Week 8 - Ch 3

Week 9 - Ch 3

Week 10 - Ch 4

Week 11 - Ch 4

Week 12 - Ch 4

Week 13 - Ch 5

Week 14 - Ch 5 & review



Educational Activities

Educational activities:

On campus classes: (54 hrs)

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

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

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

Individual study: (85-90 hrs)

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

Tutorials: (2 hrs):

Presenting and solving of doubts and questions with the instructor

Assesment: (4 hrs)

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

How to study for the class:

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

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

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

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



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

Step 4) Ask the instructor for help with any questions

Assessment

December:

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

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

Pop quizzes in class: 15%

June:

Midterm: 20%

December exam: 10%

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

Pop quizzes in class: 15%

Description of assessment activities:

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

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

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

Observations:

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

- Both final and midterm are compulsory



- The final is comprehensive

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

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

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

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

Bibliography & Resources

Main books:

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

Others:

- Samuelson. Macroeconomics, 19th Ed, McGraw Hill. [Find it in the Library](#)
-

The student will have access to the following in the intranet as they become available:

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

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

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



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

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

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

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

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

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

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

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

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

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

Khan academy videos, to review some basic concepts:

[Keynesian cross](#)

[Fiscal and monetary policy](#)

[Aggregate Demand](#)

[AD shifts](#)

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

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

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

Other interesting links

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

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

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

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



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For studying data and trends:

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

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

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

[Biblioteca](#) | [Catálogo](#) | [Recursos por materias](#)

Office Hours

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

Office: 2170 (Amigos Building)

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



Universidad
de Navarra

Asignatura: Probability and Statistics I B (F. ECONÓMICAS)

Guía Docente

Curso académico: 2019-20

Introduction

<http://www.unav.edu/asignatura/probstatistics1Beconom/>

Probability and Statistics I B (F. ECONÓMICAS)

Department: Economics

School: Economics and Business Administration

This web site contains information for bilingual groups of: Business Administration and double degrees Economics/Business Administration + Law.

Year: 2º

Organization: First academic semester, from September to December

Number of ECTS: 6 cr (150 h)

Type of course: Mandatory ("obligatoria").

Language: English



Schedule:

- Monday, 10:00-12:00, Classroom 10 (Floor 0)
- Friday, 8:00-10:00, Classroom 01 (Floor 0)

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

Competences

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

Basic Competencies (Management and Economics)

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

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

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

General Competencies (Management and Economics)

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

Specific Competencies (Economics)

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



context.

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

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

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

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

Specific Competencies (Management)

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

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

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

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

Program

1. Introduction to Statistics.

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

2. Probability.

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



- Conditional probability

3. Random variables

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

4. Popular distributions

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

5. Bivariate distributions

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

6. Data analysis.

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

7. Introduction to statistical inference

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



Methodology ("Actividades formativas")

This course includes different activities:

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

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

Labs (4 hours) using statistical software

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

- They will work in teams on a real data analysis project
- Each group will have no more than 5 members. Students will send the team members to Stella Salvatierra (ssalvat@unav.es) by October 1st.
- The description of the project and the database will be released by October 1st.
- Final presentation of the projects: October 28-31. Each group will have to turn in a written report. For the oral presentation, each team will have 7 minutes to speak about the main results. The schedule for the presentations will be available by October 22.

Exams:

- Mid term exam: October 4, in class
- Final Exam: December 4.
- Quizz 1: September 20, in class.
- Quizz 2: October 25, in class.
- Quizz 3: November 15, in class

Office hours: To be announced

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

Assessment

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

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

- Data analysis project: 20%
- Mid term exam: 20%
- Required exercises/problems/quizzes: 15%
- Final exam: 45%. Theoretical and applied questions

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



following weights:

- Data analysis project: 20%
- Mid term exam: 20%
- Final exam: 60%. Theoretical and applied questions

Bibliography and Resources

Main text:

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

Suggested texts:

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

[Biblioteca](#) | [Catálogo](#) | [Recursos por materias](#)

Office Hours



Universidad
de Navarra

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

Guía Docente

Curso académico: 2019-20

Introduction

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

Probability and Statistics II A (F. ECONÓMICAS)

Probability and Statistics II

Department: Economics

School: Economics and Business

Degrees: Economics and Business Administration

Year: 2º

Organization: Second semester (January - May)

ECTS credits: 6

Type: Compulsory

Language: English

Instructors: Juncal Cuñado (jcunado@unav.es) and Elena Díaz (adiaza@unav.es)

Competences

Basic Competencies (Management and Economics)

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

General Competencies (Management and Economics)

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

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



Specific Competencies (Economics)

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

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

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

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

Specific Competencies (Management)

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

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

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

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

Educational activities

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

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

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

Assessment

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

- Class quizzes (unannounced): 10%

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

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

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



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

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

Bibliography and Resources

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

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

[Biblioteca](#) | [Catálogo](#) | [Recursos por materias](#)

Office hours

Instructor: Juncal Cuñado (jcunado@unav.es)

Office: 2180 (Amigos Building)

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

Instructor: Elena Díaz (adiaza@unav.es): by appointment.



Asignatura: CORE- Ethics (área Ciencias Sociales)

Guía Docente

Curso académico: 2019-20

Introduction

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

CORE- Ethics (área Ciencias Sociales)

Professor: Guillon, Jean-Baptiste

As human beings, we make choices all the time, and by these choices, we choose the kind of life we live. But when making these choices, we usually ask ourselves: “what choice *should* I do? What would be a *good* life, a life worth choosing?” To a certain extent, a doctor or a professional coach could be of help here. The doctor will tell you what you should do *if* you want to avoid injuries and illnesses. And the professional coach will tell you what you should do *if* you want to achieve success in your professional endeavours. But if these two goals are in conflict (for instance, if your professional endeavours involve some risk of injuries), then neither the doctor nor the professional coach will be competent to answer the more general questions: “what aims should I pursue in life?”, or again: “what is a good life?” These general questions are the proper domain of moral philosophy, or “ethics”, and have generated many debates – and some interesting responses – among philosophers.

This class provides an introductory overview of ethics. The questions debated among moral philosophers fall in five categories:

- 1) What is a good life? Is it a life in which I strive for happiness? Does it involve satisfying all my desires? Or is a good life rather a life in which I accomplish great feats, or in which I always do my duty?
- 2) What are the most fundamental principles that should guide us in making our choices and actions? Should we say that “the ends justify the means”, meaning that we can do any action as long as it has good consequences? Or are there some actions that are absolutely forbidden, whatever the consequences might be? In other words, are there some “absolute duties” among the principles of action?
- 3) Is there any such thing as “moral principles” that people ought to follow? Is it not the case that morality is “relative”, i.e. that everyone can decide what is good for them? What could make it true that something is “absolutely” good? Is it some divine



command? And for people who don't believe in God, does it mean that morality has no meaning?

4) If there are absolute moral principles, how can we *know* these principles? Is it by a kind of intuition? Can we also know that something is good (or bad) because someone else told us, or can we only know it first-hand?

5) Applied questions like: What philosophical principles can tell us about debated issues like abortion, euthanasia, torture, nuclear weapon, legal prostitution, surrogate motherhood, etc.? Is there also an ethics of animals, or "animal rights"? How much should we care about world poverty in the contemporary world? How much should we care about the environment?

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

1. identifying the ethical presuppositions that underlie various contemporary debates
2. understanding and elaborating sophisticated arguments for or against various philosophical views
3. achieving a high level of coherence and argumentative justification in their own understanding of ethical questions, 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.

Plan of Studies: Undergraduate Course

Type of Course: Obligatory

Class schedule: Monday, 12 to 14 pm (AMI-S1-Aula B2)

Language: English.

This subject belongs to the 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

Introduction: how to answer moral questions?

1. Morality and Religion
2. Morality and Natural Law

Part I: What is a good life? (Value Theory)

1. the pursuit of Happiness
2. the satisfaction of one's desires, and its limits

Part II: What are the fundamental principles of ethics? (Normative ethics)

1. Egoism vs altruism
2. Consequentialism
3. Deontologism



Interlude: Applied Ethics 1 – the ethics of world poverty

4. Virtue Ethics
5. Natural Law

Interlude: Applied Ethics 2 – abortion

Part III: is there any such thing as morality? (Metaethics)

1. Is morality as a matter of choice, not of principles?
2. Ethical relativism
3. Moral nihilism and “error theory”
4. Emotivism
5. Naturalist and non-naturalist objectivism

Interlude: Applied Ethics 3 – sexual ethics

Part IV: how can we know what is right or wrong?

1. intuitionism
2. scepticism
3. moral testimony and moral authority

Interlude: Applied Ethics 4 – animal rights and anti-speciesism

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

This course will be based on Russ Shafer-Landau's handbook *The Fundamentals of Ethics* (4th edition, OUP, 2018). It is mandatory that you have this book and bring it with you every time I will assign some chapter in it to be read (i.e. for most classes).

Some other texts (journal articles or chapters from other books) will be assigned, but they will be available on the University's AulaVirtual Adi. Some of these papers or chapters are reprinted in Shafer-Landau's excellent collection *The Ethical Life, Fundamental Readings in Ethics and Moral Problems* (4th edition, OUP, 2018), but there is no need for you to buy this volume.

The following bibliography is just an indication of important books that will be discussed during the course.

Indicative Bibliography:

Anscombe, G.E.M., "Modern Moral Philosophy", *Philosophy* 33 (1958), 1-19

Aristotle, *Nicomachean Ethics*, Book I, translated by F.H. Peters, Tübnner & Comp., London, 1891. [Localízalo en la Biblioteca](#)

Aquinas, *Summa Theologiae*, Ia-IIae. [Localízalo en la Biblioteca](#)

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

Finnis, J., *Natural Law and Natural Rights*, Oxford University press, 2nd edition, 2011. [Localízalo en la Biblioteca](#)

Foot, P., *Theories of Ethics*, OUP, 1967 [Localízalo en la Biblioteca](#)

Hume, D. [1739], *A Treatise on Human Nature*, Oxford Clarendon Press, 2011.

Kant, I. [1785], *Foundations of the Metaphysics of Morals*, trans. by Lewis Beck, The Liberal Arts Press, 1959.

Pinckaers, Servais, O.P., *Sources of Christian Ethics*, T.& T.Clark Ltd, 3rd ed. 1995. [Localízalo en la Biblioteca](#)

Scotus, Duns, *Scotus on Will and Morality*, CUA Press, 1986. [Localízalo en la](#)



Universidad
de Navarra

[Biblioteca](#)

Spaemann, Robert, *Basic Moral Concepts*, (Arsmostrong, T.J., trans.), Routledge, New York, 1989. [Localízalo en la Biblioteca](#)

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)



Asignatura: Core Interfacultativo- Ética (área Ciencias Sociales), grupos A y B, 1er sem

Guía Docente

Curso académico: 2019-20

Presentación

DATOS DE LA ASIGNATURA

Ética, Interario Interfacultativo, Grupos A y B (Primer semestre)

Más información sobre el Itinerario Interfacultativo:

<http://www.unav.edu/web/core-curriculum/como-se-cursa/itinerario-interfacultativo>

Nombre: Ética

Curso: 2º Grados de Ciencias Sociales

Duración: Semestral

Importante: Los grupos A y B cursan en el primer semestre conjuntamente y se dividen en el segundo

En esta página figura el programa del primer semestre.

Créditos: 3 ECTS

Profesores: Manuel Cruz y Guillermo Celaya

Competencias

Competencias para los grados en Educación y Psicología

CG5 -

Haber adquirido un sentido de responsabilidad y de compromiso éticos necesarios para

Competencias

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.

generales

CG7 -

Haber adquirido competencias profesionales básicas como son: la autonomía, la flexibilidad, habilidades interpersonales, iniciativa, toma de decisiones.

Magisterio
en Educación Infantil y
en Educación Primaria

CG1 - Que los estudiantes hayan adquirido conocimientos

Pedagogía



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

**Competencias
específicas**

Magisterio
en Educación
Infantil



CE64 -

Conocer formas de colaboración con los distintos sectores de la comunidad educativa y del entorno social como laboral o profesional dentro de la Pedagogía

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

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.

Magisterio
en Educación
Primaria

Programa

1. ¿Qué es la ética? ¿Es la ética una ciencia?
2. ¿Es posible ser feliz? Tipos de vida.
3. La vida de placer. El hedonismo y sus problemas.
4. Vida lograda. Madurez afectiva y felicidad.
5. El sentido narrativo de la existencia. Biografía y libertad.
6. ¿Cómo saber si una acción es buena o mala? El papel de la conciencia.
7. Conocer y amar: los fines más altos del hombre.

Actividades formativas

La exposición de los distintos temas del programa a lo largo de este primer semestre vendrá acompañada de la visualización de vídeos, pequeños debates y pequeños ejercicios de escritura de ensayo.

Evaluación



A finales del semestre habrá un examen del temario, que contará un 50% de la nota final del curso.

La fecha del examen es el lunes 25 de noviembre, último día de clase.

Bibliografía y recursos

Aristóteles: *Ética a Nicómaco*, CEPC, Madrid, 1999. [Localízalo en la Biblioteca](#)

Grisez, Germain y Shaw, Russell: *Ser persona. Curso de ética*, Rialp, Madrid 2000. [Localízalo en la Biblioteca](#)

Llano, Alejandro: *La vida lograda*, Ariel, Barcelona, 2010. [Localízalo en la Biblioteca](#)

Polo, Leonardo: *Ética. Hacia una versión moderna de los problemas clásicos*, Aedos, Madrid, 1996. [Localízalo en la Biblioteca](#)

Pieper, Josef: *Las virtudes fundamentales*, Rialp, Madrid, 1985. [Localízalo en la Biblioteca](#)

Rodríguez Luño, Ángel: *Ética General*, Eunsa, Pamplona, 2001. [Localízalo en la Biblioteca](#)

Sánchez Migallón, Sergio: *Ética filosófica. Un curso introductorio*, Eunsa, Pamplona, 2008. [Localízalo en la Biblioteca](#)

Spaemann, Robert: *Ética: cuestiones fundamentales*, Eunsa, Pamplona, 1989. [Localízalo en la Biblioteca](#)

Horarios de atención

Lunes de 16 a 18hs en el despacho 2301 de la biblioteca de humanidades.

Contactar también por correo electrónico mcruz@unav.es

Presentación

<http://www.unav.edu/asignatura/core-interfacultativo--etica-area-ciencias-sociales-grupos-a-y-b-1er-sem/>

DATOS DE LA ASIGNATURA

Ética, Interario Interfacultativo, Grupos A y B (Primer semestre)

Más información sobre el Itinerario Interfacultativo:

<http://www.unav.edu/web/core-curriculum/como-se-cursa/itinerario-interfacultativo>

Nombre: Ética

Curso: 2º Grados de Biología, Bioquímica, Farmacia, Nutrición, Química y Ciencias Ambientales..

Duración: Semestral

Importante: Los grupos A y B cursan en el primer semestre conjuntamente y se dividen en el segundo.

En esta página figura el programa del primer semestre.



Créditos: 3 ECTS

Profesores: Manuel Cruz y Guillermo Celaya

Edite el contenido aquí

Evaluación

A finales del semestre habrá un examen del temario, que contará un 50% de la nota final del curso.

Bibliografía y recursos

Aristóteles: *Ética a Nicómaco*, CEPC, Madrid, 1999. [Localízalo en la Biblioteca](#)

Grisez, Germain y Shaw, Russell: *Ser persona. Curso de ética*, Rialp, Madrid 2000. [Localízalo en la Biblioteca](#)

Llano, Alejandro: *La vida lograda*, Ariel, Barcelona, 2010. [Localízalo en la Biblioteca](#)

Polo, Leonardo: *Ética. Hacia una versión moderna de los problemas clásicos*, Aedos, Madrid, 1996. [Localízalo en la Biblioteca](#)

Pieper, Josef: *Las virtudes fundamentales*, Rialp, Madrid, 1985. [Localízalo en la Biblioteca](#)

Rodríguez Luño, Ángel: *Ética General*, Eunsa, Pamplona, 2001. [Localízalo en la Biblioteca](#)

Sánchez Migallón, Sergio: *Ética filosófica. Un curso introductorio*, Eunsa, Pamplona, 2008. [Localízalo en la Biblioteca](#)

Spaemann, Robert: *Ética: cuestiones fundamentales*, Eunsa, Pamplona, 1989. [Localízalo en la Biblioteca](#)

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Horarios de atención

Lunes de 16 a 18hs en el despacho 2301 de la biblioteca de humanidades.

Contactar también por correo electrónico mcruz@unav.es

Competencias

a) Durante el primer semestre del curso, las clases del Grupo A y B serán conjuntas. En la primera clase de enero habrá, para los dos grupos, un examen parcial eliminatorio de esa materia.

b) En el segundo semestre, los grupos A y B se separarán para realizar la asignatura con el formato de seminario de lectura y discusión de grandes libros, tanto del canon filosófico como literario.

OBJETIVOS DE LA ASIGNATURA (Grupos A y B, en el primer semestre)



La asignatura se plantea como un curso de introducción a la ética. El carácter de la asignatura y el nivel de la exposición son los propios de la reflexión racional, es decir, la argumentación y el estudio de los principios que permiten comprender el obrar humano libre. En el desarrollo de los contenidos de la asignatura, éstos se consideran en su dimensión existencial, es decir, no se tratan meramente como cuestiones teóricas, generales y abstractas, sino que también se ponen en relación con la vida de las personas y la situación concreta del mundo actual. Puesto que la ética no es un saber que se limite a describir cómo es la realidad, sino que también pretende indicar cómo debería ser, se hace necesario preguntarse por la justificación de los bienes humanos, las normas morales y las virtudes. El objetivo de la asignatura es que el estudiante conozca los conceptos fundamentales de la ética, con especial atención a los valores del humanismocristiano, y que desarrolle la capacidad de reflexionar argumentativamente acerca de cuestiones morales, partiendo del análisis de la situación contemporánea.

Los dos principales objetivos de la asignatura son:

- (1) que el estudiante conozca los conceptos fundamentales de la ética y de su desarrollo histórico, con particular atención a la tradición del humanismo cristiano, y
- (2) que desarrolle la capacidad de reflexionar y argumentar acerca de cuestiones morales, partiendo del análisis de la situación contemporánea.

Objetivos de contenidos:

- La asignatura presupone los contenidos estudiados en Antropología (en 1er. curso).
- La asignatura se plantea como un curso de introducción a la ética.
- Los alumnos aprenderán el significado de los principales conceptos de la ética.
- La exposición partirá del análisis de la situación moral contemporánea.
- Aunque el enfoque de la asignatura es principalmente sistemático, también se estudiarán las principales propuestas morales que se han hecho a lo largo de la historia, con especial atención a la tradición del humanismo cristiano.
- Se estudiará la relación que hay entre las virtudes, las normas y los bienes humanos.
- Se mostrará la continuidad que hay entre la consideración de la naturaleza y existencia humanas (según se ha estudiado en la asignatura de Antropología) y los principios normativos propios de la filosofía moral y política.
- El alumno adquirirá, en definitiva, los conocimientos necesarios para comprender y dar respuesta por sí mismo a las principales cuestiones morales.
- Esta asignatura proporciona los fundamentos teóricos necesarios para otros cursos posteriores de deontología profesional.

Habilidades que el alumno debe desarrollar:

- El carácter de la asignatura y el nivel de la exposición son los propios de la reflexión filosófica, es decir, la argumentación.
- El principal objetivo es que el alumno desarrolle su capacidad de argumentar sobre cuestiones morales, aportando razones y justificaciones.
- La estructura de las exposiciones del profesor en clase facilitará la intervención de los alumnos, de modo que desarrollen su capacidad de argumentar.



- Mediante el estudio del manual de la asignatura y la lectura de otros artículos se desarrollará la capacidad de análisis.
- Se propondrán algunos comentarios de texto (escrito o audiovisual) que permitirán ejercitar la expresión escrita de tipo argumentativo

Además de los objetivos del primer semestre, las habilidades del segundo semestre son:

- Leer y comprender obras fundamentales en la historia de la ética.
- Leer y comprender obras literarias y su relación con la ética.
- Reflexionar acerca de la relación entre ética, literatura y vida humana.
- Analizar el contenido de obras filosóficas y literarias.
- Ser capaz de escribir un texto argumentativo (tipo ensayo o *paper*).
- Desarrollar la capacidad retórica.
- Argumentar por escrito acerca de cuestiones morales.
- Argumentar oralmente acerca de cuestiones morales.
- Ser capaz de establecer la relación entre lo estudiado y la propia situación cultural y vital.

COMPETENCIAS DE LA MEMORIA DEL TÍTULO DE GRADO EN FARMACIA QUE SE DEBEN ADQUIRIR EN ESTA ASIGNATURA

Competencia Básica:

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

Competencias Generales (CG) que los estudiantes deben de adquirir:

- **CG14** - Conocer los principios éticos y deontológicos según las disposiciones legislativas, reglamentarias y administrativas que rigen el ejercicio profesional, comprendiendo las implicaciones éticas de la salud en un contexto social en transformación.

Competencias Específicas (CE) a adquirir por los alumnos en el Módulo VI. Farmacia Social y

Legislación que se integra en el Plan de Estudios del Grado de Farmacia

- **CE53** - Conocer los principios éticos y deontológicos y actuar según las disposiciones legislativas,

reglamentarias y administrativas que rigen el ejercicio profesional colaborando con otros profesionales de la salud y adquiriendo habilidades de trabajo en equipo.

COMPETENCIAS DE LA MEMORIA DEL TÍTULO DE GRADO EN NUTRICIÓN HUMANA Y DIETÉTICA QUE SE DEBEN ADQUIRIR EN ESTA ASIGNATURA

La asignatura debe contribuir a desarrollar de acuerdo con la orden CIN/730/2009, de 18 marzo, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Dietista-Nutricionista, las siguientes competencias del **Grado en Nutrición Humana y Dietética**:

Competencias Básicas (CB) que los estudiantes deben de adquirir:

- **CB1** - Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio.
- **CB3** - Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes dentro de su ámbito de estudio para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética.

Competencias Generales (CG) que los estudiantes deben de adquirir:

- **CG1** - Reconocer los elementos esenciales de la profesión del Dietista-Nutricionista, incluyendo los principios éticos, responsabilidades legales y el ejercicio de la profesión, aplicando el principio de justicia social a la práctica profesional y desarrollándola con respeto a las personas, sus hábitos, creencias y culturas.
- **CG2** - Desarrollar la profesión con respeto a otros profesionales de la salud, adquiriendo habilidades para trabajar en equipo.

Competencias Específicas (CE) a adquirir por los alumnos en el Módulo I. Formación Básica,

que se integra en el Plan de Estudios del Grado de Nutrición Humana y Dietética:

- **CE9** - Describir los fundamentos antropológicos de la alimentación humana. Describir y argumentar las desigualdades culturales y sociales que pueden incidir en los hábitos de alimentación.
- **CE56** - Estudiar los elementos configuradores de la sociedad actual, y desarrollar la capacidad crítica que permite construir autónomamente las propias convicciones, y entablar diálogo con los demás.
- **CE57** - Promover la extensión de los derechos humanos y de principios fundamentales como la



igualdad, la no discriminación y los valores propios de una cultura de paz que promueva la convivencia democrática.

- **CE58** - Analizar y valorar los códigos establecidos para la profesión de Nutricionista/Dietista, en los países donde está desarrollada la profesión, y los principios de código preparados para nuestro país.
-

Actividades formativas

La exposición de los distintos temas del programa a lo largo de este primer semestre vendrá acompañada de la visualización de vídeos, pequeños debates y pequeños ejercicios de escritura de ensayo.

Programa

1. ¿Qué es la ética? ¿Es la ética una ciencia?
2. ¿Es posible ser feliz? Tipos de vida.
3. La vida de placer. El hedonismo y sus problemas.
4. Vida lograda. Madurez afectiva y felicidad.
5. El sentido narrativo de la existencia. Biografía y libertad.
6. Conocer y amar: los fines más altos del hombre.
7. ¿Cómo saber si una acción es buena o mala? El papel de la conciencia.



Universidad
de Navarra

Asignatura: Core Interfacultativo- Ética (área Ciencias Sociales), grupo B, 2º sem

Guía Docente

Curso académico: 2019-20

Presentación

<http://www.unav.edu/asignatura/core-interfacultativo--etica-area-ciencias-sociales-grupo-b-2-sem/>

Core Interfacultativo- Ética (área Ciencias Sociales), grupo B, 2º sem

DATOS DE LA ASIGNATURA

Ética, Interario Interfacultativo, Grupo B (Segundo semestre)

Más información sobre el Itinerario Interfacultativo:

<http://www.unav.edu/web/core-curriculum/como-se-cursa/itinerario-interfacultativo>

Nombre: Ética

Curso: 2º

Duración: Semestral

Importante: Los grupos A y B cursan lo mismo en el primer semestre y se dividen en el segundo.

En esta página figura el programa del segundo semestre del **Grupo B**.

El programa del primer semestre está disponible aquí:

<http://www.unav.es/asignatura/eticaglibros1/>

Créditos: 3 ECTS

Numero de horas de trabajo del alumno: 75-90

Requisitos (para el buen aprovechamiento): haber cursado Antropología

Profesor: Lucas Buch (lbuch@unav.es)

Horario y Lugar: Lunes 12-14h., Edificio AMIGOS, Aula M3 (p. 1).

Departamento responsable: Instituto Core Curriculum (www.unav.edu/web/instituto-core-curriculum)

Plan de estudios: Grado

Tipo de asignatura: Obligatoria

Idioma en que se imparte: Castellano.

Competencias

a) Durante el primer semestre del curso, las clases del Grupo A y B serán conjuntas. En diciembre habrá, para los dos grupos, un examen parcial eliminatorio de esa materia.

b) En el segundo semestre, los grupos A y B se separarán para realizar la asignatura con el formato de seminario de lectura y discusión de grandes libros, tanto del canon filosófico como literario.

Además de los objetivos del primer semestre, las habilidades a desarrollar en el segundo semestre son:

- Leer y comprender obras fundamentales en la historia de la ética.
- Leer y comprender obras literarias y su relación con la ética.
- Reflexionar acerca de la relación entre ética, literatura y vida humana.
- Analizar el contenido de obras filosóficas y literarias.
- Ser capaz de escribir un texto argumentativo (tipo *paper*).
- Desarrollar la capacidad retórica.
- Argumentar por escrito acerca de cuestiones morales.
- Argumentar oralmente acerca de cuestiones morales.
- Ser capaz de establecer la relación entre lo estudiado y la propia situación cultural y vital.

OBJETIVOS DE LA ASIGNATURA (Grupos A y B, en el primer semestre)

La asignatura se plantea como un curso de introducción a la ética. El carácter de la asignatura y el nivel de la exposición son los propios de la reflexión racional, es decir, la argumentación y el estudio de los principios que permiten comprender el obrar humano libre. En el desarrollo de los contenidos de la asignatura, éstos se consideran en su dimensión existencial, es decir, no se tratan meramente como cuestiones teóricas, generales y abstractas, sino que también se ponen en relación con la vida de las personas y la situación concreta del mundo actual. Puesto que la ética no es un saber que se limite a describir cómo es la realidad, sino que también pretende indicar cómo debería ser, se hace necesario preguntarse por la justificación de los bienes humanos, las normas morales y las virtudes. El objetivo de la asignatura es que el estudiante conozca los conceptos fundamentales de la ética, con especial atención a los valores del humanismo cristiano, y que desarrolle la capacidad de reflexionar argumentativamente acerca de cuestiones morales, partiendo del análisis de la situación contemporánea.

Los dos principales objetivos de la asignatura son:

- (1) que el estudiante conozca los conceptos fundamentales de la ética y de su desarrollo histórico, con particular atención a la tradición del humanismo cristiano, y
- (2) que desarrolle la capacidad de reflexionar y argumentar acerca de cuestiones morales, partiendo del análisis de la situación contemporánea.

Objetivos de contenidos:

- La asignatura presupone los contenidos estudiados en Antropología (en 1er. curso).
- La asignatura se plantea como un curso de introducción a la ética.
- Los alumnos aprenderán el significado de los principales conceptos de la ética.
- La exposición partirá del análisis de la situación moral contemporánea.
- Aunque el enfoque de la asignatura es principalmente sistemático, también se estudiarán las principales propuestas morales que se han hecho a lo largo de la historia, con especial atención a la tradición del humanismo cristiano.
- Se estudiará la relación que hay entre las virtudes, las normas y los bienes humanos.
- Se mostrará la continuidad que hay entre la consideración de la naturaleza y existencia humanas (según se ha estudiado en la asignatura de Antropología) y los principios normativos propios de la filosofía moral y política.
- El alumno adquirirá, en definitiva, los conocimientos necesarios para comprender y dar respuesta por sí mismo a las principales cuestiones morales.
- Esta asignatura proporciona los fundamentos teóricos necesarios para otros cursos posteriores de deontología profesional.

Habilidades que el alumno debe desarrollar:

- El carácter de la asignatura y el nivel de la exposición son los propios de la reflexión filosófica, es decir, la argumentación.
- El principal objetivo es que el alumno desarrolle su capacidad de argumentar sobre cuestiones morales, aportando razones y justificaciones.
- La estructura de las exposiciones del profesor en clase facilitará la intervención de los alumnos, de modo que desarrollen su capacidad de argumentar.
- Mediante el estudio del manual de la asignatura y la lectura de otros artículos se desarrollará la capacidad de análisis.
- Se propondrán algunos comentarios de texto (escrito o audiovisual) que permitirán ejercitar la expresión escrita de tipo argumentativo.

Programa

El programa de la asignatura consiste en la lectura y comentario de las siguientes obras:

Patón, *Apología de Sócrates*, trad. anotada con introducción y análisis de Alejandro Vigo, Santiago de Chile, 3ra. e-dición corregida y ampliada, 2001.



Ortega y Gasset, J., "La rebelión de las masas" en Ortega y Gasset, J., *La rebelión de las masas*, Alianza, Madrid, 2014 (Selección).

Aristóteles, *Ética a Nicómaco*, trad. Julio Pallí, Gredos, Madrid, 2010. (Libros I y X; VIII y IX).

Huxley, A., *Un mundo feliz*, tr. Jesús Isaías Gómez López, Cátedra, Madrid, 2013. (Selección).

Shakespeare, W., *Macbeth*, trad. Manuel Ángel Conejero, Cátedra, Madrid, 1987.

San Agustín, *Confesiones*, trad. Primitivo Tineo, Ciudad Nueva. Madrid. 2003. (Libros II y VII).

Homero, *Odisea*, trad. José Luis Calvo, Cátedra, Madrid, 2006.

Actividades formativas

DISTRIBUCIÓN DEL TIEMPO

21 h.: seminario (28 sesiones de 45 m.)

45 h.: lectura de los libros del programa

4 h.: Redacción de las respuestas breves

4 h.: Redacción del ensayo breve

10 h: Redacción del ensayo final

0,5 h.: Comentario del ensayo breve con el profesor

4 h.: Jornada para la exposición de los ensayos finales

TOTAL: **90 horas** de trabajo

ACTIVIDADES FORMATIVAS

- Lectura de los libros

- Redacción de los ensayos y preguntas

- Entrevistas con el profesor

- Exposición en clase de los ensayo

- Discusión y comentario de los textos en clase

- Sesiones de método: Para los alumnos que cursan las asignaturas del itinerario interfacultativo se ha diseñado un programa complementario de sesiones de método. Se trata de 5 sesiones en las que se explicarán de modo teórico-práctico diversas cuestiones necesarias para el buen aprovechamiento de las asignaturas. La participación con aprovechamiento se valorará con hasta 0,5 puntos extra sobre la nota final de la asignatura. La información sobre las sesiones formativas está disponible en el siguiente enlace:

https://aula-virtual.unav.edu/webapps/blackboard/execute/content/blankPage?cmd=view&content_id= 242189_1&course_id= 9080_1&mode=reset



Evaluación

La evaluación se realizará de la siguiente manera:

1. Participación activa en las clases, redacción de breves respuestas y realización de los controles de lectura (4 puntos)

1.1. Se realizarán, aleatoriamente, breves controles de lectura

1.2. Redacción semanal de 10 líneas de respuesta a una pregunta sobre de los libros de las asignaturas. Estas respuestas se emplearán para el desarrollo de las clases.

1.3. Se valorará además la participación en forma de preguntas y comentarios que demuestren que se ha reflexionado sobre las lecturas realizadas.

2. Redacción un ensayo (*paper*) de entre 700 y 1.000 palabras sobre uno de los libros leídos en la primera mitad del semestre (2 puntos).

3. Redacción de un ensayo (*paper*) final sobre 3 de los libros de la asignatura, con un tema acordado con el profesor (4 puntos).

3.1. Este ensayo tendrá una extensión de 5-7 páginas (a espacio sencillo), es decir, entre 2.500 y 3.500 palabras.

3.2. Se organizará una jornada la última semana del semestre para exponer y comentar todos los ensayos. No habrá, por tanto, examen final de la asignatura en las fechas de exámenes de mayo.

4. Participación con aprovechamiento en la sesiones complementarias de método (0,5 puntos extra):

https://aula-virtual.unav.edu/webapps/blackboard/execute/content/blankPage?cmd=view&content_id=242189_1&course_id=9080_1&mode=reset

La calificación de los ensayos seguirá una "calificación progresiva". Puesto que la capacidad de redactar ensayos se va desarrollando a lo largo del semestre, lo habitual es que en el ensayo breve se obtengan calificaciones inferiores a las del ensayo final. Y este último ensayo es el que mejor puede reflejar el aprendizaje alcanzado en la asignatura. En el improbable caso de que la aplicación de la "calificación progresiva" perjudicara la nota final del alumno, se mantendría la media aritmética ponderada (2+4 puntos).

Bibliografía y recursos

Bibliografía obligatoria

Ortega y Gasset, J., "La rebelión de las masas" en Ortega y Gasset, J., *La rebelión de las masas*, Alianza, Madrid, 2014 (pp. 65-189). [Localízalo en la Biblioteca](#)

Platón, *La Apología de Sócrates*, trad. anotada con introducción y análisis de Alejandro Vigo, 3a.



e-dición corregida y ampliada, Santiago de Chile, 2001. [Localízalo en la Biblioteca](#)

Aristóteles, *Ética a Nicómaco*, trad. Julio Pallí, Gredos, Madrid, 2010. (Libros 1-4 y 8-10) [Localízalo en la Biblioteca](#)

Shakespeare, W., *Macbeth*, trad. Manuel Ángel Conejero, Cátedra, Madrid, 1987. [Localízalo en la Biblioteca](#)

San Agustín, *Confesiones*, trad. Primitivo Tineo, Ciudad Nueva. Madrid. 2003. (Libros I, II, IV, VII, VIII y X) [Localízalo en la Biblioteca](#)

Homero, *Odisea*, trad. José Luis Calvo, Cátedra, Madrid, 2006. [Localízalo en la Biblioteca](#)

[Se añadirá un libro más]

Bibliografía complementaria y de consulta

Graff, G. - Birkenstein, C., *They Say/I Say: The Moves That Matter in Academic Writing*, Norton, 2014.

[Localízalo en la Biblioteca](#)

Shared Inquiry Handbook, The Great Books Foundation, Chicago, IL, 2014.

Torralba, José M., “La idea de educación liberal. De cómo se inventaron las humanidades”, en Arana, J. (ed.), *Falsos saberes*, Biblioteca Nueva, Madrid, pp. 61-74 [Localízalo en la Biblioteca](#)

[Biblioteca](#) | [Catálogo](#) | [Recursos por materias](#)

Horarios de atención

Previa cita, que se puede concertar por correo-e: lbuch@unav.es

Habitualmente en el despacho del profesor, Facultad de Teología, n. 1400



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

Guía Docente

Curso académico: 2019-20

Presentación

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

Ética B (F. Económicas)

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

- Asignatura obligatoria de 6 ECTS (150-180h).
- 2º curso: Económicas-ISSA, grupo B.
- Idioma: Español
- Primer día de clase: Lunes 2 de setiembre de 2019.
- Último día de clase: Lunes 27 de abril de 2020.
- Horario de clases: lunes de 12:00 a 14:00. Aula 15.
- Profesor: J. Martín Montoya
Camacho (jmontoya.1@unav.es)
- Los contenidos de la materia se pueden encontrar en:
<https://ethics.live>
- Esta asignatura pertenece al Core Curriculum de la Universidad de Navarra: <http://www.unav.edu/web/core-curriculum/inicio>



Competencias

Competencias básicas:

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

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

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

Competencias generales:

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

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

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

Competencias específicas (ECO):

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

Competencias específicas (ADE):

CE14) Comprender la influencia que el entorno económico



tiene en la actividad empresarial.

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

Competencias específicas (Derecho):

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

Competencias específicas (Asistencia de Dirección):

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

Competencias transversales:

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

CT 2) Identificar las cuestiones más relevantes de la existencia humana presentes en las grandes creaciones religiosas, humanísticas y científicas y adoptar una postura personal razonada frente a ellas.

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

Programa

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

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

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



hedonismo.

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

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

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

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

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

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

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

Actividades formativas

ACTIVIDADES FORMATIVAS (Para 6 ECTS 150 horas)

El calendario de actividades formativas se encuentra en este enlace:

<https://eticaeneconomicas.files.wordpress.com/2019/05/programacic3b3n-general-de-clases-de-c3a9tica-2019-2020-2.pdf>



1. Clases presenciales: 38 horas

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

2. Trabajos dirigidos (Seminarios): 28 horas

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

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

Primer seminario

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

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

Y sólo uno de los siguientes textos:

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

Las actividades del primer seminario incluyen: Dos prácticas de



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

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

Más información del primer seminario:

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

Segundo seminario

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

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

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



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

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

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

- Estructura básica del video: una presentación del alumno(a), lo más profesional posible, siguiendo el siguiente esquema básico:
 1. Nociones de la posverdad: ¿Qué es? ¿Cómo ocurrió? ¿Por qué ha sido tan importante? ¿Debemos tomarnos en serio esta idea?
 2. Noticia(s) de prensa escrita en la(s) que la exposición se apoya para hablar sobre la posverdad.
 3. Concepto(s) básico(s) con los que se desea analizar tales noticias. Se trata de elegir algunos pocos conceptos de los explicados en clase, no todos. Incluye el análisis que es la parte fundamental del trabajo.
 4. Apreciaciones personales y conclusiones.

- Contenido del video: el (la) alumno(a) debe filmarse a sí mismo(a) en el video realizando la exposición. Puede apoyarse en otros elementos: pizarra, rotuladores, presentaciones en PowerPoint o Prezi, etc. Si hace uso de otros videos de apoyo, la duración de los mismos no contará como tiempo de exposición.



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

Más información del segundo seminario:

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

3. Tutorías y estudio personal: 70 horas

Las horas de estudio personal completan el tiempo dedicado a



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

4. Evaluación formal: 4 horas

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

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

Evaluación

CONVOCATORIA ORDINARIA

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

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

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

Seminarios: 50% del promedio final.

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

Exámenes: 45% del promedio final.

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

El segundo examen es **el final en la convocatoria de mayo (10% del promedio final)**. Constará de preguntas sobre el contenido de la segunda parte del Programa, desde el tema 8 al 10 tal como aparece en: <https://ethics.live/clases-de-etica/>. El examen puede incluir los contenidos de los seminarios. El examen, para el periodo 2019-2020, se llevará a cabo en el Aula CSO-P0-AULA2.

CONVOCATORIA EXTRAORDINARIA

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



ALUMNOS REPETIDORES

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

NORMATIVA SOBRE LA DISCIPLINA ACADÉMICA DE LOS ESTUDIANTES:

En el siguiente link: www.unav.edu/documents/11306/16533790/6-normativa-disciplina-academica.pdf

Bibliografía y recursos

- Alejandro Lano, *La vida lograda*, Barcelona: Ariel, 2010 [Localízalo en la Biblioteca](#)
- Ana Marta González, *Moral, razón y naturaleza. Una investigación sobre Tomás de Aquino*, Eunsa, Pamplona, 1998. [Localízalo en la Biblioteca](#)
- Alfredo Cruz Prados, *Ethos y Polis*, Eunsa, Pamplona, 2006: Cap. III. [Localízalo en la Biblioteca](#)
- Aristóteles, *Ética a Nicómaco*, Madrid : Tecnos, 2009. [Localízalo en la Biblioteca](#)
- Eurípides, *Ifigenia en Aulide*; e *Ifigenia entre los tauros*. [Localízalo en la Biblioteca](#)
- Girolamo Cárdamo et al., *Sobre la mentira*, Valladolid: Cuatro, 2001. [Localízalo en la Biblioteca](#)
- Harry G. Frankfurt, *Sobre la charlatanería (On Bullshit) y Sobre la verdad*, Barcelona: Paidós Contextos, 2013. [Localízalo en la Biblioteca](#)
- Julián Marías, *Tratado de lo mejor*, Alianza, Madrid, 1995. [Localízalo en la Biblioteca](#)
- Josef Pieper, *Las virtudes fundamentales*, Rialp, Madrid, 1997. [Localízalo en la Biblioteca](#)
- León Tolstói, *La felicidad conyugal*, Barcelona: Acantilado, 2012. [Localízalo en la Biblioteca](#)
- Rafael Alvira, *El lugar al que se vuelve. Reflexiones sobre la familia*, Pamplona : EUNSA, 2010. [Localízalo en la Biblioteca](#)
- Robert Spaemann, *Ética: Cuestiones fundamentales*, Pamplona: EUNSA, 2010. [Localízalo en la Biblioteca](#)



Universidad
de Navarra

- Robert Spaemann, *Personas. Acerca de la distinción entre algo y alguien*, Pamplona: EUNSA, 2010. [Localízalo en la Biblioteca](#)
- Tomás de Aquino, *Cuestiones disputadas sobre la verdad*, Pamplona: Eunsa, D.L. 2016. [Localízalo en la Biblioteca](#)

Horarios de atención

El horario de atención es lunes entre las 10:00 y 11:00; y los viernes entre las 18:30 y las 19:50. Las tutorías se llevan a cabo en el despacho 0630 del Edificio de Facultades Eclesiásticas. Concertar cita previamente por mail: jmontoya.1@unav.es.



Universidad
de Navarra

Asignatura: Historia Económica C (F. ECONÓMICAS)

Guía Docente

Curso académico: 2019-20

Presentación

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

HISTORIA ECONÓMICA

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

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

Departamento: Economía

Facultad: Ciencias Económicas y Empresariales.

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

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

Curso: 2º (ECO, ADE, IDE, IDM)

Organización: Primer semestre académico, de septiembre a diciembre.

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

Tipo de asignatura: Básica.

Idioma en el que se imparte: Castellano



Programa

PROGRAMA

I.-Introducción

II.- Población y régimen demográfico occidental

III. La agricultura europea. Siglos XIV al XIX

IV. La expansión Atlántica y la Revolución Comercial

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

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

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

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

Evaluación

Participación en clase

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

Se harán CUATRO evaluaciones presenciales de contenidos teóricos y prácticos.

- Tres a lo largo del curso. Cada uno valdrá 25% de la nota final . El primero al acabar de explicar la lección II, el segundo al acabar la lección IV y el tercero al acabar la lección VI.
- El examen final, correspondiente a las lecciones VII y VIII, valdrá el



25% de la nota final.

Convocatoria extraordinaria de junio

- Estará compuesto de cuatro preguntas:
- 1 correspondiente a los temas I y II (25% de la nota)
- 1 correspondiente a los temas III y IV (25% de la nota)
- 1 Correspondiente a los temas V y VI (25% de la nota)
- 1 correspondiente a los temas VII y VIII (25% de la nota)

Bibliográfica y recursos

Bibliografía básica

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[Localízalo en la Biblioteca](#)

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(versión electrónica) [Localízalo en la Biblioteca](#) (versión impresa)

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University Press, 2003. [Localízalo en la Biblioteca](#)

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1800, Siglo XXI, Madrid [Localízalo en la Biblioteca](#)

Bibliografía complementaria

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MARTINEZ-ECHEVARRIA, M.A., Evolución del pensamiento económico, Espasa, Madrid, 1983. [Localízalo en la Biblioteca](#)

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MORENO ALMÁRCEGUI, Antonio, Apuntes de Historia Económica Moderna, Ulzama digital, Pamplona, 2005 [Localízalo en la Biblioteca](#)

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

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

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

ESPAÑA

GONZALEZ ENCISO, Agustín - DE VICENTE ALGUERO, Felipe-José, -FLORISTAN IMIZCOZ, Alfredo, TORRES SANCHEZ, Rafael, Historia económica de la España Moderna. Ed Actas, Madrid, 1992

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

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

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II. CONTEMPORÁNEA

MUNDIAL

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

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

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

[Biblioteca](#) | [Catálogo](#) | [Recursos por materias](#)

Horario de atención

Profesor: Antonio MORENO ALMÁRCEGUI.

Horario de Asesoramiento: Lunes de 12 a 13 h. y martes de 15 a 17h.
Despacho 2250 (segundo piso, segunda hilera) Edificio Amigos. Es aconsejable pedir cita por correo antes (anmoreno@unav.es).



Actividades Formativas

Clases presenciales.

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

Trabajos dirigidos.

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

Tutorías

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

Estudio personal.

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

Evaluación.

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

Competencias

Competencias básicas (ADE y ECO)

- CB3) Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética
- CB4) Que los estudiantes puedan transmitir información, ideas, problemas y

soluciones a un público tanto especializado como no especializado

Competencias generales (ECO y ADE)

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

Competencias específicas (ADE)

- CE12) Conocer la evolución histórica de la economía.

Competencias específicas (ECO)

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



Asignatura: Introduction to Law B (F. ECONÓMICAS)

Guía Docente

Curso académico: 2019-20

Presentación

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

Introduction to Law B (F. ECONÓMICAS)

A. General Information.

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

B. Schedule.

Thursday & Fridays de 8:00 a 10:00 horas en el Aula 04 del Edificio Amigos.

C. Contact Information.

Professor: **Don Scott Wishart**

E-mail: **swishart@unav.es**

1.2. Introduction.

Introduction to Law is a mandatory course for all participants of the IDM program. Considering the importance of Public and Private Law in the business field, having a basic knowledge regarding *legal* issues is key to insuring efficient business development. Thus, in this context, students should be able to apply their acquired skills to their professional activities.

N.B. Laptop Computers ("Ordenadores portátiles") and Mobile Phones are PROHIBITED in Class...

Competencias de grado

2. Targets & skills.

2.1. To develop the following skills.

1. Development of logical reasoning.
2. Capacity for analysis and synthesis of the issues addressed.
3. To develop oral communication skills.
4. To develop team work capacity.
5. Punctuality and ethical behaviour in daily procedures.
6. Interdisciplinary overview of private legal and economic issues.



7. Initiation into basic research techniques. Develop skills in critical writing in short essays.

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

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

Competences

Competencias basicas:

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

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

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

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

Upon completion of this course a student will have;

- Developed a fundamental understanding of U.S. Legal System, its history and elements of its ongoing evolution.
- An appreciation of the role of the Common Law Methodology within the U.S. Legal System.
- Developed an insight into the Case Law interpretive process.

Course Skills:



Upon completion of this course a student will have developed the following skills:

- Improved their ability to express themselves, both orally and in writing, in English.
- Come to better understand the Common Law methodology in U.S. case law analysis.
- "Brief" a case, and perform competent U.S. case law analysis and application.

Course Performance Objectives:

Upon completion of this course a student will have developed the ability to:

- Open their minds to the process of "Active Listening"; i.e. to be able to "Listen", "Think" and "Respond" during class discussion.
- Overcome their reluctance to participate orally in class discussion.
- Appreciate the benefits of sharing their individual thoughts and insights to enhance the richness of the classroom experience.
- Work hard to improve their ability to express themselves, both orally and in writing, in English.
- Prepare for class discussions in advance by reading course materials in advance.
- Participate actively in class, by responding to questions posed by the professor, and posing questions themselves.

Su objetivo fundamental es el de acercar al alumno conceptos básicos del mundo del Derecho.

1.- El alumno debe adquirir unos conocimientos básicos sobre el Derecho en sus materias más próximas a el Grado de Marketing.

2.- El alumno deberá trabajar, estructurar, resolver y defender, tanto por escrito como oralmente y tanto en grupo como individualmente, casos prácticos de la materia impartida con el análisis y defensa de diversas partes, jurídicamente hablando.

3.- El alumno debe dar respuesta a planteamientos jurídicos sencillos con base en los conocimientos adquiridos.

4.- El alumno debe discernir en cada cuestión lo que es relevante jurídicamente hablando de aquello que no tiene contenido jurídico.

Competencias generales:

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

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

Competencias de la asignatura

3. Targets & skills.

3.1. To develop the next skills.

1. Capacity to understand basic concepts of Law.



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

3.3. Results of learning.

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

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

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

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

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

Competencias generales:

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

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

Competencias específicas (ECO):

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Competencias específicas (ADE):

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



Programa

Program & Teaching Methodology

INTRODUCTION TO LAW:

Introducción y Fuentes del Derecho. Concepto. Clasificación. Fuentes. Clases. Principios.

This Course, "Introduction to Law" will be lectured by Prof. Scott S. Wishart (swishart@unav.es).

- **Course Schedule:** Class meets twice weekly for 2 hours.
- **Duration of class** : 13 Weeks; from January to April.
- **Final exam:** Late April - Mid May (Day, Time and Location may be found on the Economic Faculty's Website Exam Calendar)
- **Resit exam:** End of June (Day, Time and Location may be found on the Economic Faculty's Website Exam Calendar)

The Course Methodology requires for each student:

Class attendance and Class Participation (5%);

- Mandatory Class attendance.
- Mandatory pre-class preparation of assigned readings for in-class discussions.

N.B. Under the *Bologna Accord Criteria* which is the Law regulating University Studies throughout Europe making "Student Exchanges" possible, a student may miss up to 10 (ten) **percent** of the Class Sessions without penalty, while unexcused absences of greater than 10 **percent** will impact a student's Final Grade up-to-and-including the student's **ineligibility** to sit for the Final Exam requiring the student to re-enroll in the Course the following year.

As such, unexcused absences up to 10% of the total number of Class Sessions will not be penalised. **Unexcused absences above this limit carries a loss of 0,2 points per-Class-Session-missed from the Final Grade.**

Group Project (20%): (c.f. description below)

Final "Closed-Book" Exam (70%) which **MAY** consist of a combination of the following exam question types (**THE PROFESSOR WILL ANNOUNCE THE TYPE OF EXAM AND THE TYPES OF EXAM QUESTIONS IN CLASS BEFORE THE FINAL EXAM**);

- Possibly some "True/False" and "Multiple Choice" Questions.
- Possibly some Short-Answer Essay Questions.

(N.B. "Close-Book" Exam means that NO class materials may be present in-class with the student during the exam session)

The expected workload per student is of 150 hours, approximately distributed as follows:

- 36 hours of lectures given by the professor
- 12 hours of article discussion
- 10 hours of student presentations



- 30 hours dedicated to the group project
- 1.5 hours of exams (and 1.5 hours for the final)
- 55-60 hours of studying, reading and preparation of the articles
- 1 hour of personalised tutoring during the professor's office hours

The teaching methodology is the following:

- **Lectures:** the professor will explain the material listed in the programme, actively encouraging student participation and interaction through questions. Students will be tested on the material in the final exam.
- **News and article discussion:** articles related to the course material will be distributed to students in class. The content of these articles and the ensuing class discussions will be considered a part of the course material for the exams.
- **Group Project:** students must form groups of 3 to work on this assignment. Groups are to select a topic of their own choosing concerning any aspect of "Economics & The Law" and produce 15 minute Oral PowerPoint presentation on the topic selected. All members of the Group must participate in the Oral Presentation. This part of the course will be graded based on the following criteria:
 - Clarity of the presentation
 - Quality of analysis and synthesis
 - Relevance and quality of the references
 - Existence of a clear line of argument
 - Use of proper grammar, syntax and spelling
 - Oral expression
 - Quality of the PowerPoint presentation

Faculty:

- Prof. SCOTT S. WISHART, University of Navarra School of Law

Objectives and Skills

5. Targets & skills.

5.1. To develop the next skills.

General Skills.

1. Development of logical reasoning.



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

Specific skills.

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

5.2. Results of learning

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

Sistema de evaluación

Prof. Wishart's course evaluation is as follows:

- Final Exam: 60% of the course grade.
- Group Projects: 35% of the course grade
- Attendance & Participation: 5% of the course grade. If you miss class, you will have to present a certificate (medical or academical examinations) to justify your absence. The certification must be presented to Prof. Wishart.

Class Attendance is mandatory meaning perfect class attendance and participation (i.e. with no unexcused absences).

The final exam (*to be announced*) will be held in the Amigos Building. You may find this information in the Chronogram and in the schedule for the final exams in the School of Economics webpage.

Attendance/ Participation:



Class participation is essential to the successful completion of this course. Students will be expected to come to class prepared to discuss the readings in detail and should be ready for questions about the subjects in each class. Participation will be graded based upon frequency and quality of class participation each week.

6.2. Re-sit Examination.

Pursuant to the Official Exam Calendar, students who have failed the course will be able to resit the final exam in June.

Syllabus

INTRODUCTION TO LAW

School of Economics and Business

University of Navarra

Week One: INTRODUCTION: AN OVERVIEW OF THE U.S. LEGAL SYSTEM

Introduction and Overview. The Globalization of American Law. A Common Law/ Civil Law Comparison

Introduction in: A Practical Guide to Legal Writing and Legal Method (3rd edition), John C. Dernbach et al., Aspen Publishers (2007)

Week Two: THE COMMON LAW METHODOLOGY

Rules and Policies: "Defining the Law"

Chapter 1 in: *A Practical Guide to Legal Writing and Legal Method (3rd edition), John C. Dernbach et al., Aspen Publishers (2007)*

Week Three: THE COMMON LAW METHODOLOGY CONT.

Rules and Policies *Continued*, Exercises; Sources of Law:

Chapters 1 & 2 in: A Practical Guide to Legal Writing and Legal Method (3rd edition), John C. Dernbach et al., Aspen Publishers (2007).

Week Four: THE COMMON LAW METHODOLOGY CONT.

Sources of Law *Continued*:

Chapter 2 in: A Practical Guide to Legal Writing and Legal Method (3rd edition), John C. Dernbach et al., Aspen Publishers (2007).

Week Five: THE COMMON LAW METHODOLOGY CONT.

Sources of Law *Continued*, Exercises:

Chapter 2 in: A Practical Guide to Legal Writing and Legal Method (3rd edition), John C. Dernbach et al., Aspen Publishers (2007).

Week Six: THE COMMON LAW METHODOLOGY CONT.

Case Analysis and Case Briefs; 9-Step Methodology:



Chapter 3 in: *A Practical Guide to Legal Writing and Legal Method* (3rd edition), John C. Dernbach et al., Aspen Publishers (2007).

Week Seven: THE COMMON LAW METHODOLOGY CONT.

Case Analysis and Case Briefs; 9-Step Methodology:

Chapter 3 in: *A Practical Guide to Legal Writing and Legal Method* (3rd edition), John C. Dernbach et al., Aspen Publishers (2007).

Week Eight: THE COMMON LAW METHODOLOGY CONT.

Case Analysis and Case Briefs *Continued*; 9-Step Methodology:

Chapter 3 in: *A Practical Guide to Legal Writing and Legal Method* (3rd edition), John C. Dernbach et al., Aspen Publishers (2007).

Week Nine: THE COMMON LAW METHODOLOGY CONT.

Case Analysis and Case Briefs *Continued*; Exercises:

Chapter 3 in: *A Practical Guide to Legal Writing and Legal Method* (3rd edition), John C. Dernbach et al., Aspen Publishers (2007).

Week Ten: THE COMMON LAW METHODOLOGY CONT.

Case Analysis and Case Briefs *Continued*; Exercises:

Chapter 3 in: *A Practical Guide to Legal Writing and Legal Method* (3rd edition), John C. Dernbach et al., Aspen Publishers (2007).

Week Eleven: Group Presentations

Week Twelve: Group Presentations

Week Thirteen: Group Presentations

N.B. Laptop Computers ("Ordenadores portátiles") and Mobile Phones are PROHIBITED in Class...

Bibliografía y recursos

1. Course Materials:

Interspersed though out our readings of the Denbach text (above) will be Readings from the additional Course Materials found in the Course Binder entitled "Introduction to Law Supplementary Materials" which have been selected from a number of sources including (amongst others):

The Book of Great American Documents (Selected Sections) by Vincent Wilson, Jr. American History Research Associates Publication, 4th Edition (2005).

"The History Place, Great Speeches Collection: John F. Kennedy Inaugural Address":
[http:// www.historyplace.com/speeches](http://www.historyplace.com/speeches).



American Currency Exhibit: <http://www.frbsf.org/currency/>.

“Americana – Significant Years in U.S. History” – U.S. Bicentennial Commission, 1976.

“Philadelphia Merchants Agree to Accept the Old Continental Money”: <http://freepages.genealogy.rootsweb.com/~wynkoop/index.htm>

Sixty Million Frenchmen Can’t be Wrong (Chapter 15) by Jean Benoit Nadeau & Julie Barlow, Sourcebook Inc. Publishers (2003).

“Minidoka Memories” by Teresa Tamura; *The Seattle Times: Pacific Northwest Magazine*, August 15, 2004 (US Japanese-American Internment camps during WWII).

“Secrete Communiqué” to Prime Minister Tony Blair regarding the legality of military action against Iraq (Original Copy).

“THE INVISIBLE BAR: *The First Women Lawyers*” by Karen Berger Morello, an excerpt from *Law, a Treasury of Art and Literature*, edited by Sara Robbins, (1990), Hugh Lauter Levin Associates, Inc.

2. Additional Resources:

U.S. Government Directories and Manuals, web resources provided by GovPubs at the University of Colorado-Boulder Libraries.

<http://www.colorado.edu/libraries/libraries/norlin-library/government-information-library>

United States Government, a research information guide from the University of Illinois at Urbana-Champaign Library.

<http://www.library.illinois.edu/doc/collections/usfederal.html>

Official Guide to U.S. Governmental Services

<https://www.usa.gov/>

The New Cambridge History of American Foreign Relations

<https://www.cambridge.org/core/series/new-cambridge-history-of-american-foreign-relations/4EA20F20B7C7641A4F120C34593B6CD7>

International Center for Law and Economics

<http://laweconcenter.org>

World Trade Organization

<http://www.wto.org/>

United Nations Organization

<http://www.un.org/en/>

The Washington Post



<https://www.washingtonpost.com/>

Financial Times

<https://www.ft.com/>

BBC News

<http://www.bbc.com/news>

The New York Times

<http://www.nytimes.com/>

3. Further Reading;

United States of America:

- [Wood, Gordon S.](#) (1998). *The creation of the American Republic, 1776–1787*. Gordon S. Wood, Institute of Early American History and Culture (Williamsburg, Va.). p. 653. ISBN 0-8078-2422-4.
- Carnes, Mark C., and John A. Garraty, *The American Nation: A History of the United States* (14th ed. 2015),
 - ISBN 978-0205790449.
- Hamby, Alonzo L. (2010). *Outline of U.S. History*. U.S. Department of State. Archived from the original on April 8, 2013.

Edite el contenido aquí

[Biblioteca](#) | [Catálogo](#) | [Recursos por materias](#)

Profesor y horario de atención

6. Schedule for conference

Office Hours for Prof. Wishart are from 12 to 14 on Wednesdays or by appointment via email (swishart@unav.es).

Bibliography

A Practical Guide to Legal Writing and Legal Method (3rd edition), John C. Dernbach et al., Aspen Publishers (2007). [Find this book in the Library](#)

An Introduction to Anglo-American Law and Case Analysis: **Supplementary Materials** (Binder).

7.2. Recommended Additional Readings:

American Law in a Global Context: The Basics, by George P. Fletcher and Steve Sheppard, Oxford



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University Press (2005). [Find it in the Library](#)

An Introduction to the Anglo-American Legal System, by Toni M. Fine, Thomson Aranzadi (2007). [Find it in the Library](#)

Charles Abernathy, *Law in the United States* 2nd. Ed., West Academic Publishing American Casebook Series (2016) ISBN: 9780314267016 Subject: Introduction To U.S. Law

Kevin Fandl, *Narrowing the Gap: Legal English for the New International Legal Practitioner*, available as an eBook or for purchase on Amazon.com.

Y como lugar web de consulta sobre legislación se recomienda:

noticiasjuridicas.com.

[Biblioteca](#) | [Catálogo](#) | [Recursos por materias](#)



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

Guía Docente

Curso académico: 2019-20

Introduction

<http://www.unav.edu/asignatura/infinantial1Aeconom/>

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Investments in Financial Markets A (F. Economic)

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

Executive summary

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

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

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

General information

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



Degree	ADEb1, ADEb2, ECOb
Classrooms/timetable	Aula 01/ Tuesdays (08:00-10:00) and Fridays (12:00-14:00)
Office	2300 Amigos Building, 3rd floor
Email	abanon@unav.es

Competences

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

Textbook

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

[Find it in the Library](#)

Organization

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

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

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

Regarding the **slides**, BKM provides ready-made PowerPoint slides which can be downloaded free-of-charge from the textbook's website. We will use these slides in class, but you need to take note of which slides were discussed. This will help you with your personal study and in doing each topic quiz.

Program

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

Topic 1: overview of financial markets

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

Topic 2: equity securities

- Equity valuation (Ch13)
- Financial statement analysis (Ch14)

Topic 3: derivative securities

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

Topic 4: measuring risk and return

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

Topic 5: debt securities

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

Grading

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

Ordinary evaluation: Final grade is a combination of the grades you receive on the mid-term



exam, final exam, course activity participation and attendance. For the subject, in its ordinary evaluation, the importance of each one will be as follows:

- Mid-term exam 25%
- Final exam (December) 60%
- Participation and activities 15%

A grade of 4.5 or above in the final exam will be necessary to pass the exam, no matter how the other grades are.

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

- Final exam (June) 80%
- Midter 20%

A grade of 4.5 or above in the final exam will be necessary to pass the exam, no matter how the other grades are



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

Guía Docente

Curso académico: 2019-20

Introduction

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

Microeconomics: Theory and Policy A (F. ECONÓMICAS)

Course Description

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

General Information

School: Economics and Business

Department: Economics

Degrees: ADEb, ECOb, DADEb, DECOb, ELG

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

Type of course: Mandatory

Semester: Spring Semester

Number of ECTS credits: 6 credits (150 hours)

Language of instruction: English



Class schedule

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

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

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

Office hours:

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

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

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

Competencies

The student will acquire the following competences

Basic Competencies (Management and Economics Degrees):

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

General Competencies (Management and Economics Degrees):

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



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

Specific Competencies (Economics Degree)

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

Specific Competencies (Management Degree)

- SC14. Understanding the influence of the economic context on business activities.
- SC20. Understanding the basics of economic theory and the economic environment.

Syllabus

CHAPTER 1 -- The Theory of Demand

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

CHAPTER 2 -- The Theory of Supply

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

CHAPTER 3 -- Equilibrium and Welfare Analysis

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

CHAPTER 4 -- Market Power and Price Discrimination

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

CHAPTER 5 -- Game Theory and Oligopoly

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

CHAPTER 6 -- Choice Under Uncertainty



Hal R. Varian: Chp 16 (Equilibrium)

CHAPTER 7 -- General Equilibrium

Hal R. Varian: Chp 31 (Exchange)

CHAPTER 8 -- Market Failure

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

Educational Activities

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

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

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

Time allocation

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

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

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

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

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

Assessment

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

will be reported and dealt with according to the regulations.

Honesty is the Best Policy

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

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

Sanctions include:

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

Grading policy (over 10 points)

May Exam:

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

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

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

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

Tests: 1,5 points. There will be surprise quizzes (after we finish each chapter of the syllabus). Each time, at least 30% of the students (selected out of the whole group) will stay in the room to take the quizz. Each student will do *at least 3 quizzes* along the semester. These quizzes will last 10-15 minutes (at the end of the lesson) and they will consist of short exercises and/or (theoretical) questions.

* Overall grade 11 points

June Exam:



Retake exam: 8 points. The final exam will be on June 11th at 16.00h (room B1, Edificio Amigos).

The final exam will be comprehensive, i.e. it will cover all the chapters of the course. The student must score at least 4/10 (3,2/8) to pass the course.

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

* Overall grade 11 points

Exam structure:

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

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

Students will be given 150 min to write the exam.

Bibliography and Resources

The professor has prepared a book of notes for the course that will be available in the reprographics services at the Edificio Amigos

The main complementary reference is:

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

Other references are:

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

Guía Docente

Curso académico: 2019-20

Competencies

The student will acquire the following competences

Basic Competencies (Management and Economics Degrees):

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

General Competencies (Management and Economics Degrees):

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

Specific Competencies (Economics Degree)

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

Specific Competencies (Management Degree)

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



activities.

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

Syllabus

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