



Universidad  
de Navarra

## Asignatura: **Creatividad (F. Económicas)**

*Guía Docente*

*Curso académico: 2019-20*

### Sobre la asignatura

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

## Creatividad

**“El tiempo, si lo piensas, se hace lento” Josep María Esquirol**

Una asignatura, un viaje, un objetivo: descubrir el talento creativo que habita en ti... y ponerlo a trabajar.

Con la Economía Creativa y el nuevo marco del Societing como hilo conductor, durante siete viernes viajaremos por el asombroso mundo de la creatividad, esa que Sir Ken Robinson define como “el proceso de generar nuevas ideas que aporten valor”.

Durante este tiempo, buscaremos: dentro y fuera de ti, en ese lugar donde la mirada invita a observar el mundo desde múltiples perspectivas y preguntarnos: ¿... Qué pasaría si...?

El programa de 2019 incluye un reto creativo relacionado con el tiempo. En sus tres dimensiones - el tiempo cronológico, cronométrico y atmosférico-, el tiempo será el motor de una búsqueda que busca mostrar el potencial de la creatividad al servicio de las personas, las organizaciones, nuestra sociedad.

La asignatura, de carácter teórico -práctico, incluye pequeñas sesiones conceptuales que buscan alimentar el reto creativo al que nos enfrentamos y responder a preguntas tales como: ¿Qué papel tiene la creatividad en el mundo actual? ¿Cómo puedo conocer y cultivar mi lado más creativo? ¿Qué retos creativos plantean el mundo, las organizaciones y la vida actuales?

### Competencias

La asignatura de creatividad busca desarrollar una nueva narrativa personal que despliegue competencias conocidas pero también posibilite el descubrimiento y potenciación de otras nuevas.

Para enfrentar el reto de la asignatura con éxito y disfrutar del viaje, hay una serie de competencias a desarrollar, que son:



1. Pensamiento analítico y conceptual: capacidad de abordar la complejidad y observarla desde distintos puntos de vista.
2. Flexibilidad: autoconfianza para trabajar a nivel personal y en equipo.
3. Iniciativa: orientación al logro, capacidad para identificar un problema de contexto y aportar una solución creativa viable.
4. Comprensión interpersonal: escucha atenta, trabajo en equipo, capacidad de liderar procesos creativos.
5. Gestión: del equipo, de los tiempos, del proceso.

## Programa

@X@url\_amigable.obtener@X@

# Creatividad

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## Programa

### Sesión 01 - 11 de enero 2019

#### La Economía Creativa

*“Si quieres que la innovación sea interesante, el juego que has de jugar es menos seguro. No se puede decir de antemano que vaya a salir bien”. George Stigler*

En esta primera sesión analizaremos el paso de la Era del Conocimiento a la Era Conceptual, con todos los cambios en el sistema consumo que esto ha traído. De la mano de Daniel H.Pink analizaremos seis destrezas creativas muy importantes para este nuevo tiempo, como son el diseño, la narración, la sinfonía, la empatía, el juego y la capacidad de crear sentido y nos adentraremos en "El tiempo tecnológico" al que dedicaremos nuestro reto de 2019.

### Sesión 02 - 18 enero 2019

#### Nuevos tiempos para un nuevo mundo

*“Creo que uno de los errores de nuestra economía actual pasa por la simplicidad con la que la medimos”. Tim Brown, CEO de IDEO*

A partir de un caso práctico en clase descubriremos la necesidad de medir diferente y nos preguntaremos: ¿cuáles son y/o pueden ser los parámetros para medir correctamente este nuevo tiempo? Con la innovación disruptiva como telón de fondo, descubriremos qué tienen en común las organizaciones creativas del siglo XXI.

### Sesión 03- 25 enero 2019

La personalidad creativa



*"Teníamos toda una visión que ganar y nada que perder"*

¿Qué significa ser creativo? Nuestra tercera parada comienza **CON** un ejercicio **EN** forma de ladrillo y una misión: Descubrir **las** mejores definiciones de creatividad y bucear por algunos de los mitos que **la** rodean. ¿Creativo se nace, o se hace? ¿Qué relación **hay** entre **el** tiempo y **la** calidad de nuestra dedicación?

### Sesión 04 - 01 febrero 2019

#### Nuestras cosas y nosotros

*"Do you define the things in your life or they define you?"*

París, 1914. Picasso y Gertrude Stein regresan a casa tras una cena. En la calle, un convoy militar camuflado da pie a una conversación: "Gertrude, ¡eso es cubismo! ¡Y lo hemos hecho nosotros! En esta sesión analizaremos la fusión entre función, forma, ética y estética de los productos que consumimos, viajaremos a través de los movimientos de vanguardia de principios del siglo XX y trataremos de aplicar técnicas creativas para re-pensar productos y servicios.

### Sesión 05 : 08 febrero 2019

El impacto de la tecnología en el tiempo

*"Hazlo o no lo hagas, pero no lo intentes" Yoda*

El peso que da ligereza, la mirada atrás que nos ayuda a seguir adelante, los tiempos d+espacio que nos ayudan a avanzar, nosotros y los otros o la destrucción como elemento de la construcción serán algunos de los temas que trataremos en una sesión interactiva que busca ofrecer ideas, herramientas y técnicas que nos ayuden a navegar creativamente los mares del tiempo que nos tocó vivir.

### Sesión 06: 15 febrero 2019

Aplicación Reto creativo

Sesión con Helena Sola destinada conceptualizar el reto creativo.

### Sesión 07: 27 febrero 2019

Presentación proyectos y cierre asignatura

## **Actividades formativas**

Edite el contenido aquí

## **Evaluación**

La evaluación de esta asignatura está basada en los siguientes parámetros:

1. Atención y participación frente a las materias que tratamos cada semana.
2. Presentación de reto final de asignatura.

Incluye:



2.1. - Implicación: nivel de trabajo y esfuerzo desarrollado a lo largo de cada reto semanal y plasmado en el proyecto.

2.2. - Originalidad: planteamiento del reto y solución.

2.3 - Profundidad: nivel de complejidad de la solución aportada.

2.4- Conexión: entre la propia vida y los conceptos tratados en clase, así como ideas aparentemente inconexas que encuentran un hilo conductor a partir de una mirada.

2.5- Colaboración: capacidad de desarrollar un proyecto creativo en equipo.

## **Bibliografía y recursos**

2019 - Después de la sesión del viernes pasado (maravillosa, gracias), aquí os adjunto fuentes para seguir profundizando:

1. En busca de un punto de vista múltiple sobre la tecnología que incluya también su potencial, aquí este TED sobre el peligro del punto de vista único:

[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?language=es](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=es)

2. También en TED, informaciones extra para poder profundizar en la cuestión del tiempo:

<https://www.ted.com/search?q=time+>

Para los que ya estáis prototipando:

<https://www.ideou.com/blogs/heygotaminute/how-do-you-move-from-an-idea-to-a-prototype>

<http://www.designkit.org/methods/26>

Recordad que el producto / servicio que vais a presentar debe ser posible. Copio, para vosotros, del maravilloso libro "Design your life":

"Los buenos diseñadores aceptan la realidad. Y es así como empiezan donde están. No donde desearían estar. No donde su esperanza les lleva. No donde piensan que deberían estar. Aquí. Ahora mismo".

En este sentido, menos es más: imaginación al poder y mucha atención a todo el mundo de posibilidades ya existentes en el campus. Sea cual sea vuestra idea, debe ajustarse a la realidad, ser viable en el corto plazo y celebrar la posibilidad. Nothing is everything ; )

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Fuentes bibliográficas / 40 fuentes para empezar

Libros

1. [Flow](#) Localízalo en la Biblioteca
2. [Steal like an artist](#) Localízalo en la Biblioteca
3. [The laws of simplicity](#) Localízalo en la Biblioteca (ebook)
4. [Creatividad](#) Localízalo en la Biblioteca
5. [Fuera de serie](#) Localízalo en la Biblioteca
6. [Focus](#) Localízalo en la Biblioteca
7. [El engaño de Ícaro](#) Localízalo en la Biblioteca



8. [Innovating](#) [Localízalo en la Biblioteca](#)
9. [How to be an explorer of the world](#) [Localízalo en la Biblioteca](#)
10. [Con una nueva mente](#) [Localízalo en la Biblioteca](#)
11. [El Principito](#) [Localízalo en la Biblioteca](#)
12. [Reimagina el trabajo, entrevista a Juan Pastor Bustamante](#)
13. [La sociedad del desconocimiento](#)
14. [Tiempo](#) [Localízalo en la Biblioteca](#)
15. [Orbiting the giant hairball](#)
16. [InGenius](#) [Localízalo en la Biblioteca](#)
17. [Atención plena](#) [Localízalo en la Biblioteca](#)
18. [Nunca te pares](#) [Localízalo en la Biblioteca](#)
19. [Conversaciones](#) [Localízalo en la Biblioteca](#) (ebook)
20. [La mirada creativa](#)

#### Diez Talks / Vídeos

1. ["Las escuelas matan la creatividad"](#)
2. ["De cuando los humanos volvieron a trabajar en lo que mejor sabían hacer"](#)
3. ["El poder de la vulnerabilidad"](#)
4. [Cómo construir tu confianza creativa](#)
5. [How to Overcome the 3 Fears Every Creative Faces](#)
6. [Anything worthwhile takes time](#)
7. ["Make creative destruction a regular part of your routine"](#)
8. [Seven things I have learned](#)
9. [¿Está Internet cambiándonos como especie?](#)
10. [What is being creative?](#)

#### Diez referencias on-line

1. [IDEO](#)
2. [PSFK](#)
3. [COTEC](#)
4. [MIT \(research\)](#)
5. [Neuronilla](#)
6. [David Bauer](#)
7. [Instagram \(#creativity\)](#)
8. [The Good life](#)
9. [Swiss-Miss](#)
10. [Creative Mornings](#)

#### Horarios de atención

Horario de atención: Miércoles, de 10.30 a 11.30h.



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Datos de contacto:

-mail: [hola@belentorregrosa.com](mailto:hola@belentorregrosa.com)

-twitter: [@belentorregrosa](https://twitter.com/belentorregrosa)

-teléfono: 679 587 771



**Asignatura: European Dialogues (F. Económicas)**

*Guía Docente*

*Curso académico: 2019-20*

**Presentation**

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

**European Dialogues (F. Económicas)**

SCHOOL OF ECONOMICS &  
BUSINESS ADMINISTRATION

**ECONOMICS, LEADERSHIP & GOVERNANCE  
DEGREE PROGRAM**

**Course: European Dialogues**

**Professor: Dr. Iñigo González Inchaurrega** - [igonzalezi@unav.es](mailto:igonzalezi@unav.es)

**European Dialogues** is a 10 hours required course in ECONOMICS, LEADERSHIP & GOVERNANCE undergraduate program. 2 ECTS Credits.

Schedule: Mondays & Fridays as pointed out in the next chart from 12.00 am to 14.00 pm. Class 13.

**Tentative schedule for 2016-2017**

Theme/Subject	Getting ready for debate	Debate on	Dialogue with:
Introduction	*1. Find 2	*January 16 <sup>th</sup> , Monday.	*January 20 <sup>th</sup> Friday 2017
Political Priorities of the European Union. 1. Is our priority in the EU the employment, growth and competitiveness? Or 2. Our priority is liberty, security and justice?	*2. Find solid arguments to defend your position. *3. Find arguments to disrupt the opposite position.	**Class 13. ***From 12.00 to 14.00.	**Mr. Álvaro Renedo
The future of the Euro and the monetary union. Has the Euro been a failure?		*January 30 <sup>th</sup> , Monday. **Class 13. ***From 12.00 to 14.00.	*February 3 <sup>rd</sup> , Friday 2017 **Mr. Xavier Vidal Folch
Refugee Crisis in the		*February 20 <sup>th</sup> ,	*February 24 <sup>th</sup> , Friday



EU. Should we close our borders?	Monday. **Class 13. ***From 12.00 to 14.00.	2017 **Mr. Antonio Garrigues Walker
EU Banking Union. Should we implement a Baking Union?	*March 6 <sup>th</sup> , Monday. **Class 13. ***From 12.00 to 14.00.	*March 10 <sup>th</sup> , Friday 2017 **Mr. José Manuel González-Páramo
Will the populist movements change the roots of the European Union?	*March 13 <sup>th</sup> , Monday. **Class 13. ***From 12.00 to 14.00.	*March 17 <sup>th</sup> or 24 <sup>th</sup> , Friday 2017 **Person to confirm

**Dialogues Europe** consists in two parts: Debate + Dialogue.

#### Structure of the Debate

- 5 Topics, 5 debates
- 2 groups for each topic: YES vs NO
- New group members for each topic
- All group members research about the topic
- 5 teams within each group
  - 1. Define, outline
  - 2. Defend, explain, rebut
  - 3. Backup, extend, rebut
  - 4. Explain, sum up
  - 5. Short essay (after dialogue)

**As for the debate itself, it consists in 4 rounds of 7 minutes each, for each group**

1st opening proposition, Group YES, Group NO

2nd opening proposition (rebut), YES, NO

1st closing proposition

2nd closing proposition





**\* Consider strategies (visit "Roles in a Debate")**

**Please, find additional information about the course**

- 1: Topic of the debates & Group members: "Actividades formativas" section"
2. Link to sources about debate rules and tips: " Bibliografía y recursos" section

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Se adjunta el comentario enviado a una alumna para la preparación y dinámica de los debates, que lógicamente es igual para todos:

- Estáis divididos en 5 subgrupos.
- Antes del debate todo el equipo trabaja junto para encontrar fuentes, argumentos a favor de vuestra posición (en el plano político, histórico, social, institucional, económico).
- También tenéis que encontrar los argumentos en contra para saber cómo os van a atacar y preparar la defensa.
- Igualmente necesitáis saber los puntos fuertes y débiles de la posición contraria para preparar vuestro ataque.
- Con todo esto tendréis que diseñar vuestra estrategia: cuántos argumentos de apoyo a vuestra posición poner en cada intervención, cuánto ataque y cuándo a la del rival. Decidid en qué momento sacáis el "**killer argument**".

**Con todo esto cada uno de los 4 subgrupos prepara la estructura de sus 7 minutos de intervención.**

- En la sesión de debate del jueves entran en acción 4 subgrupos, que corresponde a las 4 rondas de debate de cada equipo.
- En cada subgrupo habla solo una persona.
- El primer subgrupo lo tiene "más fácil" ya que su intervención estará cerrada antes de empezar. Por eso esa intervención tiene mucha importancia porque no tiene excusas de improvisación y marca el debate del resto de intervenciones. Su único problema es que no sabe si habla primero o segundo.
- Para las otras tres intervenciones de cada equipo están obligados a combinar las ideas y argumentos que ya estaban previstos (de defensa y de ataque) con la incorporación sobre la marcha de los argumentos y ataques que haya lanzado el equipo rival. Por eso los miembros de esos 3 subgrupos podrán tomar notas y cuchichear para ajustar la estructura de su debate, mientras los otros subgrupos están interviniendo. Pero, si molestan, el juez puede dictar penalización contra el equipo.



- Por todo lo dicho, se entiende que es necesario hacer una puesta en común previa al debate, para que todos los subgrupos conozcan todos los argumentos a favor y en contra, para poder saber cómo utilizarlos en su intervención.

Finalmente, el subgrupo 5 va tomando notas durante el debate y durante el diálogo, para seleccionar aquellos argumentos a favor (y en contra del rival) que hagan más convincente su posición en el ensayo de 500 palabras.

- El plazo para entregar el ensayo es el jueves de la semana siguiente.

**Nota adicional:** los que redactan el ensayo deben entregar también un documento aparte con la lista de todos los documentos usados por el equipo para la preparación de los argumentos del debate. Deberán valorar cada documento, con nota de 1 a 10, con respecto a dos criterios: a) credibilidad/ autoridad de la fuente y sus autores. b) solidez/rigor del contenido.

Otro apunte importante: los 8 que hablan en público en el debate 1 no vuelven a hablar en un debate siguiente hasta que haya pasado el resto de la clase. Es decir, en el debate 2 presentan los que no han presentado en debate 1. En debate 3 presentan los que no lo hicieron en 1 y en 2.

Se agradecerá que los que quieran compartan en Twitter durante el debate fotos del debate, argumentos, usando el hashtag #debateELG

## Competencias

Edite el contenido aquí

## Syllabus

### **Topic 1: The future of Europe**

Debate topic 1: Union of States Vs European Federation

Guest speaker: Iñigo Méndez de Vigo –Secretario de Estado de España ante la Unión Europea

## Educational Activities



**Debate 2:** The roots of Europe. ¿A reference to Christianity in the European Constitution?

Group A: Yes

Alfonso	Hermoso Sota
Ana Patricia	Fanjul Alemany
David	Eslava Anoz
Fernando Miguel	Benavides Canales
Francisco Manuel	Nadal Busto
Germán	Barba Castro
José Ricardo	Díaz Gómez
Juan Ignacio	Güenechea Rodríguez
Marc	Herrero Faura
María	Chiva San Román
Maria Lourdes	Nagore Valiente

Group B: NO

Ibone	Gómez Olagüe
Ignacio	Gómez Bujarrabal
Ines	Huete Arrieta
Iñigo	Peña Medrano
Jaime	Ibarra Aguirre
Rocío	Isasi
Marta Maria	Miranda Sancho
Mélanie	Kubbinga
Pedro	González Jiménez
Sebastián Antonio	Coronel Hamilton
Taren Alan	Shaw
Yannick	Voit De La Piedra

**Debate 1:** The future of Europe. Union of States Vs Federal Europe.

Group A: Union of States

Alfonso	Hermoso Sota
Ana Patricia	Fanjul Alemany
David	Eslava Anoz
Fernando Miguel	Benavides Canales



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Francisco Manuel	Nadal Busto
Germán	Barba Castro
Ibone	Gómez Olagüe
Ignacio	Gómez Bujarrabal
Ines	Huete Arrieta
Iñigo	Peña Medrano
Jaime	Ibarra Aguirre

#### Group B: European Federation

José Ricardo	Díaz Gómez
Juan Ignacio	Güenechea Rodríguez
Marc	Herrero Faura
María	Chiva San Román
Maria Lourdes	Nagore Valiente
Marta Maria	Miranda Sancho
Mélanie	Kubbinga
Pedro	González Jiménez
Sebastián Antonio	Coronel Hamilton
Taren Alan	Shaw
Yannick	Voit De La Piedra

### **Evaluation**

60% Quality of analysis/arguments (Team)

10% Essay (Team)

30% Presentation skills (Individual)

(Based in the results of all 5 debates)

### **Bibliography and resources**

Link to:

[World debate Website](#) (Rules, communication tips)

[International Debate Education Association](#) (International Competition)

The sections especially useful are:

\* [Research of information](#).

\* [Speaking Style](#)

\* [Public speaking tips](#)



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\* [Roles in a debate](#) (keep the ideas and tips, while the roles won't apply exactly to our debate system)

\* [Summary of key ideas](#)

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

### **Office hours for students**

Edite el contenido aquí



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**Asignatura: Proyecto Integrado II: Revista digital (2º curso de  
ELG)**

Guía Docente

Curso académico: 2019-20

## **Presentación**

<http://www.unav.edu/asignatura/printegecon2/>

### **Proyecto Integrado II**

#### **Revista digital**

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***“I grew up in a physical world, and I speak English. The next generation is growing up in a digital world, and they speak social”- Angela Ahrendts***

***“We are in the throes of a transition where every publication has to think of their digital strategy.”- Bill Gates***

***“By 2025, we can expect the world to be completely digital. Paper books will be a thing of the past. Education will be delivered through analytics-based assessment tools and adaptive learning platforms.”- Osama Rashid***

***“Paper is no longer a big part of my day. I get 90% of my news online, and when I go to a meeting and want to jot things down, I bring my Tablet PC. It’s fully synchronized with my office machine, so I have all the files I need. It also has a note-taking piece of software called OneNote, so all my notes are in digital form.”- Bill Gates***

***“Analog is more beautiful than digital, really, but we go for comfort.”- Anton Corbijn***

***“The viral power of online media has proven how fast creative ideas can be spread and adopted, using tools like cellphones, digital cameras, micro-credit, mobile banking, Facebook, and Twitter. A perfect example? The way the Green Movement in Iran caught fire thanks to social media.”-Tina Brown***

Durante el segundo año en el programa de Economics Leadership and Governance, el alumno aprenderá la importancia de administrar bien su tiempo, ampliará su red de contactos y se mantendrá informado de los temas de actualidad mientras planifica y utiliza técnicas que lo ayuden a mejorar su trabajo como el delegar tareas entre los integrantes del grupo.



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Entrevistas

Temas de actualidad

Motivación

Toma de decisiones

Creatividad

Habilidades de comunicación escrita

Red de contactos

El objetivo es crear una revista digital abierta al público donde, el diseño y los temas a enfocar serán auto-denominados por parte de los alumnos y los lectores. Estos últimos evaluarán los contenidos a través de su participación con comentarios y reacciones a las publicaciones.

El alumno contará con sesiones de seguimiento periódicas y voluntarias en las que recibirá retroalimentación por parte de asesores como de sus compañeros de clase.

### **Competencias**

Edite el contenido aquí

### **Programa**

Edite su contenido aquí

### **Actividades formativas**

Edite el contenido aquí

### **Evaluación**

Edite el contenido aquí

### **Bibliografía y recursos**

Proyectos previos de revista digital

<https://themarvinnews.com/>

### **Horarios de atención**

Edite el contenido aquí



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**Asignatura: Sociology (F. Económicas)**

*Guía Docente*

*Curso académico: 2019-20*

## **Introduction**

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

### **SOCIOLOGY** **Economics, Leadership and Governance**

**Javier García-Manglano, PhD**

ICS, Biblioteca de Humanidades, Office 2050

[jgmanglano@unav.es](mailto:jgmanglano@unav.es)

#### **Class Times**

Thursday 11:00 - 14:00 , room M2 edificio Amigos

#### **Office Hours**

Only by appointment (email me)

#### **Course description**

In this course you will be introduced to the basic concepts and theories of Sociology. You will learn to think sociologically, i.e. to apply a sociological perspective to the world around you, recognizing the crucial links between individuals and the society in which they live. We will survey the main classical sociologists, and apply key sociological concepts to topical issues such as gender, globalization and consumerism, and social institutions (marriage, family, etc). This course is meant for people in non-Sociology degrees. Thus, particular emphasis will be placed on making the theories and concepts pertinent to the world we live in. Attendance is highly encouraged, and the students are expected to actively participate in class discussions. All students will work on a project during the semester, which will be presented in the final weeks of class

## **Competences**

Edite el contenido aquí

### **Programa**

#### **Part I. Thinking about thinking**

Worldviews

What's behind my opinion on social issues?

Public dialogue: ethical views, moral foundations, spiral of silence

#### **Part II. Thinking Sociologically**





Sociology: origins and definition

Key sociological debates

The sociologist toolkit

### **Part III. Thinking about Society**

Social change

Love and relationships

Work and labor

Technology

Feminisms and gender

### **Part IV. Thinking about the future**

## **Educational activities**

### **Weekly homework**

Should ordinarily take about 1-2 hour of weekly work (readings, videos and/or answering some questions).

Due by midnight on Wednesdays (email it to sociologyhomework@gmail.com)

Missing 3+ homeworks: <10% in this section.

### **Group Project**

I will offer a series of topics and resources for your group project. Groups will be made up of 3 students each.

If you have an interesting topic (something you care about or something that came up in class), feel free to suggest it to me soon. I will assess whether it can be turned into a class project, and if so give you guidance.

### **Timeline:**

- on 26 sept, in class: I will present some suggestions for project topics.
- by 3 oct: everyone assigned to a group with a topic. Each group will send me one-pager with a brief answer to these questions:
  - Why is this topic relevant sociologically?
  - What specific questions are you trying to answer?
  - What are the different ideological positions on this issue? What are their arguments?



- Is there any available evidence (facts, data...) to support those positions/arguments.
- Are you, as a group, more inclined towards one ideological position? Why?
- by 14 Nov: turn in final group paper, about 3,000 words in length.
- Nov 21 & 28, in class: project presentations.

## **Assessment**

### **Class participation & discussion: 30 points**

- Attending class and participating actively
- Missing 3+ classes: <10% in this section.

### **Weekly homework: 20 points**

- Should ordinarily take about 1-2 hours of weekly work (readings, videos and/or answering some questions).
- I upload homework by midday on Friday (after our Friday class)
- Due by midnight on Tuesday, and bring a printed copy to class.
- Missing 3+ homeworks: <10% in this section.

### **Group Project: 30 points**

- See "Educational Activities"

### **Final exam: 20 points**

- Will confirm date and time... before December exams.
- Needs to be passed (5 out of 10 points) in order to pass the course.

## **PLAGIARISM**

Any use of another person's words or ideas, taken directly or paraphrased, without citing the source is plagiarism; this includes taking material from the Internet without citing the website. If you have any questions about UNAV's policies on plagiarism ask me. If you have any questions on how to properly cite your sources please ask me. Students who are caught plagiarizing will receive a 0 (zero) grade.

## **Bibliografía y recursos**

[Sociology10.pdf-Sociology Slides- Oct. 20, 2015](#)

**Introduction to Sociology: Power Point Presentation**

**2014 READING LIST for Sociology:**



## **Week 1**

Social Catholicism

[http://pastoralplanning.com/23rdBookParts/CatholicSocialTeaching\\_SAMPLE.pdf](http://pastoralplanning.com/23rdBookParts/CatholicSocialTeaching_SAMPLE.pdf)

[//www.youtube.com/watch?v=ev733n-5r4g](http://www.youtube.com/watch?v=ev733n-5r4g)

## **C Wright Mills**

[http://search.credoreference.com/content/entry/jhueas/mills\\_c\\_wright/0](http://search.credoreference.com/content/entry/jhueas/mills_c_wright/0)

[http://www.pravo.unizg.hr/\\_download/repository/C.\\_Wright\\_Mills\\_Sociological\\_Imagination\\_The\\_Promise.pdf](http://www.pravo.unizg.hr/_download/repository/C._Wright_Mills_Sociological_Imagination_The_Promise.pdf)

Movie: Professor Mitch Duneier of Princeton talks about C. Wright Mills. <http://www.youtube.com/watch?v=CZOr7kLFjX4>

## **1-Class Discussion 1- September 8.**

Using the analysis of C. Wright Mills, what dramatic event happening within Europe today can be looked at with a Sociological Imagination, that a private issue can be argued as a result of a public problem. Explain yourself thoroughly incorporating the thinking of C. Wright Mills. (Do not use the examples Dr. Duneier uses).

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## **Week 2 Research & Investigation in Sociology & Theoretical Perspectives**

[http://en.wikipedia.org/wiki/Stanford\\_marshmallow\\_experiment](http://en.wikipedia.org/wiki/Stanford_marshmallow_experiment)

<http://sociology.about.com/od/Works/a/Asch-Conformity-Experiments.htm>

<http://sociology.about.com/od/Works/a/Milgram-Obedience-Studies.htm>

## **Theoretical Perspectives**

**Understanding Theoretical Paradigms or Perspectives in Sociology (Structural Functional, Symbolic Interactionist, Conflict)**

**Structural Functional Sociologist: Emile Durkheim Bio -**  
<http://durkheim.uchicago.edu/Biography.html>

**Suicide: Ideas to remember:** <http://www2.uvawise.edu/pww8y/Soc/Theorists/Durkheim/Suicide.html>



Read "Social Catholicism" from Week 1 to compare with events surrounding creation of Durkheim's "Annee Sociologique".

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### **Week 3-** Institutions (Definition & Purpose within Sociology) & Social Origins of the Individual

Institutions vs. Organizations

Patterns, rules, sanctions, purpose.

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### **Week 4- Culture & Socialization**

Early childhood development: [http://commonhealth.wbur.org/2014/06/trauma-abuse-brain-matters?utm\\_source=Center+on+the+Developing+Child%27s+mailing+list&utm\\_campaign=35d70e925a-September\\_mobile\\_9\\_11\\_2014&utm\\_medium=email&utm\\_term=0\\_b803499e01-35d70e925a-77919077](http://commonhealth.wbur.org/2014/06/trauma-abuse-brain-matters?utm_source=Center+on+the+Developing+Child%27s+mailing+list&utm_campaign=35d70e925a-September_mobile_9_11_2014&utm_medium=email&utm_term=0_b803499e01-35d70e925a-77919077)

Are we socialized according to Gender? Norwegian Study on gender  
<https://www.youtube.com/watch?v=tiJVJ5QRRUE>

Jean Piaget/ Cognitive

Development: <http://psychology.about.com/od/piagetstheory/a/keyconcepts.htm>

Herbert Mead: <http://plato.stanford.edu/entries/mead/#RoISelGenOth>

Imaginative Play:

<http://online.wsj.com/articles/SB10001424052748703344704574610002061841322?gclid=COfy7t7V9cACFdMbtAodkyQAUw>

Early Language: <http://www.medicalnewstoday.com/articles/281670.php>

Child neglect: [http://commonhealth.wbur.org/2014/06/trauma-abuse-brain-matters?utm\\_source=Center+on+the+Developing+Child%27s+mailing+list&utm\\_campaign=35d70e925a-September\\_mobile\\_9\\_11\\_2014&utm\\_medium=email&utm\\_term=0\\_b803499e01-35d70e925a-77919077](http://commonhealth.wbur.org/2014/06/trauma-abuse-brain-matters?utm_source=Center+on+the+Developing+Child%27s+mailing+list&utm_campaign=35d70e925a-September_mobile_9_11_2014&utm_medium=email&utm_term=0_b803499e01-35d70e925a-77919077)

Goffman: Total institutions: [totalinstitutions.pdf](#)

## **Mass Incarceration, Family Complexity,**



# and the Reproduction of Childhood Disadvantage [http:](http://ann.sagepub.com/content/654/1/127.abstract)

<http://ann.sagepub.com/content/654/1/127.abstract>

**Written Homework- Social media, would Jean Piaget agree or disagree that watching television often during the day is good for children? Explain. One page paper. Remember to check your English. Due: October 6th, beginning of class. No late papers turned in via email or by hand will be accepted. All papers need to be submitted in printed form at the beginning of class.**

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## **Week 5- Socialization through Communication/ Media as an influential force**

Trust in Government? Lobbying Pressure? Watch videos.

<http://www.youtube.com/watch?v=MMSEnIVFBQ0>

<http://www.youtube.com/watch?v=lpbc-6lvMQI>

[http://www.youtube.com/watch?v=UVX6\\_LzX4mM](http://www.youtube.com/watch?v=UVX6_LzX4mM)

**Wiki Leaks: To be discussed in government.**

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## **Week 6- Weber's Bureaucracy, Groups and Types of Government Power**

Max Weber & Bureaucracies and Alienation:

<http://www.cf.ac.uk/socsi/undergraduate/introsoc/weber12.html>

**Formal Organizations:** <https://www.inkling.com/read/sociology-richard-schaefer-9th/chapter-5/understanding-organizations>

**What is a bureaucracy?** <http://www.sparknotes.com/us-government-and-politics/american-government/the-bureaucracy/section1.rhtml>

**Economic systems #1:** <http://www.cliffsnotes.com/sciences/sociology/economics-and-politics/predominant-economic-systems>

**Economic systems #2: Types of Economic systems:** Read 4 pages including & up to Reaganomics. <http://www.shmoop.com/economic-systems/types.html>

**Groups:** <http://www.cliffsnotes.com/sciences/sociology/social-groups-and-organizations/social-groups>



Max Weber, "Bureaucracy," pp. 956-965; 966-67; 973-975; 983-985; and 987-989 in *Economy and Society*, Vol. 2. [Find it in the Library](#)

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## Week 7 - Government

**Purpose of Government:** <http://www.ushistory.org/gov/1a.asp>

**Types of Government Power:**

<http://www.cliffsnotes.com/sciences/sociology/economics-and-politics/politics-and-major-political-structure>

**Immigration:** <http://www.economist.com/blogs/economist-explains/2014/07/economist-explains-5>

**Immigration:** <http://www.cfr.org/immigration/us-immigration-debate/p11149>

**WikiLeaks: Assange & Manning & Free press & Diplomacy:**

**New York Times:** [http://www.nytimes.com/2011/01/30/magazine/30Wikileaks-t.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2011/01/30/magazine/30Wikileaks-t.html?pagewanted=all&_r=0) + Watch Video also on this link.

1. <http://www.extension.harvard.edu/hub/spotlight/press-freedom-age-wikileaks>

2. <http://news.harvard.edu/gazette/story/2010/12/working-with-wikileaks/>

3. (Part 1) <http://yaleglobal.yale.edu/content/wikileaks-fallout-part-i>

(Part 2) <http://yaleglobal.yale.edu/content/post-wiki-world-part-ii>

(Part 1) **WikiLeaks Ravage 1:** <http://yaleglobal.yale.edu/content/internet-ravage-part-i>

(Part 2) **WikiLeaks Ravage 2:** <http://yaleglobal.yale.edu/content/internet-ravage-part-ii>

MIDTERM: NOV. 3, 2015, DURING CLASS. MAX. 2 HOURS LONG. WILL COVER FIRST 7 WEEKS OF COURSE.

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## Week 8 - Inequalities in Race, Gender and Age

**Gender Inequality in 1st world:**

**Top Management Jobs:** <http://blogs.hbr.org/2014/09/most-people-dont-want-to-be-managers/>



Are we socialized according to Gender? Norwegian Study on gender

<https://www.youtube.com/watch?v=tiJVJ5QRRUE> why women dont want top jobs.docx

PDF: [why women dont want top jobs\(1\).docx](#)

Regrets: [http://www.nytimes.com/2013/03/10/opinion/sunday/is-there-life-after-work.html?ref=opinion&\\_r=2&](http://www.nytimes.com/2013/03/10/opinion/sunday/is-there-life-after-work.html?ref=opinion&_r=2&)

<http://www.iol.co.za/lifestyle/people/regrets-from-other-side-of-glass-ceiling-1.1496272#.VE609ovF-Fc>

Missing girls: <http://www.cisssmun.org/cisssmun/wp-content/uploads/2012/11/61872915-1.pdf>

[http://ec.europa.eu/justice/gender-equality/gender-pay-gap/index\\_en.htm](http://ec.europa.eu/justice/gender-equality/gender-pay-gap/index_en.htm)

### **Gender Wage Gap:**

[http://www.jec.senate.gov/public/?a=Files.Serve&File\\_id=0f18b974-080c-446b-8fbd-072b3bf9aba6](http://www.jec.senate.gov/public/?a=Files.Serve&File_id=0f18b974-080c-446b-8fbd-072b3bf9aba6)

**Age: Movie:** <http://www.youtube.com/watch?v=lZeyYIsGdAA>

**Age discrimination:** <http://www.forbes.com/sites/lizryan/2014/01/31/the-ugly-truth-about-age-discrimination/>

**Fear of Success:** <http://fearofsuccess.blogspot.com.es>

A Functionalist perspective on Race and Ethnicity is that Functionalists believe that in terms of understanding ethnic stratification it is possible to achieve a value consensus in wider society regardless of cultural variations between ethnic groups in society. Functionalists believe that Ethnic groups need to become assimilated into mainstream or dominant culture. A key assumption behind this approach is that although societies go through a period of adaption with an influx of immigrant groups that it naturally manages to stabilise itself through absorption. Functionalists theorise that when immigrants become assimilated into the host society they can participate in the benefits of the host society, such as upward social mobility.

### **Discussion Topic:**

**Read the articles on the attached links "Are Gypsies Really the Greatest Problem Europe is Facing?"** <http://www.smh.com.au/world/are-gypsies-really-the-greatest-problem-europe-is-facing-20131026-2w87d.html>.

### **Spain's Tolerance of**

**Gypsies:** <http://content.time.com/time/world/article/0,8599,2019316,00.html>

Read the articles thoroughly. After you understand the articles, think how it relates to



our discussion on Race Discrimination. The Gypsies argue that they are discriminated against but the other Europeans argue that the Gypsies do not want to integrate into society. What do you think the problem really is? Is it discrimination (by the Europeans) or is there a lack of willingness to integrate (by the Gypsies) completely in European society? What solution to this problem do you propose?

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## **Week 9 - Family, Marriage, Children**

Durkheim and Family: Pgs 1-7 [DurkheimPg1 .png](#) [DurkheimPg2.png](#)  
[DurkheimPg3.png](#) [Durkheim-4.png](#) [Durkheim-5.png](#) [Durkheim-6.png](#) [Durkheim-7.png](#)

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**Unwed Parenthood:** [http://www.nbcnews.com/id/39993685/ns/health-womens\\_health/t/blacks-struggle-percent-unwed-mothers-rate/#.VE7A8ovF-Fc](http://www.nbcnews.com/id/39993685/ns/health-womens_health/t/blacks-struggle-percent-unwed-mothers-rate/#.VE7A8ovF-Fc)

**Marriage & Poverty:**

<http://www.heritage.org/research/reports/2012/09/marriage-americas-greatest-weapon-against-child-poverty>

**Family:** [http://www.vatican.va/holy\\_father/john\\_paul\\_ii/letters/documents/hf\\_jp-ii\\_let\\_02021994\\_families\\_en.html](http://www.vatican.va/holy_father/john_paul_ii/letters/documents/hf_jp-ii_let_02021994_families_en.html)

When functionalists look at marriage and family, they examine how they are related to other parts of society, especially the ways they contribute to the well-being of society.

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## **Week 10/ Religion & Atheism**

**Discussion topic:** Read the information on the following links. Imagine you are a Functionalist who believes that the purpose of government is to make laws which promote the common good and help the country and society function well. What would a Functionalist say after reading the links you see below? Do the laws create confusion and is that confusion beneficial to society?

<http://georgewbush-whitehouse.archives.gov/news/releases/2004/04/20040401-3.html>

<https://litigation-essentials.lexisnexis.com/webcd/app?action=DocumentDisplay&crawlid=1&dctype=cite&docid=60+S.+Cal.+L.+Rev.+1209&srctype=smi&srcid=3B15&key=a529765c1e6d27676b6a09c4ebf0a071>

<http://law.justia.com/constitution/us/amendment-14/31-abortion.html>

[http://www.abort73.com/abortion\\_facts/us\\_abortion\\_law/](http://www.abort73.com/abortion_facts/us_abortion_law/)

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## **Week 11: Population, Demography, Sustainable Development**

**Population: The Population Puzzle: Boom or Bust** <http://www.scribd.com/doc/58320775/Population-Puzzle-Boom-or-Bust-by-Laura-E-Huggins-Hanna-Skandera>

<http://www.juliansimon.com/writings/Norton/> (Read Chapter 2 & 7)

<http://www.juliansimon.com/writings/Articles/CATONEW.txt> "Is population a drag on development?"

<http://www.prb.org/Publications/Datasheets/2014/2014-world-population-data-sheet/data-sheet.aspx> (Download 2014 World Population Data Sheet)

[http://www.prb.org/pdf14/2014-world-population-data-sheet\\_eng.pdf](http://www.prb.org/pdf14/2014-world-population-data-sheet_eng.pdf)

<http://www.foreignaffairs.com/articles/65735/jack-a-goldstone/the-new-population-bomb>

**Paper Topic:** Regarding predictions of population, how influential was Paul Ehrlich's book "The Population Bomb", written in 1968, in influencing public opinion and in defining US political policy regarding population control in the 1970's? Make sure you mention the Club of Rome,

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## **Week 12- Stratification in Global Perspective/ Economics & Global Economy / Neo Colonialism & Global Warming/ Conclusions**

**Pope John Paul**

**II,** [http://www.vatican.va/holy\\_father/john\\_paul\\_ii/encyclicals/documents/hf\\_jp-ii\\_enc\\_04031979\\_redemptor-hominis\\_en.html](http://www.vatican.va/holy_father/john_paul_ii/encyclicals/documents/hf_jp-ii_enc_04031979_redemptor-hominis_en.html) (Read 12-22)

**Video:** YouTube: Would you still buy that dress after watching this? [http://www.youtube.com/watch?v=t\\_mA9L1DSr8](http://www.youtube.com/watch?v=t_mA9L1DSr8) (43 minutes long).

**First Things:** <http://www.firstthings.com/article/1999/12/john-paul-ii-and-the-crisis-of-humanism>

[http://online.wsj.com/article\\_email/SB125883405294859215-IMyQjAxMDI5NTI4NDgyMzQ0Wj.html](http://online.wsj.com/article_email/SB125883405294859215-IMyQjAxMDI5NTI4NDgyMzQ0Wj.html)

Harvey, David. (2005). "Introduction," "Freedom's Just Another Word ...," in A Brief History of Neo-liberalism, 1 - 38.

<http://www.sok.bz/web/media/video/ABriefHistoryNeoliberalism.pdf>



Gershman, John & Alec Irwin. (2002). "Getting a Grip on the Global Economy," Crisis," in Dying for Growth: Inequality and the Health of the Poor, Edited by Jim Yong Kim et al, 11 – 43

Professor Raghuram Rajan - <https://www.youtube.com/watch?v=QIHYiVrT7Ag>

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### **Week 13**

Sociology of Global Politics, Persuasion & Influence of the Media.

The State, State-Society Relations and

Developing Countries' Economic Performance

<http://www.diva-portal.org/smash/get/diva2:123090/FULLTEXT01.pdf>

The Nairobi speech

Address to the Board of Governors

by Robert S. McNamara, President, World Bank Group

Nairobi, Kenya, September 24, 1973

[http://juerg-buergi.ch/Archiv/EntwicklungspolitikA/EntwicklungspolitikA/assets/McNamara\\_Nairobi\\_speech.pdf](http://juerg-buergi.ch/Archiv/EntwicklungspolitikA/EntwicklungspolitikA/assets/McNamara_Nairobi_speech.pdf)

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### **Possible Exam Questions:**

1. With reference to alienation (Marx), anomie (Durkheim), and rationalisation (Weber), what are the similarities and differences in the hopes and fears that the classical theorists had for the future of society?
2. Understand the different sociological perspectives relating to power, types of government, religion and family.
3. Discuss Durkheim's emphasis on "Integration" & "Regulation".



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## **Office Hours**

**Office hours (by email appointment only)**



**Asignatura: Financial Accounting I B (F. Económicas)**

*Guía Docente*

*Curso académico: 2019-20*

## **Presentación**

<http://www.unav.edu/asignatura/financialaccounting1b/>

# **FINANCIAL ACCOUNTING I**

## **2019/2020 - ECOb + ECObG**

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

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

The detailed goals of the course are:

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

### **General information**

- Professor: Andres Mesa Toro (amesat@unav.es)
- Course: Financial Accounting I



- Number of Credits: 6 ECTS
- Semester: First
- Course: 1º and 2 º
- Class period: Sept – Dec 2019
- Schedule and room: Monday 12:00 - 14:00 room 03; Friday 10:00 - 12:00 room 06
- Language: English
- Grade: Compulsory subject for ECO B and Governance

## Competencias

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

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

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

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

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

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

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

SC14. Understanding the theory and practice of business operations.

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

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

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



## **Programa**

1. Introduction to accounting.
2. Fundamental concepts .
3. The accounting process .
4. Practice: The accounting simulation game .
5. Ending a period.
6. Accounting for commercial and manufacturing companies .
7. Using accounting to forecast business performance / Cash flow statement
8. Accounting regulation around the World .
9. International Financial Reporting Standards (IFRS).
10. Revenue recognition
11. Accounting for inventory .
12. Analysis of financial statements.
13. Exercises and review .

## **Actividades formativas**

### **I. Classroom teaching activities**

#### **1. Lectures**

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

#### **2. One-to-one tutorials**

Each student may have personal interviews with the professor to help him/her with personal study and learning.

#### **3. Evaluation**

Exams and assignments to assess the successful accomplishment of the objectives

### **II. Personal work**

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

1. Students must read the assigned reading for a subject before the lecture covering that topic. Being



familiar with topics beforehand will allow students to get the most out of the lecture.

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

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

1. Lectures	2.16 ECTS	54 h	(36.2 %)
2. Evaluation	0.16 ECTS	5 h	(3.4 %)
<hr/>			
Total classroom activities	2.24 ECTS	59 h	(39.6 %)
3. Personal work	3.72 ECTS	91 h	(60.4 %)
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Total	6 ECTS	150 h	(100 %)

## Evaluación

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

Components of evaluation:

1. Activities in the classroom and homeworks: 10% (tasks, quizzes, homeworks, participation)
2. Group assignments: 20% (business analysis and forecasting)
3. Midterm exam: 20% (Wednesday 16th October, aula 2)
4. Final exam: 50%

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



## **Bibliografía y recursos**

**Course materials are available on Google Drive.**

The main course-books:

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

Additional reading:

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

Important webpages:

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

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

## **Horarios de atención**

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

Please send an email before to [amesat@unav.es](mailto:amesat@unav.es)





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**Asignatura: European Institutions (F. Económicas)**

*Guía Docente*

*Curso académico: 2019-20*

## **Presentation**

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

# **European Institutions**

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## **General Information**

### **Lecturer:**

Ignacio Baleztena

European Affairs Professional, Directorate-General for Research and Innovation,  
European Commission

Master of Science in Public Relations and & Corporate Communication, New York  
University

Bachelor of Arts in Audiovisual Communication, University of Navarra

[ibalezte@unav.es](mailto:ibalezte@unav.es)

### **Classes and Office Hours:**

- 8th of January
- 20th of January
- 3rd of February
- 17th of February
- 2nd of March
- 16th of March
- 30th of March
- 20th April
- 27th April
- Friday 17th or Friday 24th of April (*to be confirmed*)

**Schedule:** 10:00 – 12:00 & 16:00 – 17:00

**Office Hours:** by appointment



## **Objetives**

### **Course description and objectives:**

The European Union was born with the objective of promoting peace, stability and prosperity in Europe after World War II. In over five decades, the EU has grown from its 6 original members to the current 28 (soon to be 27 after the exit of the United Kingdom) and has become a major political and economical actor on the world stage. The creation of a common currency, the establishment of a single market or the abolishment of border controls through the Schengen Area are some of the key achievements of the European Union. With its highs and lows, the European Integration is without the most successful experiment in international cooperation.

The European Union influences the daily lives not only of its 500 million citizens, but also of its around 26 million active enterprises. Therefore, business leaders must understand the EU and how its regulation has an impact on business activities. This course examines the history, the institutional structure, the policy-making process and the main policies of the European Union. In addition, it analyzes recent critical events that have affected the Union and future challenges that Europe is facing.

It is expected that by the end of the course, students should be able to:

- Become familiar the European integration process that led to the creation of the current European Union
- Understand the political, economical and social systems of the EU and its institutional architecture
- Develop awareness of the challenges ahead for the Union
- Demonstrate the ability to discuss and critically analyze the topics presented during the course

## **Textbooks and other Resources**

### **Recommended textbook and readings:**

- Michelle Cini and Nieves Pérez-Solórzano Borragán (eds.). European Union Politics, 5th Edition (2016). Oxford University Press.
- Additional readings will be provided as handouts.
- It is suggested that students should also keep abreast of current events in the European Union, by reading newspapers and consult the official EU and other websites:



- [www.europa.eu](http://www.europa.eu)
- [www.europarl.europa.eu](http://www.europarl.europa.eu)
- [www.euractiv.com](http://www.euractiv.com)
- [www.politico.eu](http://www.politico.eu)
- [www.consilium.europa.eu](http://www.consilium.europa.eu)
- [www.ec.europa.eu](http://www.ec.europa.eu)
- [www.euobserver.com](http://www.euobserver.com)
- [www.euronews.com](http://www.euronews.com)

## Evaluación

### Evaluation:

- Final Exam (50%) – Students need to pass the final exam to pass the class
- In-class Group presentation (25%)
- Case studies (10%)
- Attendance and participation (10%)
- News moderation (5%)

## Horarios de atención

- Office Hours: by appointment

## Bibliografía y recursos

**Michelle Cini and Nieves Pérez-Solórzano Borragán (eds.). European Union Politics, 5th Edition (2016). Oxford University Press. [Find it in the Library](#)**

- Additional readings will be provided as handouts.

**It is suggested that students should also keep abreast of current events in the European Union, by reading newspapers and consult the official EU and other websites:**



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- [www.europa.eu](http://www.europa.eu) -  
[www.consilium.europa.eu](http://www.consilium.europa.eu)
  
- [www.europarl.europa.eu](http://www.europarl.europa.eu) -  
[www.ec.europa.eu](http://www.ec.europa.eu)
  
- [www.euractiv.com](http://www.euractiv.com) -  
[www.euobserver.com](http://www.euobserver.com)
  
- [www.politico.eu](http://www.politico.eu) -  
[www.euronews.com](http://www.euronews.com)



Universidad  
de Navarra

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

*Guía Docente*

*Curso académico: 2019-20*

## **Introduction**

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

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

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**Department: Economics**

**School: Economics and Business Administration**

**This web site contains information for 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:**

- Wednesday, 10:00-12:00, Classroom 3 (Floor 0)
- Thursday, 10:00-12:00, Classroom B1 (Floor -1)

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

## **Competences**

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

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

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

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

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

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

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

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

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



context.

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

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

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

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

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

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

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

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

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

## **Program**

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

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

### **2. Probability.**

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





- Conditional probability

### 3. Random variables

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

### 4. Popular distributions

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

### 5. Bivariate distributions

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

### 6. Data analysis.

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

### 7. Introduction to statistical inference

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



## Methodology ("Actividades formativas")

This course includes different activities:

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

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

Labs (4 hours) using statistical software

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

- They will work in teams on a real data analysis project
- Each group will have no more than 5 members. Students will send the team members to Stella Salvatierra ([ssalvat@unav.es](mailto:ssalvat@unav.es)) by October 1st.
- The description of the project and the database will be released by October 1st.
- Final presentation of the projects: October 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 2, in class.
- Final Exam: December 4.
- Quizz 1: September 18, in class.
- Quizz 2: October 23, in class.
- Quizz 3: November 13, 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**



**Asignatura: Financial Accounting II A (F.Económicas)**

*Guía Docente*

*Curso académico: 2019-20*

## **Presentación**

Financial Accounting II

# **Financial Accounting II**

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### **Course overview:**

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

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

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

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

### **Course outline:**

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

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

#### Topic 2: Intangible Assets (Lecture 4)



- Identify intangible assets
- Recognition and measurement of intangible assets
- Amortization
- Impairment
- Goodwill

### Topic 3: Liabilities (Lecture 5)

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

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

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

### Topic 5: Revenue recognition (Lecture 7)

- Understand revenue recognition issues
- Understand and apply the five-step process to major revenue recognition issues

#### **Course details:**

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

Second Semester - Compulsory course.

Instructor: Jiyuan Dai (jdai@unav.es)

The sessions will be held in **Aula B1** on **Wednesdays (08:00 - 10:00)** and **Fridays ( 08:00 - 10:00 )**.

Language: **English**

## Competencias

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

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



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

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

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

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

GC4. Teamwork.

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

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

SC14. Understanding the theory and practice of business operations.

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

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

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

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

## **Programa**

Course schedule (tentative):



Financial Accounting II (Spring 2020)

Week	Topic	Readings
1	Introduction + Property, Plant and Equipment	Ch. 10
2	Property, Plant and Equipment	Ch.10 + 11
3	Property, Plant and Equipment	Ch. 11
4	Intangible Assets	Ch. 12
5	Intangible Assets	Ch. 12
6	Current Liabilities	Ch. 13
7	Revision and Midterm Exam	
8	Current Liabilities	Ch. 13
9	Non-current Liabilities	Ch. 14
10	Non-current Liabilities	Ch. 14
11	Investments	Ch. 17
12	Investments + Revenue Recognition	Ch. 17 + 18
13	Revenue Recognition	Ch. 18
14	Revision	
	Final Exam 19 May	

### Actividades formativas

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

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

- author presentations of selected book chapters,
- lecture notes,
- practice exercises,
- in-class quizzes
- assignments,



- and other supporting materials.

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

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

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

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

## Evaluación

Your course grades will be based on the following components:

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

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

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

## Bibliografía y recursos

### **Main textbook:**

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

### **Further references:**

#### **Books:**

Weygandt, Kimmel, Kieso (2011): Financial Accounting (IFRS edition), ed. Wiley &





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sons [Find it in the Library](#)

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

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

**Important webpages:**

Financial Accounting Standards Board: [www.fasb.org/home](http://www.fasb.org/home)

International Accounting Standards Board: [www.ifrs.org/home](http://www.ifrs.org/home)

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

**Horarios de atención**

Office hours: Wednesdays, 16.00 - 17.30; Fridays, 14.30 - 16.00.

Place: Office 4050 (in the Tower).

Note: Please email [jdai@unav.es](mailto:jdai@unav.es) to make an appointment before your visit.



Universidad  
de Navarra

**Asignatura: Principles of Business Administration A (F.  
ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2019-20*

## Welcome

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

# **Principles of Business Administration A (F. ECONOMICAS)**

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## **Welcome**

Dear All,

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

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

**Tutorials are offered on:**

**Monday, Wednesday and Thursday from 10.00 to 12.00. Please, if possible, make an appointment vía email before attending tutorials.**

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

Best regards,

Marcel Meyer

**Introduction**

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



**Course name: Introduction to Business Administration**

**Course description:**

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

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

1. The development of strategic and critical thought.
2. The analysis and implementation of strategy.
3. The role of the 'human' factor in strategic management.

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

The course is led by Professor Dr. Marcel Meyer: [mmeyer@unav.es](mailto:mmeyer@unav.es)

Tutorials are offered on Monday, Wednesday and Thursday from 10.00 to 12.00.



### **Additional Course Information:**

Year: First

Semester: Second

Number of credits: 6 ECTS

Type of course: Required

Language: English

### **Competencies**

#### **Competencies**

This course is designed in such a way...

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

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

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

#### **General Competencies:**

The course further fosters the following general competencies:

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



CG4) Team-work.

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

### **Specific Competencies (ECO):**

The course further fosters the following specific competencies:

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

### **Specific Competencies (ADE):**

The course further fosters the following specific competencies:

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

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

CE9) Work with computer tools for decision making.

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

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

### **Educational Activities**

### **Learning Results**

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

- a. Analyse an organisational situation.
- b. Identify key strategic issues in organizations.
- c. Develop and evaluate strategic options to address issues in an organisational setting and deliberate upon strategy implementation issues.



- d. Contrast and critically compare schools of thought in the strategy literature.
- e. Express assessments and ideas in writing and orally.

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

Additional information regarding the written assignment:

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

*Outline*

*Management Summary (1/2 page)*

*Introduction (1 page)*

*Company Presentation (2 pages)*

*External Analysis (2 pages)*

*Internal Analysis (2 pages)*

*Analysis of the strategy (2 pages)*

*Conclusions and Recommendations (1pages)*

*Bibliography.*

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



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

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

## **Programme**

### **Course Program:**

#### **Introduction**

Topic 1: The Business Firm. (4 classes)

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

#### **Part 1: Inside the business: Internal analysis:**

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

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

Topic 5: Organization Structure. (1 class)

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

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

#### **Part 2: Oral Presentations (2 classes)**

#### **Part 3: The environment: External analysis**



Topic 8: Industry Evolution. (1 class)

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

#### **Part 4: The human factor: Going above and beyond**

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

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

### **Assessment**

#### **Assessment strategy**

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

### **Bibliography**

#### **Bibliography and Resources**

##### **Basic:**

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





Koehler. [Find it in the Library](#) (ebook)

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

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

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

**Additional / Recommende:**

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



Universidad  
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**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)**

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**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](mailto:ssalvat@unav.es)) by October 1st.
- The description of the project and the database will be released by October 1st.
- Final presentation of the projects: October 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**



**Asignatura: Rethoric (F. Económicas)**

*Guía Docente*

*Curso académico: 2019-20*

## Presentation & Goals

# Rhetoric

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**Professor:** Xavier Oliver ([Liknedln](#))

Tuesdays 11:00-12:30. Room 13

**Rhetoric** is the art of [discourse](#), an art that aims to improve the capability of writers or speakers to inform, persuade or motivate particular audiences in specific situations.

Its best-known definition comes from [Aristotle](#), who considers it a counterpart of both logic and politics, and calls it “the faculty of observing in any given case the available means of [persuasion](#)”.

It is an extremely important subject in today’s over-communicated society because it is extremely difficult to attract employers, colleagues and customer’s attention if not done with lots of intelligence, precision and enthusiasm. This course pretends to discover the hidden potential we have to communicate and, at the same time, learn techniques that will help to explain our ideas better and more effectively.

Instead of talking about Presentation Skills, Story Telling, Content Marketing or Effective Communications, we will use the structure that Aristotle, Cicero and Quintilian developed centuries ago but with the tools of today. The course will be completely interactive with cases and workshops. Group work and class open discussions will be essential to improve individual capacities.

## Content

Rhetoric will be organized around eight different parts:

*The 5 canons of Rhetoric:*

1. **Invention:** the process of developing arguments
2. **Style:** determining how to present the arguments





3. **Arrangement:** organizing the arguments for extreme effect
4. **Delivery:** the gestures, pronunciation, tone and pace used when presenting the persuasive arguments
5. **Memory:** the process of learning and memorizing the speech and persuasive messages

*The 3 types of rhetorical proof:*

1. **6. Ethos:** How the character and credibility of a speaker can influence an audience to consider him/her to be believable—there being three qualities that contribute to a credible ethos: *perceived intelligence, virtuous character, and goodwill*
2. **Pathos:** the use of emotional appeals to alter the audience's judgment through metaphor, amplification, storytelling, or presenting the topic in a way that evokes strong emotions in the audience.
3. **Logos:** The use of reasoning, either [inductive](#) or [deductive](#), to construct an argument.

## **Teaching & Learning Approach**

The course is completely interactive with cases and workshops.

Group work and class open discussions will be essential to improve individual capacities in this area

## **Evaluation**

Evaluations will be based essentially on the participation in the discussions (60%) as well as with the written group reports and presentations (40%). Implication in the subject is paramount.



**Asignatura: Compared political systems (F. Económicas)**

*Guía Docente*

*Curso académico: 2019-20*

## **Introduction**

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

# **Comparative Politics**

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This class is an introduction to the study of Comparative Politics and it is a natural extension from your introductory class to political science. You will learn about some of the major concepts used in the study of comparative politics, and these will be discussed using frequent real-world examples from a variety of countries. The course will cover a wide range of issues, including the policies of modern states, varieties of democracy, authoritarianism, political culture, institutions, and interest groups. We also will discuss some relatively recent debates in comparative politics that have been important in the policy-making process, such as the role of the state in the economy, the economic success of autocratic regimes, and the growing influence of lobbying in many developed democracies.

**Class: Comparative Politics**

**Class Hours: Friday 11:00 - 14:00**

**Aula: Edificio Amigos, Aula 13 (11:00-12:00), Aula M6 (12:00-14:00)**

**Credits: 4,5 ECTS**

## **Competences**

### **Competences of the degree**

- Development of logical reasoning in politics.
- Capacity to analyze and synthesize issues in comparative politics.

### **Competences of the subject**

- Acquire theoretical and applied knowledge of basic methods and concepts in comparative politics.



- In-depth knowledge of how different democracies and autocracies work, given their institutional structure.
- Understand the policies of governments in modern states.
- Carry out comparative political analysis in a rigorous way.
- Discuss and develop real world examples.

### **Learning results**

- The student passes the final exam in which the subjects' contents are evaluated.
- Capability of applying theoretical reasoning in a paper that analyzes a topic relevant to the class-material and present the results to the rest of the class.
- Ability to discuss theoretical and applied literature on diverse policy topics.

### **Program (Outline)**

**Chapter 1: Comparative Methodology**

**Chapter 2: Policies of Modern States**

**Chapter 3: Constitutions**

**Chapter 4: Political Socialization and Culture**

**Chapter 5: Political Parties**

**Chapter 6: Interest Groups**

**Chapter 7: Presidential and Parliamentary Systems**

### **Assessment**

#### **Evaluation**

- Grade composition
  - *Final exam: 30%*
  - *Essay: 30%*
  - *Presentation: 20%*
  - *Contributions in class: 20%*

Theoretical lectures are imparted and compulsory! The *final exam* is exclusively based on these lectures. (A minimum requirement to pass the class is achieving 4 of 10 points in the final exam.)

- The essay is to be written by a group of 2 students with a maximum of 5.000



words. The results will be presented by each group in a 10 minute *presentation* at the end of the semester. A list of topics to choose from will be made available and the essay must employ the analytical tools or concepts explained in class. The ethical standards of a scientific working style apply.

- [Citation style for papers](#)

*Contributions in class are evaluated with 2 points towards the final mark. Students are expected to actively participate in the debates and prepare the assigned texts to discuss them in class.*

**Final Exam: TBA**

**Essay hand-in: 30.04**

**Presentation date: 22.04 (12:00 -14:00 Aula 3; 16:00 -18:00 Aula 6)**

## **Bibliography**

### **Bibliography**

Shively, Phillips (2013) *Power and Choice*, McGraw Hill, 13<sup>th</sup> edition. [Find it in the Library](#)

Hague, Rod & Harrop, Martin (2013) *Comparative Government and Politics*, Palgrave Macmillan, 9<sup>th</sup> edition. [Find it in the Library](#) (10<sup>th</sup> edition)

### **Other Bibliography**

TBA

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

## **Office hours**



Universidad  
de Navarra

**Professor: Martin Rode (martinrode@unav.es)**

**Office: 2070 (2nd floor, hilera, Edificio Amigos)**

**Office Hours: Wednesday 09:00-10:00, Thursday 11:00-13:00, (or make an appointment by email)**



**Asignatura: Fundamentals of Finance A (F. ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2019-20*

## 1. General info

# **FUNDAMENTALS OF FINANCE (GROUP A) 2019-20**

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### **1. General Information**

**Professors:**  
**Email:**  
**Office hours**

**Dr. Carmen Aranda**  
**maranda@unav.es**  
**Appointments by email**  
**(Click [HERE](#))**

**Dr. Diem Nguyen**  
**nguyen@unav.es**  
**Appointments by email**  
**(Click [HERE](#))**

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

**Course credits: 6 ECTS**

**Semester: First**

Schedule:

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

## 2. Subject Info

### **2. Subject Information**

This course aims to provide the first-year students a sound introduction to the use of mathematics in business and personal finance applications. After attending this course, the student should be able to: (1) Set out and solve problems and real cases involving concepts of single and multiple cash flows, fixed income and real asset valuation; (2) Know the financial vocabulary.



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

Emphasized learning outcomes from the study of this module are: (1) Be able to solve problems with the concepts of single and multiple cash flows; (2) Be able to apply these concepts to real-life situations such as home-loans, bonds, and capital budgeting decisions.

**Subject objectives:**

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

**Student learning outcomes:**

From the study of this module, students should:

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

**Teaching methodologies:**

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



## 2a. Competences

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

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

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

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

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

GC4. Teamwork.

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

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

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

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

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

## 3. Subject Outline

### **Subject Outline**

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

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

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

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





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

**Challenge 6: Introduction to risk. (week 10)**

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

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

## **Self-Learning Microsoft Excel**

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

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

It does not matter which version of Excel use as the basic functions used in this subject are available in versions early as Excel 2003. You may learn to use Excel in Spanish or in English, although it is recommendable that you learn the basic functions in both languages. Since Excel is itself a language, it will be helpful when you need to communicate with others in either language.

## **4. Assessment**

### **4. Assessment / Grading System**

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

#### **December Announcement (Total: 100%):**

Challenge 1 & 2 test: 10% (1 point out of 10). Date: 09/23/2019. Classrooms 11 & 16. Time 8:00-10:00



Challenge 3 test: 15% (1.5 points out of 10). Date: 10/14/2019. Classrooms 11 & 16.  
Time 8:00-10:00

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

Challenge 5 test: 15% (not covered in class) (1.5 points out of 10). Date:  
11/13/2019. Sala de informatica. Time 17:00 a 20:00. And 11/14/2019. Sala  
de informatica. Time 16:00 a 18:00.

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

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

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

**Dates of Assessments.** See the [Calendar](#)

**June Announcement (Total: 100%):**

June Exam: 100%

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

**Class Participation:**

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

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

<b>Class Participation (10%)</b>
0 point = not present to answer any questions



and did not inform me before class of absence

0 points = couldn't answer a simple question,  
showing little effort to participate

0 points = asked a question that showed no  
prior thought/ answer was incomplete or  
inadequate

1 point = asked a decent question/ answered  
a question to the standard expected

2 points = asked a very good question/  
answered a question very well



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

### **Excel Exam:**

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

### **Examinations:**

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

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

## **5. Conduct**

### **Code of Conduct**

- Punctuality is required at all times. Students must be on time for classes.
- If you cannot come to class for whatever reason, you may send an email before the start of the class with the reason and I will take note of it. However, your class attendance will still show that you did not attend that day.
- If you need to leave class early (e.g. to take a driving or TOEFL test), please see me before the start of class to tell me that you need to leave early.
- Financial and scientific calculators are permitted, but computers, PDAs, mobile phones, and anything with communication capabilities are strictly prohibited in



exams or quizzes.

- If you do not bring your calculator to an exam, or are missing other things for the exam, you will have to do without it. You will not be allowed to borrow anything from anyone once the exam has begun.
- There is no talking, socializing, or disruption of class (Classes can be fun, but you are here to learn and so is the student next to you). Specifically, no mobile or smart phones, PDA, etc are allowed to be used during class.
- Water is allowed, but no food or other drinks are allowed in class.

## 6. Resources

### 6. Resources

#### 6.1. Recommended books

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

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

#### 6.2. Useful Websites

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

## 7. Office hours & FAQ

### 7. Office hours & FAQ

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

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

Office hours & out-of-class communication



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

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

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

### Frequently Asked Questions & Frequently Given Answers

Student's FAQs (Frequently Asked Questions):

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

Professor's FGAs (Frequently Given Answers):

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



- may be quite different from the 2008 edition.
3. You can get the textbook any way you like. Unfortunately the University bookstore does not generally stock books in English, so you will have to purchase it from an online store. There are also old copies that you can buy from other students who took the subject before. You can also borrow the book from the library (see [link](#))
  4. Going to class is your own responsibility. I will not explicitly take class attendance, but I will randomly ask students to provide answer to questions in order to award class participation grades. See the next question and answer.
  5. To get class participation grades, you need to ask and answer questions in class. To help students get these grades, I will randomly ask 5-7 students in each lesson to answer questions. I call you by class number and if you can answer the question, you will get 1 point; if you answer the question well, you will be awarded 2 points. If you are not there, then you will be awarded zero points for class participation.
  6. If you are going to be absent from class and don't want to risk losing class participation grades, you can send me an email to inform me of your absence, stating correctly your name, reason, group and class number (e.g. A21 means your group A and class number 21). You must send me the email *before* class.
  7. If you miss an exam with no prior written warning by email, you will automatically get zero with no chance of taking the exam at another time. If you cannot go to an exam because you are sick, you need to submit to the School Office a medical certificate to get authorization for your absence. Once the authorization has been obtained, your zero grade will be reconsidered.
  8. Because there are many students taking this subject and there are multiple groups, each group is named A, B, or C. Within each group, each student is given a Class Number (e.g. 1, 2, 3...) to help in class administration. I will assign each student a class number after the first few weeks of lessons. Please put on ALL your work including exams, your Group and Class number. It helps me enormously in the administration of your grades.
  9. If you forget your calculator on the day of the exam, BAD LUCK! If you don't have it, you will have to do without. You are not permitted borrow a calculator or anything at all from another person during the exam.

## **8. Subject details**

### **8. Detailed Subject Outline**

#### **Detailed outline**

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

#### **Topic 1: Introduction to Finance and Time Value of Money**

##### 1.1 Introduction to Finance



- Valuation and cash flows
- Role of time and risk
- The problem of finance jargon – simple concepts with complex vocabulary

### 1.2 Concept of TVM

- TVM = time value of money; simply speaking “Time equals money”.
- In general, the longer you invest your money, the higher the expected return.

### 1.3 Problem of finance jargon

- Finance, like all other subjects and professions, has its own technical vocabulary called jargon.
- Quite often different jargon terms have the same underlying meaning but used in ways that depend on the situation; this is a cause of confusion for students.
- Students need to be aware of this and focus on the financial thinking to avoid the confusion, especially when looking at the same concept in different textbooks.

### 1.4 Importance of self-learning excel and calculator skills

- In this subject and in most of your university and working careers, you will be expected to have intermediate to advanced skills in Microsoft Excel. However, you will need to learn these skills yourself and be required to produce work using Excel.
- You will not be required to take Excel into exams. You are expected to know how to use your business or scientific calculator.

## **Topic 2: TVM: Valuation of single cash flows**

### 2.1 TVM: “interest on principal cash flow” perspective

- Simple interest – depends only on time, principal, and interest rate calculated on the principal; there is only one period in time
- Compound interest – depends on time, principal, accumulation of interest on principal, and the interest rate on the principal plus accumulated interest; there are multiple periods in time
- Future value vs. Present value using simple or compound interest





## 2.2 TVM: “discount on final cash flow” perspective

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

## 2.3 TVM: “effective interest” perspective

- Effective interest rate
- Effective discount rate – not used often, but to illustrates the parallel between interest and discount
- Future value vs. Present value using effective interest or discount rates

## 2.4 Use of Excel to value single cash flows

### **Topic 3: TVM: Valuation of multiple cash flows**

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

- The value of an asset is equal to the sum of the present value of each future cash flow.
- The general valuation formula for future cash flows.
- “Moving” cash flows from present to future and from future to present

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

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

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

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



### 3.4 Use of Excel to value a stream of cash flows

## **Topic 4: Measuring asset performance**

### 4.1 Types of asset performance measures

- Percentage returns: dividend yield, total returns
- Dollar returns (or dollar value): capital gain, accounting return, economic return
- Introduction to risk and diversification (not part of syllabus à Finance 1)
- Risk adjusted returns / Sharpe ratio (not part of syllabus à Finance 1)

### 4.2 Rates of Return

- Simple (or arithmetic, absolute, total) rates of return
  - Holding Period Rates
  - Annual Percentage Rates
- Effective (or geometric) rates of return
  - Effective Annual Rates & CAGR
  - Internal Rate of Return
- Effects of inflation on rates of return

### 4.3 Dollar Returns (dollar value)

- Simple dollar returns (capital gain, accounting dollar value) – no TVM
- Net present value (economic dollar value) – includes TVM

### 4.4 Use of Excel to measure asset performance

## **Topic 5: Applications**



### 5.1 Stocks

- Dividend discount model

### 5.2 Bonds

- Characteristics: par value, coupon amount, coupon rate, coupon frequency, maturity
- Primary and secondary sales of bonds
- Premium vs. discount vs. par bonds
- Coupon paying vs. Zero coupon bonds
- Calculating yield to maturity
- Constructing and interpreting a yield curve
- Bond ratings and investment risk
- Hold to maturity vs. secondary sales and coupon reinvestment risk, etc.
- Clean vs. dirty prices

### 5.3 Mortgages

- Amortization table
- Floating vs. fixed rate mortgages
- Making extra payments

### 5.4 Use of Excel to in each of these applications

## **8a. Lesson-by-lesson plan**

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

**Access LBL Plan [HERE](#) - updated**



**Access Calendar [HERE](#) - updated**

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

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

## **9. Group A Content: ADEb(1)/ECO/ELG**

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

- Degree in Management (ADEb-Group 1)
- Degree in Economics (ECOb)
- Economics, Leadership and Governance (ECOb+G)

(currently empty)

## **10. Newly arriving students**

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

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

- a. The Syllabus - explains the subject and assessments -- important to read!
- b. The PowerPoints for Topics 1 and 2
- c. The Problem Sets for Topic 2
- d. Look at 8a for the Lesson-By-Lesson plan (in the menu on the left), which tells you when homework assignments are due.

## **Casos y participación en clase**

### **Casos**

Los alumnos tendrán que realizar un caso en grupo. Lea el documento de ADI "[Guía trabajo en equipo](#)"

### **Participación en clase**



Se calificará en función del tipo y frecuencia de preguntas hechas en clases y fuera de clase en las tutorías, lo que denota el interés por la asignatura. Incluye también las entregas de problemas, la resolución de problemas en clase y la respuesta a las preguntas planteadas por el profesor.

## **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

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

### Competencias generales:

CG3) Dominar herramientas informáticas, matemáticas o técnicas relevantes para la actividad académica y profesional en lo económico y empresarial.

CG4) Trabajar en equipo

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

### Competencias específicas:

CE2) Conocer los aspectos más relevantes de operaciones societarias, derivados financieros, medidas de riesgo, y/o proyectos de inversión.

CE10) Aplicar el razonamiento matemático y/o las herramientas cuantitativas a la resolución de problemas asociados a la toma de decisiones en la empresa.

## **Horarios de atención**

1. Seminario de apoyo. Todos los jueves de 13.00 a 14.00 horas en el seminario S13.

2. El horario de tutorías será los viernes de 9:00 a 12:00. En clase se explicará como concertar una cita con el profesor.

Para reservar una hora, apunte su nombre en la fecha y hora correspondientes del siguiente [link](#)

## **Programa**



## **Tema 1: Introducción**

- 1.1. Una visión global de las finanzas.
- 1.2. Criterios de decisión: rentabilidad, riesgo, horizonte temporal (liquidez), impuestos.

## **Tema 2: Las cuentas bancarias y los depósitos bancarios. Valoración de un flujo de caja (cantidad de dinero) único**

- 2.1. ¿Para qué sirven? ¿Cuándo se utilizan? ¿Qué criterios hay que tener en cuenta para elegir? Rentabilidad, gastos de mantenimiento y comisiones.
- 2.2. Rentabilidad: Interés simple y descuento simple.
- 2.3. Rentabilidad: Interés compuesto y descuento compuesto.
- 2.4. Rentabilidad: Tipos de interés equivalentes y frecuencia de capitalización.
- 2.5. Rentabilidad: El tipo de interés efectivo y la rentabilidad media.
- 2.6. Riesgo: Fondo de garantía de depósitos, “bail-in” versus “bail-out”.

## **Tema 3: Planes de ahorro y pensiones. Las rentas.**

- 3.1. Planes de ahorro y de pensiones: ¿para qué sirven? ¿Cuándo se utilizan?.
- 3.2. Elementos claves: El Valor Presente (VP) y el Valor Futuro (VF).
- 3.3. Combinación de flujos únicos con rentas: rentabilidad de la inversión.
- 3.4. Terminología y formulas: Rentas prepagables y pospagables, rentas perpetuas y rentas diferidas/anticipadas.
- 3.5. Valorar rentas con Excel.

## **Tema 4: Bonos.**

- 4.1. Elementos claves I: rentabilidad (TIR).
- 4.2. Elementos claves II: ¿Se puede perder dinero invirtiendo en bonos? ¿Cambia el precio de los bonos en el mercado? Horizonte temporal y riesgo de tipo de interés.
- 4.3. Elementos claves III: Riesgo de quiebra: rating de los bonos.
- 4.4. Dónde y cómo comprar bonos.



## Tema 5: Acciones

5.1. ¿Cambia el precio de las acciones en el mercado? ¿Más o menos que el de los bonos? Factores que afectan a la volatilidad del precio.

5.2. Perfil de riesgo y horizonte temporal del inversor.

5.3. Introducción a la rentabilidad esperada y medición de riesgo.

### Evaluación

Como en todas las asignaturas, la nota final que reciba cada alumno es sobre una puntuación máxima de 10 e incluirá la calificación obtenida en todas las pruebas.

#### • Convocatoria de diciembre:

**Preparación y participación en clase: 20%** (ver documento [“Plan de trabajo”](#)). Incluye pruebas sorpresa, entregas de problemas, problemas resueltos en clase y cuestiones respondidas en clase.

**Examen 1: 10%** (incluye el material explicado en las 5 primeras lecciones).  
Fecha: 6 de octubre.

**Examen 2 (Parcial): 20%** (incluye los temas 1, 2 y 3). Fecha: 27 de octubre.

**Examen 3:** Incluye los temas 1, 2 y 3. El alumno podrá sustituir la nota del parcial por la nota de este examen en caso de que la nota sea superior. Fecha: 3 de noviembre.

**Trabajo en equipo: 15%** (ver documento [“Guía trabajo en equipo”](#)). Fecha de entrega: 24 de noviembre.

**Examen Final: 35%** (incluye todos los temas). Fecha: 5 de diciembre.

NOTA: Para aprobar esta asignatura, se necesita sacar una nota mínima de 4 sobre 10 en el examen final.

#### • Convocatoria de junio:

**Examen: 65%.**

El 35% restante se tomará de la nota de preparación y participación en clase y del trabajo en equipo. Es decir:



**Preparación y participación en clase: 20%**

***Trabajo en equipo:* 15%**

## **Actividades formativas**

Esta asignatura se basa en el aprendizaje continuo. Para ello utilizaremos dos herramientas básicas:

1. Un plan de trabajo semanal que deberá realizarse ANTES, DURANTE y DESPUES de asistir a clase y que incluye lecturas y problemas obligatorios. Para conocer todos los detalles, descargue el documento [Plan de trabajo](#) del área interna de ADI.

En la asignatura se utilizará el programa Excel, el cual es uno de los software más utilizados en la empresa. Por tanto, igual que usted sabe manejar un móvil o un iPad, usted deberá saber utilizar el Excel. Si no es así, deberá asistir a alguno de los talleres ofrecidos por la facultad o utilizar cualquier otro medio de aprendizaje.

2. En la asignatura deberá resolver un caso practico en equipo. Hasta el 20 de octubre los alumnos podrán formar sus propios grupos de 4 miembros e informar a la profesora (en clase se explicará como). Con los alumnos restantes, se formarán grupos por orden alfabético y se publicarán en ADI el 27 de octubre. El 27 de octubre se publicará en ADI el caso que tenéis que resolver. Cada grupo tendrá que grabar un vídeo presentando la solución; subirlo a internet (por ejemplo , subirlo a you-tube o a alguna plataforma similar) y, finalmente, enviar el link a Aula virtual ADI antes de la fecha de entrega rPara conocer todos los detalles, descargue el documento ["Guía del Trabajo en equipo"](#).

## **Documentos importantes**

- Guía docente.
- Plan de trabajo.
- Lecciones de cada Tema2, 3, 4 y 5.
- Presentación clase Leccion 1, 2, .....,14.
- Guía del trabajo en equipo.
- Cuadernillo ejercicios Tema 2, 3, 4 y 5.
- Soluciones ejercicios Tema 2, 3, 4 y 5.





Todos los documentos importantes se incluirán en el área interna de la asignatura en ADI

## Presentación

# Fundamentos de Finanzas A

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### Profesores

Carmen Aranda.

### Características de la asignatura

Curso en el que se imparte: Primero de Administración de Empresas (ADE). y de Derecho y Administración de empresas (DAE)

Semestre en el que se imparte: Primero.

Tipo de asignatura: Básica.

Créditos: 6 ECTS (European Credit Transfer System)/créditos.

Conocimientos previos no requeridos.

Horario: Miércoles de 10:00 a 12:00 (P0 Aula 11).

Viernes de 12:00 a 14:00 (S1 Aula B2).

## Bibliografía y recursos

### Libros.

#### Bibliografía básica.

#### [Recursos electrónicos](#)

"Operaciones financieras". Centro de Estudios financieros. Disponible gratis en <http://www.matematicas-financieras.com/operaciones-financieras.html>

T.J. Biehler (2008). "The mathematics of money. Math for Business and Personal Finance" McGraw-Hill Higher Education. [Localízalo en la Biblioteca](#)

Ross, and Westerfield R., and J. Jeffrey (2010). "Corporate Finance". Ninth Edition, McGraw-Hill Higher Education. (SOLO EL CAPITULO 8).



Bodie, Kane and Markus (2013). “Essentials of Investment”. McGraw-Hill Higher Education. Global Edition. (SOLO p. 302-304). [Localízalo en la Biblioteca](#)

**Bibliografía complementaria.**

Jesús M<sup>a</sup> Ruiz Amestoy, “Matemática Financiera – Ejercicios resueltos”, Ed. Centro de Formación del Banco de España. [Localízalo en la Biblioteca](#)

Eduardo Pérez Gorostidi (2003), “Introducción a la administración de empresas”, Ed. Centro de Estudios Ramón Areces. [Localízalo en la Biblioteca](#)

Eduardo Pérez Gorostidi, (2003) “Prácticas de administración de empresas”, Ed. Pirámide. [Localízalo en la Biblioteca](#)

Pilar Maynar (2008), “La Economía de la Empresa en el espacio de educación superior”, McGraw Hill. [Localízalo en la Biblioteca](#) (versión electrónica) [Localízalo en la Biblioteca](#) (versión impresa)

**Páginas web.**

<http://www.mhhe.com/biehler1e>

<http://www.studyfinance.com>

<http://www.teachmefinance.com/bondvaluation.html>

<http://ahe.com>

<http://ahe.es>

<http://tesoro.es>



**Asignatura: International Legal Foundations (F. Económicas)**

*Guía Docente*

*Curso académico: 2019-20*

## **1. PRESENTATION**

# **International Legal Foundations (F. Económicas)**

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SCHOOL OF ECONOMICS &  
BUSINESS ADMINISTRATION

**ECONOMIC, LEADERSHIP & GOVERNANCE**

**Course:** International Legal Foundations (ILF)

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

- **Mandatory course. ECTS:** 4,5
- **IN** class hours: 45 hours.
- **OUT** of class hours: 52 hours (individual or in group).
- **Second year**, first semester of ELG.
- **The whole course** is developed in English.
- **Kick off session:**

-September 6th 2019– 15.00 am to 18.00 am - “Amigos” Building – Class P0. A03.

- **Regular sessions:**

-All Fridays from 15.00 am to 18.00 am– “Amigos” Building – Class P0. A03.

- **Last session:**

-November 29th from 11.00 to 14.00 – “Amigos” Building – Class P0. A03.

- **Professor: *Dr. Iñigo González Inchaurrega***

e-mail: igonzalezi@unav.es



## **2. INTRODUCTION**

### **2. Introduction**

***International Legal Foundations*** (ILF) is a mandatory course for all participants of the ELG program. This is a course for all students with an interest in Global Law and future economists who want to be aware about international legal practice. The target of the course is to make all participants familiar with the origin of International law, its evolution towards a Global law, with the main issues of what we call “The Use of Force” and, finally, with the most important matters related with the concepts of universal justice and human rights. All this from and Spanish and European perspective.

This area of public law is highly challenging, because all economists & entrepreneurs involved in **international affairs** know they will have to develop their professional activities in a international fast changing legal environment, that needs a constant updating of the international legal knowledge. In this course we will learn the main basic concepts and we will acquire the skills to be able to update our knowledge as fast as the market requires it. You will have to learn that our main target is to “***understand complex problems to create solutions***”.

## **3. TARGETS & SKILLS**

### **3.1. 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 international legal and economic issues.
7. Initiation into basic research techniques. Develop skill in critical writing in short essays.

#### **SPECIFIC SKILLS**

1. Capacity to understand basic concepts international legal foundations.
2. Understand basic ideas of the different legal traditions of the world to form opinions about the reality of global law environment.
3. Become aware of the ethical dimension of professional work.



4. Understand basic aspects interconnected between international law and international economics.
5. Capacity to ask and answer relevant questions about international legal issues with an overview of the knowledge acquired.
6. Basic legal knowledge, knowing how to explain in a concise and precise, the administrative structure of the legal system the WTO, its sources, subjects it and its basic operating system performance.
7. Ability to apply a dynamic group the basic rules of negotiation and mediation in conflict resolution.
8. Capability to find and understand basic international legal sources, and make a critical analysis by discovering the main points of the text.
9. Capacity to read and understand basic legal texts.
10. Capacity of legal oratory and capability to express the ideas appropriately, persuasively and convincingly, to the audience.

### 3.2. Results of learning

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

## 4. PROGRAM

### 4. Program

#### 4.1. General structure of the course & working areas

1. Introduction to Law
2. From International Law to Global Law
3. The Use of Force

#### 4.2. General curricular track (45 sessions)

Working areas (# sessions)	Tracks to follow
<b>1. Introduction to Law</b> (6 sessions)	<b>1. Introduction to Law</b> 1.1. Kick off session. Wellcome - Presentation & justification of the course. - Targets, procedures and general norms. 1.2. Intro to Law 1.3. The Rule of Law & Constitutional Law 1.4. From Ius Gentium to International Law
<b>2. From International Law to Global Law</b> (15 sessions)	<b>2. From International Law to Global Law</b> 2.1. Origin and development of International Law 2.2. What is International law?; Concepts & definitions



	2.3. Institutions of International Law 2.3. What is a State? State, Nation or Nation-State?
<b>3. The use of force (21 sessions)</b>	<b>3. The Use of Force (6)</b>  3.1. The Use of Force I. The nature of war Historical development of the use of force. State rendition. (Movie – Popcorn & Soda session). 3.2. The Use of Force II. Drones; The Legal Dilemma of Uninhabited Aerial Vehicles. 3.3. The Use of Force III. Autonomous Military Robotics. 3.4. The Use of Force IV. Cyberwarfare and International Law. 3.5. The Use of Force V. Fair and Unfair Wars. (Movie – Popcorn & Soda session).
<b>4. Midterm exams or presentations (3)</b>	

## 5. TRAINING ACTIVITIES

This course will be taught in an interactive format. Students will be expected to arrive at class prepared for the topic and especially cases of the day. The class schedule has assignments to prepare before class and tutorials- any students having difficulty in a particular area is expected to consult additional readings. Students will be called upon to discuss the assigned readings and will present case presentations in class (individually or in group).

The professor views his role as an educator of legal professionals; as such the class will not be taught with an eye to the exam but will instead be taught to develop critical legal thinking in the area of international legal foundations. Doing conference with professor Gonzalez is highly recommended for those students who need additional explanations of concepts.

Among each of three areas of the Program of the course is divided, the students will have to carry out different practical tasks –text analysis, watch two movies, write some short essays, etc.- that will help to understand the contents of the course. Thus, all students will have to share and debate in class their proposals and defend their conclusions.

## 6. GRADING SYSTEM

### 6. Grading system

#### 6.1. General evaluation:

Evaluation	Value in % of each training action
1. a) The student meets its commitments, is punctual, participate in class. b) Individual essays (Professor will value: style, tone, technique, reasoning / inference, organization of ideas, understanding, correct sentence formation, critical analysis of the topic). c) Individual public presentations.	<b>25%</b>



d) The student does not amuse with the phone, internet and other elements in class.	
2.	<b>25%</b>
a) Written teamworks, (Professor will value: presentation of the written file, presentation of the working team. Professor will value if participants provide solutions, if students drive changes and lead ideas. Professor will value if the team has worked beyond their means.	
b) Public presentations with class team.	
3.	<b>20%</b>
Midterm exams.	
4.	<b>30%</b>
Final team presentation is the final exam. Professor will value the general knowledge of International legal foundations that every single student shows, but also how the team presents in public the different tasks.	
<small>**If final test or final team presentation is failed, student fails the course.</small>	

## 6.2. Extraordinary evaluation:

Individual assignment on the topics of the course is required if there is not successfully completed. It consists in a test of 25 questions. You will have to answer correctly 15 questions out of those 25 questions. You need to know all class pdfs, all papers you had to read during the course, the 2 mandatory books you had to read during the course and all materials needed for your mid-term test and for your final exam "Convincing the Ambassador".

## 7. BIBLIOGRAPHY AND OTHER RESOURCES

### 7.1. Basic bibliography

- McCAFFREY, STEPHEN (2005): *Understanding International Law*. Newark, NJ, Lexis Nexis. [Find it in the Library](#)
- DOMINGO OSLÉ, RAFAEL (2010): *The New Global Law*. Cambridge, Cambridge University Press. [Find it in the Library](#)

### 7.2. Links

- *International Center for Law and Economics*

<http://laweconcenter.org>

- *World Trade Organization*

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



Universidad  
de Navarra

- *United Nations Organization*

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

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

## **8. SCHEDULE FOR CONFERENCE**

All Thursday at "Amigos" Building" from 12.00 to 13.00. Room 3060.

**\*\*In any case, e-mail me in advance: [igonzalezi@unav.es](mailto:igonzalezi@unav.es)**





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)**

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## **Probability and Statistics II**

**Department:** Economics

**School:** Economics and Business

**Degrees:** Economics and Business Administration

**Year:** 2º

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

**ECTS credits:** 6

**Type:** Compulsory

**Language:** English

**Instructors:** Juncal Cuñado ([jcunado@unav.es](mailto:jcunado@unav.es)) and Elena Díaz ([ediaza@unav.es](mailto:ediaza@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 25th, 14.00): 25%



- Final exam (May 9th): 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 8th), grades will be determined as follows:

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

## **Bibliography and Resources**

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

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

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

## **Office hours**

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

**Office:** 2180 (Amigos Building)

**Office hours:** Tuesdays, from 16.00 to 19.00, and by appointment (email)

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