



**Asignatura: International Seminar I: Governance (F.  
Económicas)**  
*Guía Docente*  
*Curso académico: 2019-20*

## **Presentación**

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

## **International Seminar I**

### **Politics and Governance in the United States**

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

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

## **Competencias**

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

## **Programa**

Two week program sponsored by the Department of Government at Georgetown



University.

**Monday, May 22**

\* Lectures

- *Introduction to U.S. Politics, Culture, and Economy*, Professor Eric Langenbacher, Department of Government.

- *The Political and Philosophical Framework of American Politics*, Joe Hartman.

**Tuesday, May 23**

\* Lectures

- *The Outcome and Impact of the 2016 Elections*, Professor Hans Noel, Department of Government.

- *Global Cooperation and Change*, Professor James Vreeland, Department of Government/ School of Foreign Service.

**Wednesday, May 24**

\* Lectures

- *Campaigns and Elections in the U.S.*, Professor Michael Bailey, Department of Government.

- *State, Local and Federal Interactions in the United States*, Professor Micah Jensen, McCourt School of Public Policy.

**Thursday, May 25**

\* Lectures

- *The Public Policy Process in the United States*, Professor Lynn Ross, McCourt School of Public Policy.

- *Diversity and Civil Rights Policy in 21st Century America*, Professor Jeremy Mayer, George Mason University.

**Friday, May 26**

\* Lecture

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

\* *Site Visit and Briefings*

*Cato Institute, Simon Lester*

*Tour of the Capitol Visitors Center*

**Saturday, May 27**



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

**Sunday, May 28**

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

**Monday, May 29**

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

**Tuesday, May 30**

\* Lecture

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

\* Site Visit and Briefings

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

*Democratic National Committee, Miles Fernandez.*

**Wednesday, May 31**

\* Lecture

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

\* Site Visit and Briefings

*U.S. Department of State, Peter Howard.*

**Thursday, June 1**

\* Lectures

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

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

\* Special Guest Speaker,

Nuria Tolsá, Banco Iberoamericano de Desarrollo.

**Friday, June 2**

\* Lectures

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

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

Government.

Active participation in the lectures is mandatory and highly recommended.

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

### **Actividades formativas**

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

### **Evaluación**

#### ***Activity to deepen the understanding of American Society***

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

#### ***Activities related with the sessions at Georgetown University***

Preparatory activity:

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

Concurrent activities:

Provide an interesting question about each session.

Write an essay about selected questions.



## **A global view: activity related with the American experience**

### Photography competition

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

### **Bibliografía y recursos**

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

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

### **Horarios de atención**

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

Markus Kinateder (mkinateder@unav.es)

Miguel Ángel Borrella (mborrella@unav.es)

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



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

*Guía Docente*

*Curso académico: 2019-20*

## **Presentación**

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

# **Liderazgo político y social (F. Económicas)**

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

Professor: Marcel Meyer

Semester: First semester

Schedule, Classroom: 2 hours weekly: Friday 12:00-14:00. Classroom: AULA 13 (Amigos)

ECTS: 3

Subject: Mandatory

Requirements: None

Degree: Economics, Leadership and Governance

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

Language: English.

**Tutor Sessions: Thursday (11.00 - 13.00) + Friday (10.00 - 12.00)**



## **Competencias**

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

### **Specific competences**

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

### **General competences**

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

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

## **Programa**

### **Session 1: Manager, Leader, or Both? And what about the followers?**

#### Mandatory Reading:

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

### **Session 2: The leader as a role model.**

#### Mandatory readings:

- Bennis, W. G. and Thomas, R. J. (2002). Crucibles of Leadership, *Harvard Business Review*, pp. 39-45.
- Heifetz, R. A. and Laurie, D. (2001). The Work of Leadership. *Harvard Business Review*, pp. 131-41.
- Goffee, R. and Jones, G. (2000). Why Should Anyone Be Led by You? *Harvard Business Review*, pp. 63-70.

#### Mandatory Video:

- [https://www.ted.com/talks/simon\\_sinek\\_why\\_good\\_leaders\\_make\\_you\\_feel\\_safe](https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe)

### **Session 3: Different Leadership Theories. In detail: Virtuous Leadership / Positive Leadership**

#### Mandatory Reading:

- Meyer (2015). Positive Business: Doing Good and Doing Well. *Business Ethics: A European Review*, 24(52): 175 – 197.

#### Mandatory Video:

- <https://www.youtube.com/watch?v=XKUPDUDOBVo>

### **Session 4: Constructing a leader: Habits + Emotional Intelligence**

#### Mandatory Preparation (Presentation):

- For this session, students need to prepare a group presentation of *8 minutes* about one aspect of the notion of 'Emotional Intelligence'.

#### Mandatory Reading:

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

Mandatory Video:

- <https://www.youtube.com/watch?v=OKJImnk-gzQ>

## Session 5: The concept of POWER

Mandatory Reading:

- Meyer, M., Sison, A.J.G & Ferrero, I. (2018). How Positive and NeoAristotelian Leadership Can Contribute to Ethical. **Canadian Journal of Administrative Science**. Doi.10.1002/cjas.1511.
- Collins, J. (2001). Level 5 Leadership, **Harvard Business Review**. pp. 66-76.

Mandatory Video:

- [http://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action](http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action)

Mandatory Preparation (Presentation):

- For this session, students need to prepare a group presentation of *8 minutes* about a leader they admire. The presentation should include the path this leader had to go to turn into the person he became. The focus of this presentation should be on this leader's ability to change, grow and INFLUENCE people.

## Session 6: Personality / Temperament / Identity

Mandatory Preparation:

- The Big Five Personality Test (<https://www.truity.com/test/big-five-personality-test>)
- The TypeFinder® Personality Test (<https://www.truity.com/test/type-finder-personality-test-new>)

## Session 7: Feedback.

- Invited Speaker

## Session 8: Higher Purpose.

Mandatory Reading:

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

## Session 9: Innovation.

Mandatory Preparation (Preparation):

For this session, students need to prepare a group presentation of *8 minutes* about a company that did something extraordinary / innovative / especially good (ethical) by also being / remaining a financially



healthy organization.

- Invited Speaker

### **Session 10: Negotiations.**

Mandatory Preparation:

None

### **Actividades formativas**

Students must attend all the classes. What is more, significant preparation is required every week, based on a series of introspective readings or video-watching requiring 2-3 hours per week to complete. Class sessions will be built around discussion of broader issues emanating from the readings/videos as well as class speakers. Students need to take notes on videos and bring the notes to class and they should annotate the papers they read and bring that to class too. Students have to give presentations before their classmates on several leadership topics.

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

These 75 hours are distributed in the following manner:

- 30 hours attending classes.
- 33 hours of personal study: reading articles and study.
- 10 hours of team-work.
- 2 hours EXAM.

### **Evaluación**

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 individual assignment** towards the end of the course. This written assignment counts for 25% of the overall grade. The course also contains **two (mid-term) group presentations**. These oral presentations account for another 25% of the overall grade.

If someone needs to make use of the **extraordinary exam**, he/she **needs a 7 to pass the course**. Any merit from the presentations or the written assignment will not count for the final grade in this case.

### **Bibliografía y recursos**

#### **BIBLIOGRAPHY**



Bennis, W. G. and Thomas, R. J. (2002). Crucibles of Leadership. ***Harvard Business Review***, pp. 39-45. [Localízalo en la Biblioteca](#)

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

Collins, J. (2001). Level 5 Leadership. ***Harvard Business Review***, pp. 66-76.  
[Localízalo en la Biblioteca](#)

Deresiewicz, W. (2010) "Solitude and Leadership", ***The American Scholar***, March, 1.  
[Localízalo en la Biblioteca](#)

Goffee, R. and Jones, G. (2000) Why Should Anyone Be Led by You? ***Harvard Business Review***, pp. 63-70. [Localízalo en la Biblioteca](#)

Goleman, D. (2004) What Makes a Leader? ***Harvard Business Review***, pp. 82-91.  
[Localízalo en la Biblioteca](#)

Heifetz, R. A. and Laurie, D. (2001). The Work of Leadership. ***Harvard Business Review***, pp. 131-141. [Localízalo en la Biblioteca](#)

Meyer (2015). Positive Business: Doing Good and Doing Well. ***Business Ethics: A European Review***, 24(52): 175 – 197. [Localízalo en la Biblioteca](#)

Meyer, M., Sison, A.J.G & Ferrero, I. (2018). How Positive and NeoAristotelian Leadership Can Contribute to Ethical. ***Canadian Journal of Administrative Science***, doi.10.1002/cjas.1511.

## SUPPLEMENTARY BIBLIOGRAPHY

Cameron, K. (2012). ***Positive Leadership: Strategies for extraordinary performance***. San Francisco: Berrett-Koehler Publishers. [Localízalo en la Biblioteca](#) (ebook)

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

## Horarios de atención

The timetable for the weekly tutor sessions will be published at the beginning of September. Until then, tutor sessions are: BY APPOINTMENT (Marcel Meyer: mmeyer@unav.es)



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

Guía Docente

Curso académico: 2019-20

### Introduction

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

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

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### Context

- Degree: 3<sup>rd</sup> Economy, Leadership and Governance
- Type of subject: Required, 3 ECTS
- Associated workload: 90 hours
- Schedule: Tuesday, 10:00-12:00,  
Seminar 14 (0 level)
- Office hours: Tuesday 15:00-  
16:00, Wednesday 08:00-10:00
- Professor: Dr. Guillem Ripoll (Office  
4090)
- E-mail: [gripollp@unav.es](mailto:gripollp@unav.es)

### Outline

Demography is the study of human populations.

This subject introduces key demographic concepts, topics and analyses techniques to understand demographic change and the social dynamics of fertility, mortality and migration. A particular emphasis is put on the link between demography and public decisions and actions.

### Pre-requisite knowledge

None.

### Skills

## Associated skills

- Students will be able to manage, analyse and synthesize data and information for demographic analyses, and to have access to contemporary research in social demography
- Students will be able to know the basic history of human population and related key indicators
- Students will be able to understand the most important demographic dynamics affecting societies along individuals' life cycles: fertility, mortality and migration
- Students will be able to describe the basic sociological and economic theories predicting fertility, mortality and migration
- Students will be able to understand the role of politics in adjusting demographic problems
- Students will be able to identify unresolved or conflicting questions about fertility, mortality and migration
- Students will be able to apply academic research to contemporary debate
- Students will be encouraged to apply statistical resources (e.g. assess causality, construct indicators...)

## Programme

### Structure

- Introduction
- Demographic growth
- Comparative studies
- Analytical approaches
- Population projections
- Dynamic 1: Fertility
- Dynamic 2: Mortality
- Dynamic 3: Migration (internal and external)

## Schedule

### Schedule

- 03 / 09 – Introduction
  - Presentation (me, students and subject)
  - What is demography?
  - Sources of data and data quality issues



- Measures
- Demographic balancing equation
- Demographic transition
- 1st Exercise. Measures, demographic growth and the demographic transition - 3%
- 10 / 09 – Population growth
  - Population-Economy
  - Main theories (description, cases, strengths and weaknesses)
  - Models of growth and their measures
  - Applied usefulness of statistical models
  - 2<sup>nd</sup> Exercise. Population and economic growth, role of the government, specific cases and models of growth – 3%, due 1 week

## **Learning activities**

### **Students required activities**

- Participation in class (attend, active comments, not disturb...)
- Study each unit
- Read bibliography associated to each unit
- Do and submit the required exercises
- Participation in seminars
- Do and submit the team project
- Do an exam

## **Key dates**

### **Key dates**

- Exercises
  - 1<sup>st</sup> exercise due on 11 / 09
  - 2<sup>nd</sup> exercise due on 18 / 09
  - 3<sup>rd</sup> exercise due on 25 / 09
  - 4<sup>th</sup> exercise due on 09 / 10
  - 5<sup>th</sup> exercise due on 16 / 10
- Seminars
  - 1<sup>st</sup> seminar on 15 / 10
  - 2<sup>nd</sup> seminar on 29 / 10
  - 3<sup>rd</sup> seminar on 12 / 11
- Team project

- Oral presentations on 19 / 11 (and 26 / 11)
- Final report due on 18 / 11
- Exam 16 / 12 12:00-14:00
- Resit exam 19 / 06 12:00-14:00

## **Evaluation of students' progress**

### **Evaluation**

- Exercises 3% (3) and 6% (2)
- Seminars 3% (3)
- Team project 35%
  - 10% peer review of oral presentation
  - 25% professor review of final report
- Exam 35%
  - Test 17.5%
  - Open 17.5%
- Extra bonus 3% (change for one exercise): top 1/4 in the Kahoot ranking

### **June Evaluation (resit)**

- Team project 50%
- Exam 50%
  - Test 25%
  - Open 25%

### **References**

Required and recommended readings will be provided by the professor at the end of each unit.

### **Additional notes**

#### **Some additional notes**

- Students must respect the opinions of their peers as well as the ones of the authors they learn. Criticism is encouraged. To respect the difference is required.
- It is prohibited to use others' ideas without quoting them. And, it is also prohibited to copy peers' work when submitting an exercise or team project and doing an exam. If a student commits plagiarism, the mark for this exercise or exam will be a 0
- It is prohibited to use mobile phones in class. Please, keep them in silence mode or (better) switched off. Constant misuse will be penalized in the final mark.



Universidad  
de Navarra

- In case of using a laptop to take notes, it is prohibited to use it for personal purposes during class. Constant misuse will be penalized in the final mark.
- In case of doubts about any these notes, please ask me. I will be happy to help you.



**Asignatura: International Agenda. Dialogues (F. Económicas)**

Guía Docente

Curso académico: 2019-20

**Presentación**

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

**Agenda Internacional**

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Edite el contenido aquí

**Competencias**

Edite el contenido aquí

**Programa**

Edite su contenido aquí

**Actividades formativas**

Edite el contenido aquí

**Evaluación**

Edite el contenido aquí

**Bibliografía y recursos**

Edite el contenido aquí

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

**Horarios de atención**

Edite el contenido aquí

**Contenidos**



**Asignatura: Econometrics I (F.Económicas)**

*Guía Docente*

*Curso académico: 2019-20*

## Presentación

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

# ECONOMETRICS 2019-2020

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**Name of the course:** Econometrics

**Year:** Third (or fourth in double degree)

**Semester:** First

**Credits (ECTS):** 6

**Type of course:** Required

**Language:** English

**Departament:** Economics

**Degrees:** Economics, ADE

**School:** Economics

**Professor:** Juan Equiza Goñi : [jequizag@unav.es](mailto:jequizag@unav.es)

**Assistant:** not available

**Lecture Schedule:** Wednesday from 10am to 12pm in Aula 1

Friday from 10am to 12pm in Aula 12

## Competencias

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



conduct -and how to critique- empirical studies in economics and related fields. Accordingly, the emphasis of the course is on empirical applications.

### **Grade Competences**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

#### **Course competences**

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

### **Programa**

#### **Part I. Introduction and Review**

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

#### **Part II. Fundamentals of Regression Analysis**

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

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

10. Regression with Panel Data
11. Regression with a Binary Dependent Variable
12. Instrumental Variables Regression



## 13. Experiments and Quasi-Experiments

## 14. Time series analysis

### **Actividades formativas**

There will be two type of classes:

- Theory lectures
- Exercise sessions

### **Evaluación**

The final grade is

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

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

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

### **HONESTY IS THE BEST POLICY**

(Ethics Committee Provisions Against Plagiarism and Copying)

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

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

Sanctions include:

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

### **Bibliografía y recursos**

## Bibliography

### Basic

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

### Complementary

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

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

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

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## Horarios de atención

**Professor:** Juan Equiza Goñi ([jequizag@unav.es](mailto:jequizag@unav.es))

**Office:** 2030 (Amigos building)

**Office hours:**

WEDNESDAY 15h30 - 16h30

THURSDAY 15h30 - 16h30

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



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

*Guía Docente*

*Curso académico: 2019-20*

## **Introduction**

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

# **Macroeconomics: Theory and Policy A (F. ECONOMICAS)**

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## **GENERAL INFORMATION**

**Course:** Macroeconomics: Theory and Policy

**Type of course:** compulsory

**Language:** English

**ECTS Credits:** 6

**Type of Degree:** Degree in Economics; Degree in Management

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

**Semester:** Fall

**Instructor:** Tommaso Trani ([ttrani@unav.es](mailto:ttrani@unav.es))

- Department of Economics, School of Economics and Business Administration
- Office: no. 2240 in Edificio Amigos (located on the 2nd floor of the *hilera*)
- Office hours: on Monday from 17:00-19:00. See also Section "Office Hours" of this website.

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

## **BRIEF DESCRIPTION**

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



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

#### **CLASS TIME AND VENUE**

- Tuesday from 08:00-10:00 in Room 10

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

#### **Competences**

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

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

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

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

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

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

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

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

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

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

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

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



### Specific Competencies (Management)

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

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

### Schedule

- The one below is a tentative schedule. Small adjustments are possible as we go through the semester.
- In general, we meet twice a week, according to the timetable of the School. This sets the specific days of lecture as well as the final exam. So, as far as it concerns these two aspects, please double-check the following information on the university's website.
- Tests: 1 October & 12 November 2019, during lecture hours, Room 10. (Tests have to take place on Thursdays due to the availability of a sufficiently spacious classroom.)
- Midterm Exam: 22 October 2019, during lecture hours, Room 10. (The midterm has to take place on a Thursday due to the availability of a sufficiently spacious classroom.)
- Final Exam: 9 December 2019, 16:00-19:00, Rooms B1-B2.
- (Final in June: 18 June 2020, 16:00-19:00, Room 2.)

Week	Lecture 1	Lecture 2
1 Sept. 2-8	Intro & Part 1	Part 1
2 Sept. 9-15	Part 1	Part 1
3 Sept. 16-22	Part 2	RS 1
4 Sept. 23-29	Part 2	RS 2
5 Sept. 30 – Oct. 6	Part 3	Part 3, Test
6 Oct. 7-13	Part 3	Part 3
7 Oct. 14-20	RS 3	Part 3
8 Oct. 21-27	Part 3	Midterm Exam
9 Oct. 28 – Nov. 3	Part 3	Part 3
10 Nov. 4-10	Part 4	RS 4
11 Nov. 11-17	Part 4	Part 4, Test
12 Nov. 18-24	Part 4	Part 4
13 Nov. 25 – Dec. 1	RS 5	Q&A Session

### Program (Outline)

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



Part	Topic	Reference
	Introduction	Appendix 1 in AulaVirtual ADI
<b>1. Economic Growth in the Very Long Run</b>	Aggregate production of goods and services	[Ch. 3.1-3.2]; Ch. 8.1 ( <i>the supply and demand for goods</i> ); Appendix to Ch. 9
	The Solow model: <ul style="list-style-type: none"><li>• Capital accumulation &amp; population growth</li><li>• Technological progress</li><li>• Golden rule</li></ul>	Ch. 8 (remaining sections); Ch. 9.1, 9.3 ( <i>evaluating the rate of saving and changing the rate of saving</i> );
	Notions of growth policy and endogenous growth	Ch. 9.2 ( <i>convergence</i> ), 9.4
<b>2. Markets &amp; Long-Run Equilibrium</b>	Equilibrium on the: <ul style="list-style-type: none"><li>• Goods and services market</li><li>• Financial/Money market</li></ul>	Ch. 3.3-3.4; Ch. 5.1-5.4, 5.7; [ABC 7.4]
	Intertemporal Consumers' Choices	Ch. 16.1-16.2
<b>3. Short-Run Fluctuations &amp; Macroeconomic Policy</b>	Business cycles: definition and facts	Ch. 10.1
	The IS-LM model <ul style="list-style-type: none"><li>• Goods market &amp; money market in the short run</li><li>• Equilibrium &amp; macroeconomic policy</li><li>• Determination of the AD curve</li></ul>	Ch. 11-12; [18.1 ( <i>the lags in the implementation and effects of policies</i> )]; Appendix 2 in AulaVirtual ADI
	The AD-AS Model <ul style="list-style-type: none"><li>• Nominal rigidities and the AS curve</li><li>• Stabilization policy and the inflation-unemployment trade-off</li></ul>	Ch. 10.2, 14 ( <i>the implications</i> ); [BW 12.4.1-12.4.4]
<b>4. Extensions</b>	Financial Markets: Risk <ul style="list-style-type: none"><li>• Definition and determination</li><li>• Role in short-run fluctuations and policy</li></ul>	Handout; [Ch. 4.2 ( <i>bank capital, leverage, and capital requirement</i> )-4.3]; [BAG 20.3-20.6]
	The Open Economy <ul style="list-style-type: none"><li>• Long-run model</li><li>• The short-run Mundell-Fleming model</li></ul>	Ch. 6; Ch. 13.1-13.3; Appendix 3 in AulaVirtual ADI

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

## CLASS ATTENDANCE AND PARTICIPATION

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

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

## TESTS & EXAMS

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

## TIME DISTRIBUTION

As for any course attributing 6 ECTS credits, students' workload is expected to be of about 150 hours. An indicative distribution of this preparation time is as follows:

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

## Assessment

### GRADING IN DECEMBER (out of 10)

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

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

### GRADING IN JUNE (out of 10)

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

## DETAILS

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

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

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

The final exam is comprehensive.

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

## HONESTY IS THE BEST POLICY

(*Ethics Committee Provisions Against Plagiarism and Copying*)

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

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



### Sanctions include:

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

## Bibliography & Resources

## **STUDY MATERIAL**

- **Lecture notes.** I will distribute them through Aula-Virtual ADI prior to the corresponding lecture. Lecture **X.Y** regards topic **Y** of part **X** in the outline.
  - **Appendices.** The appendixes that are not included directly in the textbook but made available through AulaVirtual ADI are titled **app#**.
  - **Problem sets.** I will be upload them in Aula-Virtual ADI several days before the corresponding review session.
  - **Textbook.** See the outline page.

## REFERENCES

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

<sup>†</sup> Recent edition means the 6<sup>th</sup> or 7<sup>th</sup> edition.

## **OTHER REFERENCES**

## **Cited in the outline**

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

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

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



### Not cited in the outline

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

### To review the material from previous courses

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

## LINKS OF INTEREST

### Journals

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

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

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

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

### Statistical resources

Samples of useful databases for studying trends and fluctuations are:

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

[https://pwt.sas.upenn.edu/php\\_site/pwt\\_index.php](https://pwt.sas.upenn.edu/php_site/pwt_index.php) (data on economic growth)

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

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

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

### Office Hours

**Instructor:** Tommaso Trani

- Office No. 2240 (hilera, 2nd floor)
- Hours: Monday from 17:00-19:00.



Universidad  
de Navarra



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

*Guía Docente*

*Curso académico: 2019-20*

## Introduction

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

# **Microeconomics: Theory and Policy A (F. ECONOMICAS)**

## **Course Description**

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

## **General Information**

**School: Economics and Business**

**Department: Economics**

**Degrees: ADEb, ECOb, DADEb, DECOb, ELG**

**Year: 2<sup>nd</sup> (ADEb, ECOb) and 3<sup>rd</sup> (DADEb, DECOb, ELG)**

**Type of course: Mandatory**

**Semester: Spring Semester**

**Number of ECTS credits: 6 credits (150 hours)**



**Language of instruction:** English

**Class schedule**

**ECOb, ADEb(I), ELG:** Mondays 10.00h - 11.45h (Room 10, Edificio Amigos);  
**Wednesdays** 12.00h - 13.45h (Room 15, Edificio Amigos)

**ADEb(II), DADEb, DECOb:** Tuesdays 10.00h - 11.45h (Room 15, Edificio Amigos);  
**Wednesdays** 10.00h - 11.45h (Room B1, Edificio Amigos)

**Instructor:** Dulce Redín Goñi ([dredin@unav.es](mailto:dredin@unav.es))

**Office hours:**

Fridays from 12.00hrs to 13.30hrs at Office 2060 (2<sup>nd</sup> floor "hilera", Edificio Amigos).

## **Competencies**

The student will acquire the following competences

**Basic Competencies (Management and Economics Degrees):**

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

**General Competencies (Management and Economics Degrees):**

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

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

#### Specific Competencies (Economics Degree)

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

#### Specific Competencies (Management Degree)

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

## Syllabus

### CHAPTER 1 -- The Theory of Demand

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

### CHAPTER 2 -- The Theory of Supply

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

### CHAPTER 3 -- Equilibrium and Welfare Analysis

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

### CHAPTER 4 – Market Power and Price Discrimination

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

### CHAPTER 5 -- Game Theory and Oligopoly

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

### CHAPTER 6 -- Choice Under Uncertainty



Hal R. Varian: Chp 16 (Equilibrium)

## CHAPTER 7 -- General Equilibrium

Hal R. Varian: Chp 31 (Exchange)

## **CHAPTER 8 -- Market Failure**

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

## **Educational Activities**

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

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

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

## Time allocation

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

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

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

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

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

## **Assessment**

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



will be reported and dealt with according to the regulations.

## Honesty is the Best Policy

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

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

Sanctions include:

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

## Grading policy (over 10 points)

### May Exam:

**Final exam: 6 points. The final exam will be on May 16th at 9.00h (rooms B1 and B2, Edificio Amigos). The final exam will be comprehensive, i.e. it will cover all the chapters of the course.**

**Midterm: 3 points. The midterm will be on March 4th at 15.00h (rooms 11 and 12, Edificio Amigos)**

**Continuous assessment: 2 points that will be accounted as it follows:**

**Class attendance and participation: 0,5 points. Active participation in the lectures and discussions.**

**Quizzes and problem sets: 1,5 points.**

There will be surprise quizzes. These quizzes will last 10-15 minutes (at the end of the lesson) and they will consist of short exercises and/or (theoretical) questions.

For each chapter there will be a problem set. Students may work on each problem set in groups of 4 people (max.) but each individual student must submit the solutions to the problem set through ADI before the due date.

**\* Overall grade 11 points**

### June Exam:



**Retake exam:** 8 points. The final exam will be on June 10th at 16.00h (room B1, Edificio Amigos).

The final exam will be comprehensive, i.e. it will cover all the chapters of the course.

**Continuous assessment:** 2 points. Class attendance and participation (0,5 points), and quizzes and problem sets (1,5 points) as described above.

#### **Exam structure:**

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

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

## **Bibliography and Resources**

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

The main complementary reference is:

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

Other references are:

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

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

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



## Asignatura: Financial Accounting III (F. ECONÓMICAS)

Guía Docente

Curso académico: 2019-20

### Introduction

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

#### **Financial Accounting III (F. ECONÓMICAS)**

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

During **SPRING 2020**, students of Bilingual Economics (IDE) and Bilingual Business Administration (IDM) who are in their **SECOND YEAR OF STUDY** and students of Governance (EGL) who are in their **THIRD YEAR OF STUDY** are required to be enrolled in this course.

#### **LANGUAGE:**

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

#### **CREDITS:**

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

#### **LECTURES:**

The course consists of a theoretical segment and a practical segment. The theoretical part provides an in-depth theoretical foundation on the subject at hand, while the practical segment consists of theory application into practical and real-world exercises. Sessions are held on **TUESDAYS** from **12:00 to 14:00** in **LECTURE HALL B1** (Amigos Building) and **THURSDAYS** from **10:00 to 12:00** in **LECTURE HALL 10** (Amigos Building).



**OFFICE HOURS:**

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

- **Tuesdays from 15:30 to 17:30 (Office 2540 Amigos Building - Tower)**
- **Thursdays from 15:30 to 17:30 (Office 2540 Amigos Building - Tower)**

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

**INSTRUCTORS:**

Sylvia Sadakova ([ssylvia@alumni.unav.es](mailto:ssylvia@alumni.unav.es))

Marta Alonso Sanz ([malonso.7@alumni.unav.es](mailto:malonso.7@alumni.unav.es))

**Course Overview**

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

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

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

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

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

- Prepare consolidated financial statements for both fully owned and partially owned subsidiaries.

## **Competences**

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

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

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

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

### **Skills and Competences related to the Field of Study:**

Sense of responsibility and effort.

Critical and self-critical capacity.

Task planning and time management.

Development of logical reasoning.

Ability to analyze problems and synthesize solutions.

Autonomous learning ability.

Acquire verbal communication skills.

Acquire teamwork skills.

Punctuality and ethics at work.



**Competences related to the subject:**

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

Ability to analyze and interpret real cases and look for solutions in the specific regulation environment.

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

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

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

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

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

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

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

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



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

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

### **BASIC, GENERAL AND SPECIFIC COMPETENCES OF THE SUBJECT.**

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

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

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

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

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

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

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

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



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

## **Program**

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

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

## **Educational Activities**

### **Class Participation and Attendance:**

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

### **Individual Study Commitment:**

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

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

**In Class Lectures: 56 Hours**



### **Individual Preparation: 68 Hours**

Assigned Reading: 24

Exercise Practice: 24

Other Activities: 20 Hours

### **Exams and Exam Preparation: 28 Hours**

Exams: 7 Hours

Exam Preparation: 21 Hours

### **Academic Honesty:**

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

## **Assessment**

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

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

- **Exams (90% of Final Grade):** Three Non-Comprehensive Exams
- **THERE WILL BE NO COMPREHENSIVE FINAL EXAM**
- **Class Participation and Attendance (5% of Final Grade):** Class participation is encouraged and good contributions will provide upward grade adjustment points. Class attendance is mandatory and excessive absences will be taken into account and reflected in your assessments.
- **Homework Assignments/Reading (5% of Final Grade)** will be assigned on a regular basis during both the theoretical and practical sessions. Students are expected to complete each assignment within the time specified in the schedule and will be evaluated on the given topic in class. Homework assignments are considered the preparation for the following class' activity. There will be ten reading assignments corresponding to each chapter covered during the course and ten short in-class quizzes associated with each reading assignment.

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

## **Bibliography and Resources**

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

### **MAIN TEXTBOOK:**

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

ISBN: 0077121716

Copyright year: 2013

Set within an international context, with a solid grounding in IAS/IFRS, the book



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

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

## **Office Hours**

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

- **Tuesdays from 15:30 to 17:30 (Office 2540 Amigos Building)**
- **Thursdays from 15:30 to 17:30 (Office 2540 Amigos Building)**

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

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

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

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

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



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

*Guía Docente*

*Curso académico: 2019-20*

## **Presentación**

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

## **Proyecto Integrado III**

### **Evento Adadémico**

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Análisis Prospectivo

Planificación

Contacto con ponentes

Habilidades de negociación

Habilidades de comunicación

Motivación

Liderazgo

Toma de decisiones

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

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

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

## **Competencias**

Edite el contenido aquí

## **Programa**



Edite su contenido aquí

## **Actividades formativas**

Edite el contenido aquí

## **Evaluación**

Edite el contenido aquí

## **Bibliografía y recursos**

Proyectos previos por parte de los alumnos ELG

<https://ourworld2021.com/>

## **Horarios de atención**

Edite el contenido aquí



**Asignatura: International Organizations (F. Económicas)**

*Guía Docente*

*Curso académico: 2019-20*

## Introduction

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

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

## **International Organizations (F. Económicas)**

International organizations (IOs) are created and expected to provide solutions whenever governments face transnational challenges, such as international and civil wars, humanitarian emergencies, flows of refugees, outbreaks of infectious diseases, climate change, financial market instability, sovereign debt crises, trade protectionism, and the development of poorer countries. But their role in world politics is controversial. Some perceive them as effective and legitimate alternatives to unilateral state policies. Others regard them as fig leaves for the exercise of power by dominant states. Others yet are regularly disappointed by the gap between the lofty aspirations and their actual performance in addressing global problems, and want to know the causes of that gap. While some commentators tend to lump all international organizations together, in reality there are big differences in how IOs function, how much power they have, and in how effective they are – across organizations, issues, regions, and over time.

This course seeks to give students an understanding of the major theoretical and empirical aspects of the role of international organizations in international politics, including, among others, their impact on the practice of international cooperation and conflict, the maintenance of international peace and security, the management of international economic relations, the promotion of international environmental standards, the prosecution of international crimes, and related matters of concern to international society.

In the first part of the course, we will survey some overarching issues of IOs as a solution to the difficulty of international cooperation and address the following questions:

Why do states create international organizations? More generally, why do they organize internationally and what are the legal obligations that give IOs international power?

How do IOs ensure compliance from their members? Why do states comply to international



organizations?

How do IOs enforce their rules? What is the overall impact of international organization on world order?

The second part of the course examines more specific IOs in a variety of issues such as collective security, trade, finance, democratic promotion, and regional integration. Case studies of IOs include the United Nations, European Union, World Trade Organization, International Monetary Fund, and others. For each issue/institution, we will revisit those key questions listed above. In the context of IOs, we will try to understand the interests, institutions, and information of international actors and use these tools to understand other questions about international cooperation and conflict. For doing so, groups of 4-5 students working on the same international organization will give a presentation, also leading class discussion based on readings assigned for that particular week.

Finally, the last part of the course will be dedicated to explore in depth a particular topic related to IOs through a debate. During the debate, the same groups formed to explore each IO **will defend the position of this particular IO** with respect to the particular topic chosen. At the end of the debate, we will celebrate a voting process in order to select the "winning" group (i.e., the winning IO that will implement its desired policy according to the debate carried out) and the "best" group (i.e., the best presentation according to your opinion).

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## ACADEMIC YEAR 2019-2020

**Department:** Economics

**School:** Economics and Business Administration

**Degree:** Economics, Leadership and Governance

**Itineraries:** All

**Year:** 3rd

**Timing:** Second semester, January - May

**Number of ECTS credits:** 3 (75 h)

**Type of course:** Compulsory

**Language:** English

**Instructor:** Miguel Ángel Borrella-Mas

**Time and place of classes:** 2 hours per week (14 weeks). See details in the school's webpage

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

## Competences

## **COMPETENCES**

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

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

### **Cognitive/Conceptual/Transversal competences:**

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

### **Skills and aptitudes:**

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



- Ability to defend critical and well-argued manner one's ideas on economic issues

### **Learning Outcomes:**

- To understand: the contents and limits of the International Organization legal status, both international and domestic law; their different nature; and their main types
- To acquire and demonstrate a sound opinion on the studied Organizations and their activities
- Knowledge and understanding tested in debates, presentations and exam
- Oral assignments and critical expositions
- Participation in the course

### **Program (Outline)**

#### **Programme:**

Week 1 - Introduction (Jan 10)

Week 2 - Introduction to IOs (Jan 17)

Week 3 - United Nations (Jan 24)

Week 4 - World Trade Organization (Jan 31)

Week 5 - International Monetary Fund (Feb 7)

Week 6 - World Bank (Feb 14)

Week 7 - International Labor Organization (Feb 21)

Week 8 - European Union (Feb 28)

Week 9 - Other Regional IOs (Mar 6)

Week 10 - North Atlantic Treaty Organization (Mar 13)

Week 11 - Debate (1) (Mar 20)

Week 12 - Debate (2) (Mar 27)

Week 13 - Debate (3) (Apr 3)

Week 14 - Review class (Apr 24)

### **Educational Activities**

### **Educational activities:**

The expected workload per student is of 75 hours, approximately distributed as follows:

#### On campus classes: (28 hrs)

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

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

In the debates carried out in class, students will defend the position of their particular IO with respect to a particular topic previously chosen.

#### Individual-team work: (31 hrs)

Time devoted to studying and personal work. This time includes that devoted to prepare individual multiple-choice questions, book readings, preparation of oral presentation and also preparation of memo for the debate and the debate itself.

#### Tutorials: (4 hrs):

Presenting and solving of doubts and questions with the instructor

#### Exam: (2 hrs)

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

## **Assessment**

### **Assessment:**

25\% - Oral presentation of main topic

30\% - Essay

10\% - Debate

5\% - Participation in class

30\% - Final exam (May, 7)

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

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

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

**(\*) Students with special needs:** Please, contact the instructor at the beginning of the semester.

**Description of assessment activities:**

*1. Oral presentation in class:*

8 different IOs will be covered in detail during the course. Each of them will be presented by a different group of 4-5 students during class (first come first served), following the schedule presented in Section \ref{s:schedule}. Guideline about the presentation in class can be found in the syllabus of the course.

*2. Debate:*

The debate is designed to explore in more depth an specific topic that will be selected in the third week. The group will submit a pre-debate memo through ADI a week before the debate (e.g. If the group signs up for the debate on March 20, your pre-debate memo will be due by noon on March 13). The debate grade is based on the quality of your memo and your debating performance. More information about debate can be found in the syllabus of the course.

*3. Essay:*

The group will write a short essay, 4-5 single-spaced pages long. The essay will build on the work the group prepares for the debate and the feedback it receives during the debate. The group will submit a hard copy of the essay a week after the debate it signs up for (e.g. If the group signs up for the debate of EU on March 20, your short essay will be due by noon on March 27). You can find more detailed instructions in the syllabus of the course.

*4. Class participation:*

An active role in weekly discussions by everyone enrolled in the course is expected. Participation grade



will be evaluated over the whole semester. Students are expected to engage actively in class by i) raising questions about readings and lectures, ii) answering questions raised by the instructor in class and iii) participating in discussions and/or debates on the topics provided by the instructor. Unless otherwise instructed, students who want to contribute to class discussion must raise hand and wait to be recognized. Questions and comments must be:

related to class and/or the course material

respectful of diverse opinions and open to follow up questions and/or disagreement

aimed to advancing the discussion about issues related to the course and/or course material rather than personal beliefs

delivered in normal tones and a non-aggressive manner

In addition, each student is expected to **individually** submit a multiple-choice question (4 possible answers, only 1 is correct) related to each presentation covering the different IOs in which the student is not presenting. Hence, each student is expected to submit **7** multiple choice-questions. Please notice that **repeated** questions from different students **will imply no points** for them.

#### *5. Final exam:*

The final exam is closed-book in-class format. It will cover the whole course and students will be assessed on their understanding of the international organizations functioning. **It will be based on the pool of multiple-choice questions (aprox. 250 questions) submitted by students throughout the course** (please, notice that if the majority of questions are "too easy", they will be automatically dropped from the pool of questions and replaced by unknown questions designed by me). There is a review session before the exam. **A minimum grade of 3.5 is required in the final exam in order to pass the course.**

### **Bibliography & Resources**

#### **Main books:**

- Hurd, Ian. International Organizations: Politics, Law, Practice (3rd edition). Cambridge: Cambridge University Press. [\\_](#)

#### **Others:**

- Pease, Kelly-Kate S. (2012). International Organizations: Perspectives on Governance in The Twenty-First Century (5th edition). Upper Saddle River, NJ: Prentice-Hall.
- Brian Frederking and Paul F. Diehl (2015). The Politics of Global Governance: International Organizations in an Interdependent World (5th edition). Lynne Rienner Publishers. [Localízalo en la Biblioteca](#)

- Mingst, Karen A. and Margaret P. Karns (2011). The United Nations in the Post-Cold War Era (4th edition). Boulder, CO. Westview Press.
  - McCormick, John (2011). Understanding the EU: A Concise Introduction, (5th edition). New York: Palgrave.
- 

## **Office Hours**

**Instructor:** Miguel Ángel Borrella ([mborrella@unav.es](mailto:mborrella@unav.es))

**Office:** 2170 (Amigos Building)

**Office hours:** Wednesdays, from 16:30 to 17:30 and Thursdays, from 16:00 to 18:00. (Other times by appointment)



**Asignatura: Historia Económica C (F. ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2019-20*

**Presentación**

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

# HISTORIA ECONÓMICA

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

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

**Departamento:** Economía

**Facultad:** Ciencias Económicas y Empresariales.

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

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

**Curso:** 2º (ECO, ADE, IDE, IDM)

**Organización:** Primer semestre académico, de septiembre a diciembre.

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

**Tipo de asignatura:** Básica.

**Idioma en el que se imparte:** Castellano



## Programa

# PROGRAMA

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### I.-Introducción

### II.- Población y régimen demográfico occidental

### III. La agricultura europea. Siglos XIV al XIX

### IV. La expansión Atlántica y la Revolución Comercial

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

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

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

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

## Evaluación

### Participación en clase

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

**Se harán CUATRO evaluaciones presenciales de contenidos teóricos y prácticos.**

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



## Convocatoria extraordinaria de junio

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

## Bibliográfica y recursos

### Bibliografía básica

TORRES SANCHEZ, Rafael, **HISTORIA ECONÓMICA MUNDIAL. A**, Ediciones Eunate, 2018. [Localízalo en la Biblioteca](#)

CAMERON, R., Historia económica mundial, Alianza, Madrid, 2010 [Localízalo en la Biblioteca](#)  
(versión electrónica) [Localízalo en la Biblioteca](#) (versión impresa)

CAMERON, Rondo and Larry NEAL, A concise Economic History of the World, Oxford, Oxford University Press, 2003. [Localízalo en la Biblioteca](#)

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

### Bibliografía complementaria

#### I. MODERNA

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BEAUD, M., Historia del capitalismo. De 1500 a nuestros días. Ariel, Barcelona, 1986. [Localízalo en la Biblioteca](#)

CAMERON, R., Historia económica mundial, Alianza, Madrid, 1990 [Localízalo en la Biblioteca](#)  
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CHAUNU, P. Historia, Ciencia Social, Ed. Encuentro, Madrid, 1985. [Localízalo en la Biblioteca](#)

CIPOLLA, C.M. (ed.) Historia económica de Europa, Tomos 2 a 3, Ariel, Barcelona, 1979. [Localízalo en la Biblioteca](#) (vol. 2) [Localízalo en la Biblioteca](#) (vol. 3)

CLOUGH, Sh.B. y RAPP, R.T., Historia económica de Europa, Omega, Barcelona, 1986. [Localízalo en la Biblioteca](#)

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DE VRIES, J., La economía de Europa en un período de crisis 1600-1750, Madrid, 1979 [Localízalo en la Biblioteca](#)

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IMBERT, J. Historia económica. De los orígenes a 1789, Vicens, Barcelona, 1983. [Localízalo en la Biblioteca](#)

KELLENBENZ, H., El desarrollo económico de la Europa continental (1500-1750), Madrid, 1977.  
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KENWOOD, A.G, Historia del desarrollo económico internacional, Istmo, Madrid, 1989. [Localízalo en la Biblioteca](#)

KINDLEGERGER, CH. P. Historia financiera de Europa., Crítica, Barcelona, 1988 [Localízalo en la Biblioteca](#)

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[Localízalo en la Biblioteca](#) (vol. 3)

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

MISKIMIN, H.A., La economía europea en el Renacimiento tardío, 1460-1600, Cátedra, Madrid, 1981  
[Localízalo en la Biblioteca](#)

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

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

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

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

## ESPAÑA

GONZALEZ ENCISO, Agustín - DE VICENTE ALGUERO, Felipe-José, -FLORISTAN IMIZCOZ, Alfredo, TORRES SANCHEZ, Rafael, Historia económica de la España Moderna. Ed Actas, Madrid, 1992  
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VICENS VIVES, J., Historia económica de España, Vicens, Barcelona, ed.1989. [Localízalo en la Biblioteca](#)

## II. CONTEMPORÁNEA

### MUNDIAL

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LIPTON, David L (2001): /Thoughts on the globalization of world history/, Infinity Publishing. [Localízalo en la Biblioteca](#)

MADDISON, Angus (2001): /The World Economy: A Millennial Perspective, /OECD. [Localízalo en la Biblioteca](#)

MIDDLETON, Roger (2000): /The British Economy since 1945, /Palgrave Macmillan. [Localízalo en la Biblioteca](#)

MOKYR, Joel (2004): /The Gifts of Athena: Historical Origins of the Knowledge Economy, /Princeton University Press. [Localízalo en la Biblioteca](#)

MORE, Charles (1997): /The Industrial Age: Economy and Society in Britain since 1750/, Pearson Education. [Localízalo en la Biblioteca](#)

NORTH, Douglass C. (1976): /The Rise of the Western World,/ Cambridge University Press. [Localízalo en la Biblioteca](#)



## ESPAÑA

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

BUSTELO, Francisco (1996): /Historia Económica: Introducción a la historia mundial. Historia económica de España en los siglos XIX y XX/, Madrid, Síntesis. [Localízalo en la Biblioteca](#)

CARRERAS, Albert (2004): /Historia Económica de la España Contemporánea/, Crítica. [Localízalo en la Biblioteca](#)

GARCÍA DELGADO, José Luis, (1993): /España, economía/, Madrid, Espasa-Calpe. [Localízalo en la Biblioteca](#)

GERMÁN, Luis y otros (2001): /Historia Económica regional de España, siglos XIX y XX/, Barcelona, Crítica. [Localízalo en la Biblioteca](#)

GONZÁLEZ ENCISO, A. (1992): /Historia económica de la España Moderna/, Madrid, Actas. [Localízalo en la Biblioteca](#)

NADAL, Jordi, (2203): /Atlas de la Industrialización de España, 1750-2000/, Barcelona, Crítica. [Localízalo en la Biblioteca](#)

VALDALISO, J.M y Santiago López, (2000): /Historia económica de la empresa/, Barcelona, Crítica. [Localízalo en la Biblioteca](#)

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

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

## Horario de atención

**Profesor: Antonio MORENO ALMÁRCEGUI.**

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

**Actividades Formativas**  
**Clases presenciales.**

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

### **Trabajos dirigidos.**

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

### **Tutorías**

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

### **Estudio personal.**

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

### **Evaluación.**

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

### **Competencias**

#### **Competencias básicas (ADE y ECO)**

- CB3) Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética
- CB4) Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado

#### **Competencias generales (ECO y ADE)**



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

### **Competencias específicas (ADE)**

- CE12) Conocer la evolución histórica de la economía.

### **Competencias específicas (ECO)**

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



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

Guía Docente

Curso académico: 2019-20

### Introduction

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

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# Investments in Financial Markets B (F. Economic)

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

#### **Executive summary**

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

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

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

#### **General information**

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

## **Competences**

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

## **Textbook**

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

[Find it in the Library](#)

## **Organization**

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

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

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

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

## **Program**

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

### **Topic 1: overview of financial markets**

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

### Topic 2: equity securities

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

### Topic 3: derivative securities

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

### Topic 4: measuring risk and return

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

### Topic 5: debt securities

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

## Grading

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

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

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

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

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



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

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

## Office hours

### **Professor**

Álvaro Bañon

### **Office**

2300 Amigos Building, 2nd floor

### **Email**

abanon@unav.es

### **Office**

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

### **Professor**

Diem Nguyen

### **Office**

2520 Amigos Building, 2nd floor (Tower)

### **Email**

nguyen@unav.es

### **Office hours**

Please schedule a meeting with me via email

## Info&Activities

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

Be aware of the deadline.

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

Be aware of the deadline.

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

Be aware of the deadline.

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



Be aware of the deadline.

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

Be aware of the deadline.

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

Be aware of the deadline.

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

Be aware of the deadline.

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

Be aware of the deadline.

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

Be aware of the deadline.

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

Be aware of the deadline.



Universidad  
de Navarra

## **SLIDES**



**Asignatura: Regiones 1. América (F. Económicas)**

*Guía Docente*

*Curso académico: 2019-20*

**Presentación y Objetivos**

# **Regiones 1**

## **América**

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

**Objetivos del curso:**

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



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

## Competencias

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

## Programa

Fecha	Tema	Objetivo	Lecturas
<b>Semana 1</b>	Introducción a la asignatura. -Norte América. -América Latina.	Conocer las actividades a realizar durante el curso.  Condiciones por las que se considera a Norte América como una región.  ¿Cómo se define actualmente América Latina en el contexto internacional?	Cardona Patarroyo, C. y Bonilla Olano, E. (2014) <i>La cooperación internacional, asunto económico y de geopolítica</i> . Observatorio de la Economía Latinoamericana, N° 204 <a href="http://www.eumed.net/cusecon/eco/lat/la/14/geopolitica.html">http://www.eumed.net/cusecon/eco/lat/la/14/geopolitica.html</a>  Pastor, R. (2001) <i>Toward a North American Community: Lessons from the old world for the new</i> . Washington, DC: Institute for international economics. P 19-39.
<b>Semana 2</b>	Historia y cultura política I	Comparar los sistemas políticos en Canadá, Estados Unidos y México.	Jackson, R. Mahler, G. Teeters-Reynolds, H. and Hodge, C. (2004) <i>Constitutions: Law, Rights and Federalism in North American politics Canada, USA and Mexico in a Comparative Perspective</i> . (pp 13-40). Ontario, Canada: Person Education Canada Inc.
<b>Semana 3</b>	Historia y cultura política II	Comparar los sistemas políticos en los principales países del Caribe, Centro América y Sudamérica.	Crisafí, Nicolás Hernán. (2014). Sistemas políticos de América Latina. <i>Postdata</i> , 19(2) <a href="http://www.scielo.org.ar/scielo.php?script=sci_arttext&amp;pid=S1851-96012014000200014&amp;lng=es&amp;tlang=es">http://www.scielo.org.ar/scielo.php?script=sci_arttext&amp;pid=S1851-96012014000200014&amp;lng=es&amp;tlang=es</a> .
<b>Semana 4</b>	Consecuencias en América de la Segunda Guerra Mundial.  Plan Marshall	Comprender la aplicación del modelo Keynesiano en Estados Unidos a través del New Deal.  Segunda fase de ISI	Annual Message to Congress January 6, 1941 The "Four Freedoms" Speech President Franklin D Roosevelt <a href="http://www.fdrlibrary.org/whistlestop/study_collections/doctrine/large/documents/pdfs/5-9.pdf#zoom=100">http://www.fdrlibrary.org/whistlestop/study_collections/doctrine/large/documents/pdfs/5-9.pdf#zoom=100</a>



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



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

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

## **Actividades formativas**

### **Lecturas**

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



## Presentaciones en equipo

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

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

## Trabajo Final

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

## Actividades no obligatorias

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



## Evaluación

Aspectos a evaluar	Porcentaje
Participación en clase	5%
Presentaciones en equipo	15%
Actividades	20%
Examen	25%
Trabajo final	35%

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

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

## Bibliografía y recursos

### **Bibliografía recomendada**

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

Algunos libros que se pueden consultar son:

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



Universidad  
de Navarra

### **Horarios de Atención**

**Andrea Sáenz de Viteri Vázquez**

[asaenzdevit@alumni.unav.es](mailto:asaenzdevit@alumni.unav.es)

**Martes 9:00-10:00 hrs.**

Despacho 2540 Edificio Amigos- Planta 2 (Torre)



**Asignatura: CORE- Ethics (área Ciencias Sociales)**

*Guía Docente*

*Curso académico: 2019-20*

## Introduction

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

# **CORE- Ethics (área Ciencias Sociales)**

**Professor:** Guillon, Jean-Baptiste

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

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

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



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

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

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

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

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

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

## **Plan of Studies: Undergraduate Course**

### Type of Course: Obligatory

**Class schedule:** Monday, 12 to 14 pm (AMI-Aula 5)

**Language:** English.

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

## **Competences**

## **Grado en Administración y Dirección de Empresas:**

- CB2 - Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen

demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio.

- CB5 - Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía.
- CG2 - Identificar, integrar y utilizar los conocimientos adquiridos en el argumento, discusión o resolución de problemas relevantes para lo económico y empresarial.
- CG5 - Razonar de forma autónoma y crítica en temas relevantes para lo económico y empresarial.
- CG6 - Saber comunicar oralmente o por escrito resultados y análisis de utilidad en lo económico y empresarial.
- CG7 - Conocer los diferentes entornos en los que desarrolla su trabajo: la coyuntura, los mercados, el contexto histórico, legal o humanístico.
- CE14 - Comprender la influencia que el entorno económico tiene en la actividad empresarial.

#### **Grado en Económicas:**

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



- CE14 - Conocer los aspectos teórico-prácticos del funcionamiento de la empresa. [error en la memoria, debería reflejar (CE8:Tener conciencia de la dimensión ética de la práctica profesional )].

**Grado en Educación y Psicología:**

- CG5- Haber adquirido un sentido de responsabilidad y de compromiso éticos necesarios para el ejercicio de la profesión como se manifiesta en el afán de una formación continua reforzando valores sociales como la igualdad, la diversidad y el trabajo en equipo.
- CG7- Haber adquirido competencias profesionales básicas como son: la autonomía, la flexibilidad, habilidades interpersonales, iniciativa, toma de decisiones.
- CG1- Que los estudiantes hayan adquirido conocimientos avanzados y demostrado una comprensión de los aspectos teóricos y prácticos y de la metodología de trabajo de la Pedagogía con una profundidad que llegue hasta la vanguardia del conocimiento.
- CG4- Que los estudiantes sean capaces de desenvolverse en situaciones complejas o que requieran el desarrollo de nuevas soluciones tanto en el ámbito académico como laboral o profesional dentro de la Pedagogía.
- CG5- Que los estudiantes sepan comunicar a todo tipo de audiencias (especializadas o no) de manera clara y precisa, conocimientos, metodologías, ideas, problemas y soluciones en el ámbito de la Pedagogía.
- CG6- Que los estudiantes sean capaces de identificar sus propias necesidades formativas en el campo de estudio y el entorno laboral o profesional de la Pedagogía y de organizar su propio aprendizaje con un alto grado de autonomía en todo tipo de contextos (estructurados o no).
- CE11- Conocer y saber ejercer las funciones de tutor y orientador en relación con la educación familiar.
- CE12- Promover y colaborar en acciones dentro y fuera de la escuela, organizadas por familias, ayuntamientos y otras instituciones con incidencia en la formación ciudadana.
- CE20- Saber trabajar en equipo con otros profesionales de dentro y fuera del centro en la atención a cada estudiante, así como en la planificación de las secuencias de aprendizaje y en la organización de las situaciones de trabajo en el aula y en el espacio de juego, identificando las peculiaridades del periodo 0-3 y del periodo 3-6.
- CE21- Atender las necesidades de los estudiantes y transmitir seguridad, tranquilidad y afecto.
- CE30- Valorar la relación personal con cada estudiante y su familia como factor de calidad de la educación.
- CE64- Conocer formas de colaboración con los distintos sectores de la

comunidad educativa y del entorno social mico como laboral o profesional dentro de la Pedagogía Magisterio en Educación Infantil.

- CE14- Promover acciones de educación en valores orientadas a la preparación de una ciudadanía activa y democrática.
- CE22- Relacionar la educación con el medio, y cooperar con las familias y la comunidad.
- CE34- Fomentar la educación democrática de la ciudadanía y la práctica del pensamiento social crítico.
- CE35- Valorar la relevancia de las instituciones públicas y privadas para la convivencia pacífica entre los pueblos.
- CE36- Conocer el hecho religioso a lo largo de la historia y su relación con la cultura.
- CE68- Conocer formas de colaboración con los distintos sectores de la comunidad educativa y del entorno social.
- CE66- Participar en las propuestas de mejora en los distintos ámbitos de actuación que se puedan establecer en un centro Magisterio en Educación Primaria.
- CE13- Conocer la legislación educativa, los valores democráticos y de la cultura para la paz, y las consecuencias en el ámbito la educación del principio del respeto y promoción de los Derechos Humanos.

## **Program**

Introduction: how to answer moral questions?

1. Morality and Religion
2. Morality and Natural Law

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

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

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

1. Egoism vs altruism
2. Consequentialism
3. Deontology

*Interlude: Applied Ethics 1 – the ethics of world poverty*

4. Virtue Ethics

5. Natural Law

*Interlude: Applied Ethics 2 – abortion*

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

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

*Interlude: Applied Ethics 3 – sexual ethics*

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

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

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

## **Educational Activities**

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

1. BRING YOUR ASSIGNED TEXT TO EVERY CLASS. It is your responsibility to do the reading as it is assigned and to bring the assigned text with you to all classes.
2. Out of respect for your teacher and your colleagues, you must come to class ON TIME. If you consistently come to class late, I will ask you to leave.
3. It is your responsibility to make it on time to the exams. Except in the case of serious illness or genuine emergency, there will be no make-up exam.

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

I strongly recommend that you read the university's plagiarism guidelines carefully and consult me if you have any further questions:

<http://www.unav.es/facultad/fyl/politica-educativa-plagio>. "El plagio intencional o por precipitacion/inadvertido puede incurrir... el cese de los estudios o la expulsion de la universidad.'

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

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

## **Assessment**

### Evaluation

Mid-term examination (late november) – 40%

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

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

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



## **Bibliography and Resources**

### Bibliography and resources

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

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

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

### Indicative Bibliography:

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

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

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

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

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

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

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

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

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

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



## Biblioteca

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

## Office hours

Dr. Jean-Baptiste Guillon - Library Building Office 2170

Wednesday from 9:00 to 10:30

Thursday from 9:00 to 10:30

or by appointment ([jguillon@unav.es](mailto:jguillon@unav.es))



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

*Guía Docente*

*Curso académico: 2019-20*

## Presentación

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

## **Ética C (F. Económicas)**

- **Asignatura:** Ética
- **Departamento:** Instituto Core Curriculum
- **Curso:** 2º- 3º
- **Duración:** anual
- **Número de créditos ECTS aproximados:** 6
- **Numero de horas de trabajo del alumno:** 150
- **Profesor(es) que la imparte(n):** Alfredo Cruz
- **Tipo de asignatura:** OBLIGATORIA
- **Idioma en que se imparte:** castellano
- Esta asignatura pertenece al Core Curriculum de la Universidad de Navarra <http://www.unav.edu/web/core-curriculum/inicio>

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

## Competencias

Competencias básicas:

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



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

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

Competencias generales:

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

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

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

Competencias específicas (ECO):

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

Competencias específicas (ADE):

CE14) Comprender la influencia que el entorno económico tiene en la actividad empresarial.

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

**Competencias específicas (Asistencia de Dirección):**

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

## **Programa**

1. Introducción

2. La moralidad del ser humano:

- a) ¿Por qué se nos presentan problemas morales?
- b) La perfectibilidad humana
- c) La acción: libertad e intencionalidad
- d) La acción: actualización práctica del agente; decidir es decidirse
- e) Hábitos y afectos

3. ¿Por qué es bueno ser moralmente bueno? La cuestión de los motivos:

- a) Felicidad o deber. Egoísmo o altruismo
- b) El hedonismo
- c) La felicidad es actividad
- d) Bien individual, bien propio y bien común. El fundamento social de la moral

4. La medida de la perfección moral:

- a) ¿Para qué están los seres humanos?
- b) De la deliberación a la decisión: apetito y razón, identidad personal y contexto práctico
- c) ¿De qué soy responsable? El problema de las consecuencias, y el consecuencialismo
- d) Virtud: buen gusto y pericia
- e) La norma al servicio de la virtud

5. Las virtudes principales o cardinales

6. Ética y religión:

- a) ¿Qué añade la religión a la ética?
- b) El Cristianismo: Razón, historia, esperanza

## **Actividades formativas**

### **ACTIVIDADES**

2 clases semanales



2 sesiones de cine-forum, una cada semestre.

## **Evaluación**

Examen parcial: tendrá lugar una vez finalizado el primer semestre (la fecha exacta se anunciará en clase con suficiente antelación); obligatorio y no liberatorio; consistirá en un ensayo breve; equivale al 40% de la nota final.

Examen final: consistirá en un ensayo breve; equivale al 60% de la nota final.

La asistencia y participación activa en clase será tenida en cuenta en la valoración de las pruebas escritas.

Convocatoria extraordinaria. Examen similar al final.

Repetición de la asignatura. Examen similar al final.

## **Bibliografía y recursos**

### **BIBLIOGRAFÍA**

- Alfredo Cruz Prados, *Ethos y Polis*, Eunsa, Pamplona, 2006: Cap. III  
[Localízalo en la Biblioteca](#) (versión electrónica) -- [Localízalo en la Biblioteca](#) (versión impresa)
- Robert Spaemann, *Ética: Cuestiones fundamentales*, Eunsa, Pamplona, 1988  
[Localízalo en la Biblioteca](#) (versión electrónica) -- [Localízalo en la Biblioteca](#)
- Robert Spaemann, Personas. Acerca de la distinción entre algo y alguien, Eunsa, Pamplona, 2010 [Localízalo en la Biblioteca](#)
- Robert Spaemann, Felicidad y benevolencia, Rialp, Madrid, 1991 [Localízalo en la Biblioteca](#)
- Julián Marías, *Tratado de lo mejor*, Alianza, Madrid, 1995 [Localízalo en la Biblioteca](#)
- Josef Pieper, *Las virtudes fundamentales*, Rialp, Madrid, 1997 [Localízalo en la Biblioteca](#)
- Peter T. Geach, *Las virtudes*, Eunsa, Pamplona, 1993 [Localízalo en la Biblioteca](#)
- Alejandro Llano, *La vida lograda*, Ariel, Barcelona, 2002 [Localízalo en la Biblioteca](#)

## **Horarios de atención**

Se concertará la hora con el profesor, en clase, por teléfono ( ext. 2897) o email.



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