



Asignatura: Gestión pública (F. Económicas)

Guía Docente

Curso académico: 2019-20

Introduction

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

Gestión pública (F. Económicas)

Context

- Degree: 4th Economy, Leadership and Governance
- Type of subject: Required, 3 ECTS
- Associated workload: 90 hours
- Schedule: Wednesday, 10:00-12:00, Seminar 14 (0 level)
- Office hours: Wednesday 16:00-17:00, Thursday 09:00-10:00
- Professor: Dr. Guillem Ripoll (Office 4090)
- E-mail: gripollp@unav.es

Outline

This subject is devoted to the study of public management. Although public management can be studied from purely theoretical or practical debates, this course intends to show the importance of ideas in real world examples. The subject has two main aims. On the one hand, it aims to review the political process leading to the creation of policies, and to provide the needed tools for public policy analysis and evaluation. On the other hand, it aims to provide students with an overview of the main issues (micro and macro) currently alive in debates on public administration reform and public management.

Pre-requisite knowledge

None.

Edite el contenido aquí

Skills

Associated skills



1. Students will be able to identify the public sphere
2. Students will be able to know the theory behind policies formation
3. Students will be able to understand the role of politics in developing policies
4. Students will be able to know the theory and methods behind public policy analysis and evaluation
5. Students will be able to manage, analyse and synthesize data and information for public policy analyses, and to have access to contemporary research in public management
6. Students will be able to understand the most important changes in public management: from old to new public managements
7. Students will be able to develop and interpret governance indicators
8. Students will be able to identify unresolved or conflicting questions about macro and micro issues in public management
9. Students will be able to identify Human Resources Management practices that are applicable to the public sphere
10. Students will be able to apply academic research to contemporary debate
11. Students will be encouraged to apply statistical resources (e.g. assess causality, construct indicators...)
12. Students will be encouraged to learn how to apply theoretical and methodological models in order to carry out research in this field.
13. Students will be encouraged to acquire (or further develop) the knowledge and the necessary skills to work within organizational environments in the field of politics and public management

Structure

Structure

1. Unit 1: Public Management: an introduction
2. Unit 2: Policies: description, process and evaluation
3. Unit 3: Public policies evaluation
 - a. Basic needs evaluation
 - b. Design evaluation
 - c. Implementation evaluation
 - d. Impact evaluation
4. Unit 4: From old to new public management and governance indicators
5. Unit 5: Macro-issues in public management
 - a. Politics, public administration, efficiency and corruption
 - b. Administrative burden / red tape
 - c. Public accountability and citizens' participation
6. Unit 6: Micro-issues in public management



- a. Motivation
- b. Ethics
- c. Leadership
- d. Negotiation

Learning activities

Students required activities

1. Participation in class (attend, active comments, not disturb...)
2. Study each unit
3. Read bibliography associated to each unit
4. Do a presentation
5. Do and submit the team project (and the associated activities)
6. Do an exam

Key dates

Key dates

1. Flipped classroom presentations: it's 'your' choice
2. Team project
 - a. Control session 1: January 29th (feedback reports: January 31st)
 - b. Control session 2: March 11th (feedback reports: March 13th)
 - c. Final submission: April 29th (feedback reports: May 1st)
3. Exam 02/04 12:00-14:00
4. Resit exam 19/06 16:00-19:00

References

Readings

Required and recommended readings will be provided by the professor.



Universidad
de Navarra



Asignatura: Global Political Economy B (F. ECONÓMICAS)

Guía Docente

Curso académico: 2019-20

Introduction

GLOBAL POLITICAL ECONOMY B

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

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

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

Department: Economics

School: Economics and Business.

Degrees: Economics and Business Administration

Year: 2nd

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

Organisation: Second semester (January - May)

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

Course type: Basic.

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

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

TA: Federico Accursi (faccursi@alumni.unav.es)



Lecture Times and Room:

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

ADEb. Wednesdays 8:15-9:45 (room 11) and Thursdays 12-1:30 (room 2)

Double degrees+ELG: Wednesdays 12-1:30 (room 11) and Thursdays 10-11:30 (room 2)

Competences

DEGREE IN ECONOMICS

Basic Competencies (Economics)

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

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

General Competencies (Economics)

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

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

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

Specific Competencies (Economics)

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

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

DEGREE IN MANAGEMENT

Basic Competencies (Management)

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



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

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

General Competencies (Management)

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

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

Specific Competencies (Management)

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

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

Program

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

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

- **Crisis and outlook for 2020:** An analysis of the origin, transmission and consequences of the financial and economic crisis which started in 2007-2008 as well as the policies chosen to tackle it and the prospects for the future.

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

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

- **Sustainability:** we will study different definitions and measures, and consider the importance of sustainability in economics and business.

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



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

- **Voting**: we will consider some of the basic theories that explain voting behavior, voter turnout and discuss implications for public policy.

Educational activities

- **Lectures** : The teacher will explain the contents of the program, always encouraging the active participation with questions. These contents will be examined on the midterm and final exams. In some cases, depending on the time, the instructor will assign readings so that each student can work on his/her own and can answer any questions with the teacher in the corresponding office hours.
- **Discussion Item** : articles will be assigned for classroom discussion. The article items will be distributed in advance to the students to prepare. In each of these classes, a group of students (designated in the class itself) will be in charge of presenting the subject and to introduce and lead the discussion. The contents of these discussions will be part of the subject of examinations.
- **Class presentations** : each team will give a presentation about one of the Sustainable Development Goals using a Power Point presentation (or similar format)
- Grading will depend on the following:
 - Clarity of presentation.
 - Capacity for analysis and synthesis
 - Presence of a clear storyline
 - Grammar, syntax and spelling
 - Oral expression
 - Quality of Power Point presentation
- **Examinations** will consist of two written exams (midterm and final), as detailed in the evaluation section.
- **Tutorials** : both the teacher and the TA of the subject will be available to students.
- Need for hours of **study outside the classroom** : individual study, presentation of papers, group meetings, etc.

TRAINING ACTIVITIES ("actividades formativas")



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

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

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

af4. Time of individual study: 60 hours.

af5. Examinations: 4 hours.

TOTAL WORK HOURS : 150 hours.

Assessment

Important note about academic honesty:

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

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

Sanctions include:

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

May Total:

*** The final exam is comprehensive**

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



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

JUNE Total:

June exam: 80%

Presentation: 20%

Note: the grade of any bonus activities will not be counted towards the grade in June

SPECIAL CASES :

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

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

ASSESSMENT ITEMS:

- 1) The course's **power points** and the class **explanations of the instructor** .
- 2) The **items** that are discussed in class .
- 3) The **presentations** of the students .

Bibliography and Resources

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

Some recommended books for visualization:

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

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



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[the Library](#)

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

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

Office Hours

Professor: Isabel Rodriguez Tejedo

Office: 3090 (Third Floor of the tower)

Office hours:

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

My regular office hours are Wednesdays 10:00-11:00am and Thursdays 2-3pm, but we can set a meeting at any other time. Please make sure you email me first to ensure we'll have plenty of time to discuss.

Contents



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Asignatura: **International Trade (F. ECONÓMICAS)**

Guía Docente

Curso académico: 2019-20

Introduction

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

International Trade (School of Economics)

Course's name: International trade

Department: Economics

School: Economics and Business Administration

Credits (ECTS): 6

Semester: 1st (Fall term)

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

Language: English

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

Schedule of lectures:

- Monday, 10.00-11.45. Classroom 3, Edificio Amigos
- Thursday, 10.00-10.45. Classroom 4, Edificio Ciencias Sociales
- There may be some weeks with a lower number of lectures. This will be announced beforehand both in the classroom and in the "Anuncios" section of ADI

Lecturer: Javier Elizalde

- Website: <http://www.unav.edu/web/facultad-de-ciencias-economicas-y-empresariales/javier-elizalde>
- Email: jelizalde@unav.es
- Office hours: Tuesday 12 noon-1 pm, Tuesday 3-4 pm, Friday 12 noon-1 pm
- Office: 2190 Edificio Amigos

Competences

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

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



Basic Competencies (Management and Economics)

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

General Competencies (Management and Economics)

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

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

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

Specific Competencies (Economics)

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

Specific Competencies for Elective Subjects (Management)

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

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

Educational activities

1. Lectures (50 hours)

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

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

The lecturer will foster the student's active participation in the lectures through questions, comments and



discussions of both theoretical and applied aspects, evaluating the rigour and originality of the interventions. The student's active participation (not the mere attendance) is worth 20% of the final grade.

2. Assignments (35 hours)

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

3. Office hours (1.5 hours)

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

4. Personal study (62 hours)

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

5. Exam (1.5 hours)

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

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

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

Bibliography and resources



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

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

As an additional material, the following books are suggested:

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

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

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

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

Program

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

Assessment

ORDINARY ASSESSMENT (DECEMBER):

- Assignments (chapters 2-4): 30%.
- Classroom participation: 20%.
- Written exam (December 16th, 4-6 pm): 50%.*



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

EXTRAORDINARY ASSESSMENT (JUNE):

- Assignments (chapters 2-4): 20%.**
- Classroom participation: 10%.**
- Written exam (June 8th, 12-2 pm): 70%.*

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

**These grades are those obtained during the ordinary period of lectures (September-November) and there are no extra assignments to change those grades once the period of lectures is over.

HONESTY IS THE BEST POLICY

(Ethics Committee Provisions Against Plagiarism and Copying)

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

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

Sanctions include:

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

Allocation of time

This allocation of time is an approximated estimation :

- Lectures: 50 hours
- Assignments: 35 hours
- Office hours: 1.5 hours
- Personal study: 62 hours
- Exam: 1.5 hours



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Office hours

- Office hours: Tuesday 12 noon-1 pm, Tuesday 3-4 pm, Friday 12 noon-1 pm.
- The venue of meetings is the office 2190 in Edificio Amigos.
- For a better coordination it is preferable to send an e-mail beforehand to jelizalde@unav.es.



Universidad
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Asignatura: International Finance (F. ECONÓMICAS)

Guía Docente

Curso académico: 2019-20

Presentation

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

International Finance

Professor:

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

Teaching Assistant:

Federico Accursi. E-mail: faccursi@alumni.unav.es

Credits: 6 ECTS

Class Schedule: Mondays 9-10 (Room 16 Amigos)

Wednesdays 8-10 (Room 01 Amigos)

Office Hours

Antonio Moreno Ibáñez: Mondays 10-12 or by appointment (2530 Amigos)

Requirements

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

Description of the class

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



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

What are the main reasons behind recent financial crises? What have we learned and to what end? What are global imbalances? Is it better to have fixed or flexible exchange rates? Does the euro have any future?

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

Competences

Basic Competencies (Management and Economics)

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

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

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

General Competencies (Management and Economics)

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Specific Competencies (Economics)

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

Specific Competencies for Elective Subjects (Management)

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



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

Program

I. International Finance in the Global Economy

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

II. Foreign Exchange Market (FOREX)

1. Definitions, FOREX Risk (& tools to combat it) and FOREX-regimes classification
2. A primer on the FOREX microstructure
 - a. Foreign Exchange Market Dynamics (supply/demand)
 - b. Participants, Institutions, Dynamics, Euro-currencies, Offshore Financial Markets, Efficiency in Foreign Exchange Market
 - c. Arbitrage in the foreign exchange market
3. Implied interest rate parities under perfect mobility of capital flows
 - a. International Covered and Uncovered Interest Rate Parity Conditions
 - b. Absolute and Relative Purchasing Parity (Price) Conditions
 - c. Fisher Equations
 - d. Empirical Evidence on the Parities



4. Relevant factors behind exchange rate determination
 - a. Portfolio flows
 - b. Dutch Disease
 - c. Bubbles
 - d. Non-economic models: News-based and chartism
 - e. Semi-fixed and Fixed Exchange Rates

III. Open Economy Models

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

IV. The Euro: Birth, Development and Difficulties

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

V. Global Financial Crises since the 1980s

VI Current Issues in International Finance

1. **Global Liquidity Injections**
 - a. **Quantitative Easing (QE) Policies**
 - b. **Super low real and nominal interest rates**
2. **Currency Wars**
3. **US Contractionary Monetary Policy (Higher Interest Rates) and Financial Problems in Emerging Markets**
4. **Financial Globalization and Inequality**
 - a. **Capital account liberalization and inequality**



- b. **Financial Crises and inequality**
5. **Demise of Washington consensus in International Finance: Macro-Prudential Policies**
 - a. **Capital controls**
 - b. **Banking Capital and Liquidity Buffers**
6. Rodrik's Trilemma: Globalization - Nation State - Democracy

Educational Activities

- On campus classes (40% of the hours)
- Project (15% of the hours)
- Individual study (35% of the hours)
- Evaluation (5% of the hours)
- Tutorials (5% of the hours)

Assessment

Assessment

Class Participation: 5%

Supervised Group Project: 25%

Mid-term Exam (February 26th, 8AM-in class, Room 01): 30%

Final Exam (MAY 9th at 12:00, ROOM 01): 40%

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

Re-take Grading

Class Participation: 5%

Supervised Group Project: 25%

Extraordinary Exam (JUNE 18th at 12:00, ROOM 08) : 70%

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

[University regulations regarding academic discipline apply.](#)

Bibliography and Resources



See Bibliography in Contenidos and here below:

Bibliography, International Finance 2019

Textbook

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

PAUL R. KRUGMAN, MAURICE OBSTFELD AND MARC MELITZ: International Economics: Theory and Policy, 9TH EDITION. Pearson Series in Economics [Find it in the library](#) (10th Ed.)

Other useful textbooks are:

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

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

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

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

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

I. International Finance in the Global Economy

* Krugman, Obstfeld and Melitz: chapters 13 and 21

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

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



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

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

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

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

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

II. Foreign Exchange Market (FOREX)

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

III. Open Economy Models

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

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

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



IV. Global Financial Crises

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

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

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

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

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

Rajan, R, [Fault Lines](#)

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

V. Current Issues in International Finance

1. Global Liquidity Injections
 - a. Quantitative Easing Policies

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

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

- b. Super low real and nominal interest rates



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

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

2. Currency Wars

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

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

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

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

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

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

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

4. Financial Globalization and Inequality

a. Capital Account Liberalization and Inequality

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

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

b. Financial Crises and Inequality

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

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

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

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

- Capital controls

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



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

- Banking Capital Buffers

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

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

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

Rodrik, D. (2011), [The Globalization Paradox: Why Global Markets, States and Democracies cannot coexist](#), W.W. Norton & Co.

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

Office Hours

Antonio Moreno

Mondays 10-12, Office 2530 or by appointment

Federico Accursi

Tuesdays at 4pm, Seminar 4



Universidad
de Navarra

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

Guía Docente

Curso académico: 2019-20

Presentación

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

International Seminar II: Leadership (F. Económicas)

Edite el contenido aquí

Competencias

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Programa

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Horarios de atención

Edite el contenido aquí



Asignatura: Managing people (F. Económicas)

Guía Docente

Curso académico: 2019-20

Presentación

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

Managing people (F. Económicas)

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

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

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



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

Edite el contenido aquí

Competencias

Edite el contenido aquí

Programa

1. Introducción

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

2. El departamento de RRHH

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

3. Personalizando la gestión de personas

- Qué es la motivación: teorías y tipos
- Dinámicas del comportamiento
- Biología y conducta: avances en neurociencia
- Distorsiones de la motivación: paternalismo, manipulación...
- Cómo podemos motivar
- El ejemplo arrastra ¿Cómo somos nosotros?

4. La cultura y la estructura en la organización

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



5. Equipos

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

6. Cierre: los cambios necesarios en el siglo XXI

- Alineando expectativas de departamentos/directivos y personas
- Futuro deseado y trayectoria profesional futura
- La plasmación del ideal en la realidad de la organización

Actividades formativas

Sesiones teóricas

Presenciales 8 horas

Sesiones prácticas

Presenciales 15 horas

Proyectos

Presenciales 7 horas

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

Evaluación

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

a) Convocatoria ordinaria

Trabajo y estudio personal



- **Modo:** *Trabajo en equipo 1- Dirigir personas y gestionar RRHH en organizaciones reales*
- **Criterio de evaluación:** se valorará entre otros aspectos el contenido (aplicación y ampliación de conocimientos), la claridad, la concreción, utilidad práctica y la presentación.
- **Peso en la nota final:** 50% de la nota (incluye 5% evaluación de pares)

Participación en clase

- **Modo:** *Participación en clase*
- **Criterio de evaluación:** se valorará entre otros aspectos el contenido, la claridad y la concreción.
- **Peso en la nota final:** 20% de la nota.

Examen de conocimientos

- **Modo:** *Examen final.* Evaluación objetiva por medio de preguntas cortas o pequeños casos
- **Criterio de Evaluación:** se valorará la comprensión y la aplicación práctica de los conocimientos adquiridos.
- **Peso en la nota final:** 30% de la nota.

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

b) Convocatoria extraordinaria

Trabajo y estudio personal

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

Examen de conocimientos

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



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

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

POLÍTICA SOBRE LA HONRADEZ

(Comité ético de prevención del plagio y copiado)

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

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

Las sanciones incluyen:

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

d

Bibliografía y recursos

Bibliografía básica

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



Recursos en internet

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

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

Horarios de atención

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



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

Guía Docente

Curso académico: 2019-20

Course Description and Methodology

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

NEGOTIATION - EL&G 2020

MODULE 1: James Lockhart

February 2020

This professional development course is a combination of practical and theoretical expert input. Your take-away from this course will be an opportunity to gain exposure to tools and instruments that are used in high-level executive development and are not typically available to university students including personal *Myers-Briggs Type Indicator*[™] (MBTI) and *Thomas-Kilmann Conflict Mode Instrument*[™] (TKI) reports.

The content of this course is structured around some of the behavioural success factors critical to managing relations with others including the psychological, interpersonal and intrapersonal dimensions. The content integrates personal insights into your interpersonal effectiveness, negotiation and conflict resolution styles and methods and professional development with practical tools for understanding more about yourself and managing relations with others. Students will leave this course with an enhanced repertoire of knowledge, behaviours and skills to be successful in leading themselves, managing relations with others and understanding conflict causes and approaches to resolution.

The amalgamation of practical and academic methodologies used in this course will ensure students of the course acquire practical insights based on leading practices of global institutions. Application of course content will help students to achieve greater personal and professional satisfaction, a more positive impact on others and success in navigating their way through complex situations.

Optional one-to-one coaching with James Lockhart is available and may be booked by appointment outside of course contact hours.

Course Objectives

1. Gain greater self-awareness and insights into your personality preferences, communication and negotiation styles
2. Understand the role of emotional intelligence in on-going professional development
3. Understand behavioural elements of managing relations, conflict and negotiation with others



4. Provide practical applications of content for building self knowledge, behaviours and skills
5. Become familiar with tools and methodologies that can be applied to accelerate your professional development , improve your communications, enrich your inter-personal relationships and better achieve your intended results
6. Apply the learning to develop a development action plan with practical actions

Course OverviewEvaluación

1. In-class participation, group work and group presentations (50%)

Evaluation criteria: attend all classes and participate actively by contributing and questioning in a constructive way to facilitate class learning. Active and full participation in peer coaching work groups and group assignments, demonstration of assimilation and understanding of course content, tools, frameworks, workbook materials and readings in peer coaching group report backs and presentations. All members of the group will receive the same evaluation for any report backs on the activities and any presentations made, regardless of who presents back in-class.

2. Two-part written assignment (50%)

Part A. Negotiation Paper (1000 words \pm 10%):

You will choose one of four topics offered for your essay. The *Negotiation: Managing Relations With Others Paper* is an essay addressing your chosen topic and will include references to your key learnings and insights from the:

- § readings and references;
- § in-class input, content, tools, frameworks and discussions;
- § peer coaching group exercises, activities and interactions; and
- § personal journal notes and self-reflections.

Part B. Professional Development Action Plan and MyMap:

Submit a copy of your *Professional Development Action Plan*, a personal development action plan that you will implement, and including a summary of your MyMap™

Evaluation Criteria for Written Assignment:

- § Application of the course content: mention and explanation of key learnings from class content; tools; and frameworks from all aspects of the class;
- § reference to relevant peer coaching group exercises and applications;
- § reference to relevant readings (authors and key messages in articles) related to your key learning points;
- § Journal personal reflections and MyMap summary: personal disclosure on your reflections and insights about your growth of self awareness, self knowledge, competence in managing relations with others and your individual development lessons;
- § structure and precision in your professional development action plan following the guidelines in the Workbook Appendix for *Professional Development Planning* ; and
- § adherence to the deadline for submission.



Note:

§ Name and page number on every page of written assignment

§ Written assignment file name: Last name, first name Negotiation Paper 2020

Deadline for submission of written assignment: 9 March 2020

Recommended Readings and Additional References

PLEASE ALSO REFER TO THE COURSE SYLLABUS IN THE WORKBOOK. THE BELOW IS A COPY AND PASTE OF RECOMMENDED READINGS FROM THE SYLLABUS AND THE FORMATTING MAY BE CONFUSING. THE LIST IS LONG AS I WANT TO PROVIDE YOU WITH A BIBLIOGRAPHY FOR ON-GOING REFERENCE. THANKS, JAMES

Self Awareness

Highly Recommended Readings and Videos:

- Ancona, Deborah, Thomas W. Malone, Wanda J. Orlikowski, and Peter M. Senge. In Praise of the Incomplete Leader. Harvard Business Review, February 2007.
- Bennis, Warren and Robert J. Thomas. Crucibles of Leadership. Harvard Business Review, 2002.
- Collins, Jim. Level 5 Leadership: The Triumph of Humility and Fierce Resolve. Harvard Business Review, 2005.
- Drucker, Peter F. Managing Oneself. Harvard Business Review Classics, 7 January 2008.
- Fischer, William A. The Final Frontier of Disruptive Innovation: Reinventing Me. IMD, 2017.
<https://www.imd.org/contentassets/fe852a32881c4987ab38f4795e723598/tc055-17.pdf>
- George, Bill, Peter Sims, Andrew N. McLean and Diana Mayer. Discovering Your Authentic Leadership. Harvard Business Review, February 2007.
- Goleman, Daniel. The Focused Leader: How effective executives direct their own—and their organizations’—attention. Harvard Business Review, 2013.
- Hallowell, Edward M. Overloaded Circuits: Why Smart People Underperform. Harvard Business Review, January 2005.
- Ibarra, Herminia. The Authenticity Paradox. Harvard Business Review, January-February 2015.
- Loehr, Jim and Tony Schwartz. The Making of a Corporate Athlete. Harvard Business Review, January 2001.

Additional References:

- Asante, Amma. The Power of Defining Yourself. TEDx Talks:
<https://www.youtube.com/watch?v=IXNE4MD2X2w>
- Baldoni, John. Effective Leadership Communications: It’s More Than Talk. Harvard Management Communication Letter, April 2002.
- Boyatzis, Richard and Annie McKee. Resonant Leadership: Renewing Yourself and



- Connecting with Others Through Mindfulness, Hope and Compassion. Harvard Business School Publishing, 2005. ISBN 978-1-5913-9563-8
- Cross, Rob, Robert J. Thomas and David A. Light. How 'Who You Know' Affects What You Decide. MIT Sloan Management Review, Winter 2009: 35-42.
 - Fischer, William A. Legacy Thinking is Transforming us into Can't Do Guys: Legacy Thinking is Easier than Thinking about the Unknown. IMD, 2018
<https://www.imd.org/contentassets/d8a1d9d96dab4359a006f21abc6111cd/tc037-18.pdf>
 - George, Bill, Peter Sims, Andrew N. McLean and Diana Mayer. Discovering Your Authentic Leadership. Harvard Business Review, February 2007.
 - Goleman, Daniel. Focus: the Hidden Driver of Excellence. New York, NY: Harper Collins, 2013.
 - Goleman, Daniel. What Makes a Leader? Harvard Business Review, 2004.
 - Grant, Adam M. Are You a Giver or a Taker?. TED Talk.
https://www.ted.com/talks/adam_grant_are_you_a_giver_or_a_taker.November.2016.
 - Hillman, Harold. The Imposter Syndrome: Becoming an Authentic Leader. New Zealand: Penguin Random House, 2013.
 - Jobs, Steve. Steve Jobs' 2005 Stanford Commencement Address, 12 June 2005.
<https://www.youtube.com/watch?v=UF8uR6Z6KLc> and text:
<https://news.stanford.edu/2005/06/14/jobs-061505/>
 - Kahneman, Daniel. Thinking, Fast and Slow. New York, NY: Farrar, Straus and Giroux. 2011.
 - Kaplan, Robert E. and Robert B. Kaiser. Fear Your Strengths: What You Are Best at Could Be Your Biggest Problem. San Francisco, CA: Berrett-Koehler Publishers, April 2013.
 - Kaplan, Robert E. and Robert B. Kaiser. Stop Overdoing Your Strengths. Harvard Business Review, February 2009.
 - Kets de Vries, Manfred. The Dangers of Feeling Like a Fake. Harvard Business Review, September 2005.
 - Kotter, John P. What Leaders Really Do. Harvard Business Review, December 2001.
 - Pink, Daniel. TED Talks 2009: The Puzzle of Motivation.
https://www.ted.com/talks/dan_pink_the_puzzle_of_motivation#t-245894
 - Schwartz, Tony and Catherine McCarthy. Manage Your Energy, Not Your Time. Harvard Business Review, October 2007.
 - Tan, Chade-Meng, Daniel Goleman and Jon Kabat-Zinn. Search Inside Yourself: Increase Productivity, Creativity and Happiness. HarperOne Publishing, 2014.
- Self Awareness (Emotional Intelligence)
Highly Recommended Readings and Videos:
- Goleman, Daniel. Interview with the Business Voice on YouTube:
<http://www.youtube.com/watch?v=wJhfKYzKc0s>
 - Rock, David. Managing with the Brain in Mind. Strategy+business issue 56,



Autumn 2009.

Additional References:

- Aanstad, Judy, Pamela Corbett, Catherine Jourdan and Roger Pearman. People Skills Handbook: Action Tips for Improving Your Emotional Intelligence. Madison, NC: Acorn Abbey Books, 2012.
- Ackley, Dana. Emotional Intelligence: A Practical Review of Models, Measures and Applications, Vol. 68, No. 4, 000–000 1065-9293/16/\$12.00
<http://dx.doi.org/10.1037/cpb0000070>, 2016.
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- Freedman, Joshua. At the Heart of Leadership: How to Get Results with Emotional Intelligence. Freedom, CA: Six Seconds, 2012.
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- Goleman, Daniel. Social Intelligence: The Revolutionary New Science of Human Relationships. New York, NY: Bantam Books, 2006.
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- Rezek, Cheryl A. Mind to Manage. The International Journal of Leadership in Public Services, Vol. 8 No. 1, 2012, pp. 33-38, copyright Emerald Group Publishing Limited 1747-9886 DOI 10.1108/17479881211230655, 2012.
- Rock, David. Your Brain at Work: Strategies for Overcoming Distraction, Regaining Focus and Working Smarter All Day Long. New York: Harper Business, 2009.
- Rock, David. Quiet Leadership: Six Steps to Transforming Performance at Work. New York: Harper Business, 2007.
- Rock, David and Al H. Ringleb. Handbook of NeuroLeadership. CreateSpace Independent Publishing Platform, 2013.
- Stein, Steven and Howard E. Book. The EQ Edge: Emotional Intelligence and Your Success. Ontario: John Wiley & Sons Canada Ltd., 2006.

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Self Knowledge (Myers-Briggs Type Indicator (MBTI))



Additional References:

- Cain, Susan. Quiet: The Power of Introverts in a World That Can't Stop Talking. TED Talks. https://www.ted.com/talks/susan_cain_the_power_of_introverts. February 2012.
- Hirsh, Sandra Krebs. Work It Out: Clues for Solving People Problems at Work. Mountain View, CA: Davies-Black, 1996.
- Lombardo, Michael M., Robert W. Eichinger and Roger P. Pearman. YOU: Being More Effective in Your MBTI Type. Minneapolis, MN: Lominger Press, 2005.
- An Introvert's Guide To Leadership, Forbes, 14.08.16. <https://www.forbes.com/sites/chrismyers/2016/08/14/an-introverts-guide-to-leadership/#597dd1886d8b>
- Myers, Isabel B. with Peter B. Myers. Gifts Differing. Palo Alto, CA: Davies-Black Publishing, 1995.
- Pearman, Roger R. and Sarah C. Albritton. I'm Not Crazy, I'm Just Not You. Palo Alto, CA: Davies-Black Publishing, 1997.
- Quenk, Naomi L. In the Grip: Understanding Type, Stress and the Inferior Function. Palo Alto, CA: CPP, Inc., 1996.
- Tartakovsky, Margarita. Four Things Introverts Do That Makes Them Effective Leaders. PsychCentral, 08.07.18. <https://psychcentral.com/blog/4-things-introverts-do-that-makes-them-effective-leaders/>

.

Additional Websites:

- Introduction to Myers-Briggs® Type in Organizations (4th Edition). <https://eu.themyersbriggs.com/>
- Introduction to Type® & Emotional Intelligence. <https://eu.themyersbriggs.com/>
- Introduction to Type® & Leadership. <https://eu.themyersbriggs.com/>
- In the Grip: Understanding Type, Stress and the Inferior Function. <https://eu.themyersbriggs.com/>
- Introverted Leadership: A Toolkit for Introverted Leaders and Their Coaches. Website: <http://introvertedleaders.com/index.html>

Communications

Additional References:

- Maggio, R. The Art of Talking to Anyone. New York, NY: McGraw-Hill, 2005.
- Shell, G. Richard and Mario Moussa. The Art of Woo: Using Strategic Persuasion to Sell your Ideas. New York, NY: Penguin Group, 2007.
- Tiede, Robert. Great Leaders Ask Questions: A Fortune 100 List. Audiobook. <http://leadingwithquestions.com/great-leaders-ask-questions/>

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Intentionality

Highly Recommended Readings and Videos:

- Stear, Roger. Ethicability: How to Decide What's Right and Find the Courage to Do It. Roger Steare Consulting Limited; (4th Revised edition edition), 2011.

Additional References:



- Argyris, C. *Overcoming Organizational Defenses: Facilitating Organizational Learning*. Allyn & Bacon, Boston, 1990.
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- Senge, P., A. Kleiner, C. Roberts and R. Ross. *The Fifth Discipline Fieldbook, Strategies and Tools for Building A Learning Organization*. Doubleday, New York, 1994.

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Negotiation

Additional References:

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- Berne, E. (1961). *Transactional Analysis in Psychotherapy: A Systematic Individual and Social Psychiatry*. New York: Grove Press
- Boven, L. van and Thompson, L. (2003). *Look into the Mind of the Negotiator: Mental Models in Negotiation* // *Group Processes & Intergroup Relations*, Vol. 6 (4), p. 387 – 404. Online access:
<http://proxylibrary.hse.ru:3635/content/6/4/387.full.pdf+html>
- Carr, A.. *Business as a Game*. Signet, 1969.
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http://scholarship.law.gwu.edu/faculty_publications/464
- Fisher, Robert, William Ury and Bruce Patton. *Getting to Yes: Negotiating Agreement Without Giving In* (3rd edition). Baker and Taylore, 2011.
- Fisher, R. and D. Shapiro. *Beyond Reason*. Penguin Books, 2005.
- Gelfand, M.J. and J.M.Brett, eds. *The Handbook of Negotiation and Culture*. Stanford University Press, 2004.
- Gilboa, E. *Diplomacy in the Media Age: Three Models of Uses and Effects*. *Diplomacy and Statecraft*, Vol. 12, No. 2. P. 1-28, 2001.
<http://www.tandfonline.com/doi/pdf/10.1080/09592290108406201>



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- Lax, D. A., and Sebenius, J. K. 3-D Negotiation: Powerful Tools to Change the Game in Your Most Important Deals. Harvard Business Press, 2006.
- Lewis, R. D. When Cultures Collide: Leading Across Cultures. Boston: Nicholas Brealey International, 2006.
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- Shostrom, E. Man, the Manipulator: The Inner Journey from Manipulation to Actualization. Bantam Books, New York, 1979.
- Starkey, B., M.A. Boyer and J. Wilkenfeld, J. International Negotiation in a Complex World. Rowman & Littlefield Publishers, 2010.
- Stewart, I. and V. Joines. TA Today: A New Introduction to Transactional Analysis. Nottingham and Chapel Hill: Life Space Publishing, 1987
- Thompson, L., and J. Loewenstein. Mental Models of Negotiations; Descriptive, Prescriptive and Paradigmatic Implications. In: Hogg, M. A., and J. Cooper (eds.). SAGE Handbook of Social Psychology. London: Sage, London, pp. 494-511, 2003.
- Thompson, L. The Mind and Heart of the Negotiator. Pearson Education Limited, 2015.
- Thompson, L. The Truth about Negotiations. New Jersey: Pearson Education, Inc., 2015.
- Thompson, L., J. Wang,, and B. Gunia. Negotiation. Annual Review of Psychology. No. 61, pp. 491-515, 2010.

Consultation Times / Office Hours

James Lockhart Email: jlockhart@unav.es

WhatsApp: +44 7800 98 99 47

Consultation Times / Office Hours: Open to meet with students any times outside of course



Universidad
de Navarra

contact hours by appointment



Asignatura: Regions II. Asia (F. Económicas)

Guía Docente

Curso académico: 2019-20

Presentación

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

Regions 2. Asia

INTERNATIONAL RELATIONS OF ASIA

I. COURSE DESCRIPTION

This course will focus on the international relations of Asia in a post-Cold War context. The aim is to achieve a comprehensive understanding of what material and normative aspects guide Asian countries' bilateral and multilateral relationships, both within and outside the region. For this purpose, we will first attempt to identify key historical traits of the region and how these relate to Asia's current reality as a host to leading global rising powers. We will then seek to understand what Asia truly entails: its sub-regions and key regional powers, with a particular emphasis on China, India and Japan.

Once these key pillars have been established, the course will unpack very divergent aspects of the international relations of the region ranging from global finance, connectivity, nationalism and collective security to aspects linked to foreign aid and development assistance, human rights and environmental politics in a 'rising' Asia.

- **ECTS, Type, and Year Level:** 3 ECTS, OB/Required Subject, 4th year, Winter Term
- **Department:** Economics
- **Degree Program:** Economics, Leadership and Governance
- **Schedule:** Tuesdays, 4.00-6.45PM_
- **Duration:** 4 February to 7 April, 2020 (10 meetings, 30 hours)
- **Classroom:** Aula 07 (Edificio de Amigos)
- **Professor:** Dra. Amaia Sánchez Cacicedo
- **Email:** asanchezcac@unav.es
- **Office:** 4070 (4º planta TORRE)
- **Consultation period:** by appointment set through e-mail

Competencias



Regions 2. Asia

II. AIM OF THE COURSE

The course seeks to revise key conceptual ideas and empirical material that help us explore international relations within Asia, as well as between Asian states and global actors in a post-Cold War environment. While each state and sub-region within Asia carries its own specificities, there are certain underlying traits in the behavior and alignment of Asian states and regional organisations that the course will identify and unpack in depth. The ultimate aim is to gain a thorough and eclectic understanding of the region.

III. SPECIFIC OBJECTIVES

- To understand key theories of international relations that assist us in analyzing underlying dynamics within the Asian region.
- To identify key traits that shape the foreign policy of leading Asian states and the international behavior of regional organisations, and how they relate to one another.
- To analyse the interface between existing and emerging Asian multilateral institutions vis-à-vis long-existing global institutions in a post-1945 context.
- To understand the material leverage and normative discourse of leading Asian countries and its impact on the international political agenda.

Programa

Regions 2. Asia

INTERNATIONAL RELATIONS OF ASIA

IV. PROGRAMME

Week 1

International Relations and Asia: historical introduction to the region



*What historical events and transformations help us explain Asia's current reality?
What IR theories can assist us in unpacking this conceptually?*

Mandatory readings:

A. Best et al., 'Asia in Turmoil: Nationalism, Revolution and Rise of the Cold War, 1945-53', in *International History of the World and Beyond*, (London and New York: Routledge, 2013), Chapter 10

John Ikenberry and Michael Mastanduno, 'International Relations Theory and the Search for Stability,' in Ikenberry & Mastanduno (eds.), *International Relations Theory and the Asia-Pacific* (New York: Columbia University Press, 2003)

Samuel S. Kim, 'The Evolving Asian System: Three Transformations', in D. Shambaugh and M. Yahuda (eds.), *International Relations of Asia*, (Lanham: Rowman and Littlefield, 2014), Chapter 2 [[available at the UNAV library](#)]

Recommended reading:

A. Acharya, 'Thinking Theoretically about Asian IR', in D. Shambaugh and M. Yahuda (eds.), *International Relations of Asia*, (Lanham: Rowman and Littlefield, 2014), Chapter 3 [[available at the UNAV library](#)]

Week 2

What is Asia? Regions within the region and regional powers

What is part of Asia? What sub-regions belong to Asia? Who are the regional powers?

Mandatory readings:

A. Acharya, 'Asia is Not One', *Journal of Asian Studies*, Vol. 69 (4), (November 2010), pp. 1001-1013

Phillip C. Saunders, 'China's Role in Asia: Attractive or Assertive?', in D. Shambaugh and M. Yahuda (eds.), *International Relations of Asia*, (Lanham: Rowman and Littlefield, 2014), Chapter 6 [[available at the UNAV library](#)]

T.V. Paul, 'India's Role in Asia: A Rising Regional Power', in D. Shambaugh and M. Yahuda (eds.), *International Relations of Asia*, (Lanham: Rowman and Littlefield, 2014), Chapter 7 [[available at the UNAV library](#)]

Recommended readings:

Michael Green, 'Japan's Role in Asia: Searching for Certainty', in D. Shambaugh and M. Yahuda (eds.), *International Relations of Asia*, (Lanham: Rowman and Littlefield, 2014), Chapter 8 [[available at the UNAV library](#)]



I. Hyun Cho and S. Hyun Park, 'Domestic Legitimacy Politics and Varieties of Regionalism in East Asia', *Review of International Studies* Vol. 40 (2014), pp. 583-606

G. Rozman, 'East Asian Regionalism and Sinocentrism', *Japanese Journal of Political Science* Vol. 13 (1), (2012), pp. 143-153

Week 3

Regional integration in Asia: implications for the economy and security

What regional integration initiatives have taken place within the region? How far are they in their integration process? What are the implications for Asian regional trade and regional security concerns?

Mandatory readings:

Edward J. Lincoln, 'The Asian Regional Economy', in D. Shambaugh and M. Yahuda (eds.), *International Relations of Asia*, (Lanham: Rowman and Littlefield, 2014), Chapter 13 [[available at the UNAV library](#)]

C.P. Freeman, 'China's Regionalism "Foreign Policy", and China-India Relations in South Asia', *Contemporary Politics*, Vol. 24 (1), (2018), pp. 81-97

J. Menon, 'Regional Integration in Asia and the Pacific, and Dealing with Short and Long Term Challenges', *Southeast Asian Affairs* (2019), pp. 21-41

Recommended readings:

ASEAN, 'ASEAN Outlook for the Indo-Pacific', 2019

M. Beeson, 'Asymmetrical Regionalism: China, Southeast Asia and Uneven Development', *East Asia*, Vol. 27 (2010), pp. 329-343.

Case studies:

EUI ViewsWire, 'Asia Economy: All Set for RCEP', 6 November 2019

J. Bhattacharjee, SAARC vs. BIMSTEC: The Search for the Ideal Platform for Regional Cooperation, *Observer Research Foundation*, 23 January 2018, available at <https://www.orfonline.org/research/saarc-vs-bimstec-the-search-for-the-ideal-platform-for-regional-cooperation/>

Week 4

International global finance and connectivity in Asia – new International Financial Institutions (IFIs) and the Belt and Road Initiative (BRI)

How are leading Asian countries engaging in international global finance?



How is connectivity encouraged in the region via the Belt and Road Initiative (BRI) and otherwise?

Mandatory readings:

W. A. Callahan, 'China's "Asia Dream": the Belt Road Initiative and the New Regional Order', *Asian Journal of Comparative Politics* (2016): pp. 1-18

A. De Jonge, 'Perspectives on the Emerging Role of the Asian Infrastructure Investment Bank', *International Affairs*, Vol. 93 (5), (September 2017)

HSBC Report, 'Belt and Road: China's Great Gambit', (Winter 2016)

Recommended readings:

B. Dhare and Y. Kobayashi, 'China's Silk Road Economic Belt Initiative in Central Asia: Economic and Security Implications', *Asia Europe Journal*, 2018

The ASEAN Secretariat, Masterplan on ASEAN Connectivity 2025, (August 2016)

Case studies:

L. Chan, 'The Asian Infrastructure Investment Bank (AIIB): A Matter of Concern for the Existing Multilateral Development Banks?', 2016

K. Sims, 'Cooperation and Contestation between the ADB and AIIB', *East Asia Forum*, 24 October 2019

M. Okano-Heijmans, 'Empowering the EU-Japan Connectivity Partnership', *East Asia Forum*, 4 November 2019

Week 5

Nationalism, sovereignty and nation-states in Asia

What role have nationalism and the principle of sovereignty played in the international relations of Asia? Why and how is the autonomy of nation-states being challenged in the region?

Mandatory readings:

M. Beeson, 'Sovereignty under Siege: Globalisation and the State in Southeast Asia', *Third World Quarterly*, Vol. 24 (2) (2003), pp. 357-374

K. H. Mok and R. Yep. "Globalisation and State Capacity in Asia" *The Pacific Review* 21, no. 2, (2008), pp. 109-120

E. Vickers, 'All Quiet on the Eastern Front? Populism, Nationalism and Democracy in East Asia', *Politics & Diplomacy*, Vol. XVIII (II), (Summer/Fall 2017), pp. 59-68



Recommended reading:

B. Watson Andaya, 'Nation-States, Citizenship, Globalization and Regionalism: Enduring Themes in Southeast Asian Studies', *Journal of Social Issues in Southeast Asia*, Vol. 33 (S), (2018), pp. ix-xxxv

Case studies:

Ruukun Katanyuu, 'Beyond Non-Interference in ASEAN: The Association's Role in Myanmar's National Reconciliation and Democratization', *Asian Survey* Vol. 46 (6), (November/December 2006), pp. 325-45

Albert H.Y. Chen, 'Hong Kong's Internal Contradiction of "One Country, Two Systems"', *The Economist*, 11 October 2019, available at <https://www.economist.com/open-future/2019/10/11/hong-kongs-internal-contradiction-of-one-country-two-systems>

Week 6

Mid-term Exam

Week 7

Collective security, terrorism and the principle of non-interference in Asia

How are Asian states engaging in collective security organisations within and outside the region? What challenges does terrorism pose to regional stability and to safeguarding the principle of non-interference?

Mandatory readings:

A. Acharya, 'Conclusion: Asian Norms and Practices in UN Peace Operations', *International Peacekeeping*, Vol. 12 (1) (2005), pp. 146-151

Thomas Berger, 'Japan's International Relations: The Political and Security Dimensions', in Samuel S. Kim (ed.) *International Relations of Northeast Asia*, (Lanham: Rowman & Littlefield Publishers, 2014), Chapter 6 [pp. 142-153 only]

Donald Weatherbee, 'Conflict and Conflict Resolution in Southeast Asia', in *International Relations in Southeast Asia*, (Lanham: Rowman and Littlefield Publishers, 2015), Chapter 5

Recommended readings:

J. Friedrichs, 'East Asian Regional Security', *Asian Survey* 52 (4), (2012), pp. 754-776

Donald Weatherbee, 'Terrorism and Transnational Crime in Southeast Asia', in *International Relations in Southeast Asia*, (Lanham: Rowman and Littlefield



Publishers, 2015), Chapter 7

Case studies:

A. J. Bellamy and C. Drummond, 'The Responsibility to Protect in Southeast Asia: Between Non-interference and Sovereignty as Responsibility', *The Pacific Review*, Vol. 24 (2) (May 2011), pp. 179-200

Elor Nkereuwem, 'Nontraditional Actors: China and Russia in African Peace Operations', *Policy Brief*, Stimson Center, March 2017 [*Focus on China*]

Week 8

Foreign aid and overseas development assistance (ODA) in Asia

How are leading Asian countries becoming emerging donors of overseas development assistance? What shapes the nature of their foreign aid? How does this differ from traditional DAC-donor countries?

Mandatory readings:

D. Bräutigam, 'Aid with Chinese Characteristics: Chinese Foreign Aid and Development Finance meet the OECD-DAC Aid Regime', *Journal of International Development*, Vol. 23, (2011), pp. 752-764

Ngaire Woods, 'Whose Aid? Whose Influence? China, Emerging Donors and the Silent Revolution in Development Assistance', *International Affairs* Vol. 84 (6) (2008), pp. 1205-1221

OECD, 'Development Aid at a Glance. Statistics by Region: Asia', 2019

Recommended reading:

William W. Grimes, 'Japan's International Relations: The Economic Dimension', in Samuel S. Kim (ed.) *International Relations of Northeast Asia*, (Lanham: Rowman & Littlefield Publishers, 2014), Chapter 5

Case studies:

Gallagher et al., 'Fueling Growth and Financing Risk: The Benefits and Risks of China's Development Finance', *Gegi Working Paper* 002, May 2016

C.R. Bijoy, 'India: Transiting to a Global Donor', Campaign for Survival and Dignity

Week 9

'Asian values': human rights and liberal internationalism in Asia



Is there such a thing as 'Asian values'? Are these questioning the validity of alleged universal human rights claims? And of liberal internationalism, more broadly?

Mandatory readings:

A. Acharya, 'Idea-Shift': how Ideas from the Rest are Reshaping Global Order', *Third World Quarterly*, Vol. 37 (10), (2016), pp. 1156-1170

Shaun Breslin, 'China and the Global Order? Signalling Threat or Friendship?', *International Affairs* Vol. 89 (3), (2013), pp. 615-634

Donald Weatherbee, *International Relations in Southeast Asia*, (Lanham: Rowman and Littlefield Publishers, 2015), Chapter 9 – 'Human Security in Southeast Asian International Relations [pp. 275-294 only]

Recommended reading:

Donald Weatherbee, *International Relations in Southeast Asia* (Lanham: Rowman and Littlefield Publishers, 2015), Chapter 11- 'Conclusion: Nation-States, ASEAN and Autonomy' [pp. 323-6 only]

Case studies:

Aparajita Das, 'A Fine Balance: India's Voting Record at the UNGA', ORF Issue Brief No.192, July 2017

Eleanor Albert and Lindsay Maizland, 'The Rohingya Crisis', Council on Foreign Relations, 13 December 2019, available at <https://www.cfr.org/backgrounder/rohingya-crisis>.

Week 10

Environmental politics and climate change in Asia

How are Asian states and regional organisations engaging with environmental governance? How is climate change addressed at a regional level?

Mandatory readings:

C. M. Dent, 'East Asia's New Developmentalism: State Capacity, Climate Change and Low-Carbon Development', *Third World Quarterly*, Vol. 39 (6) (2018), pp. 1191-1210

L. Elliott, 'ASEAN and Environmental Governance: Strategies of Regionalism in Southeast Asia', *Global Environmental Politics*, Vol. 12 (3) (August 2018), pp. 38-57

D. Jayaram, 'A Shift in the Agenda for China and India: Geopolitical Implications for



Future Climate Governance', *Carbon and Climate Law Review* 3 (2015), pp. 219-230

Recommended reading:

Donald Weatherbee, *International Relations in Southeast Asia*, (Lanham: Rowman and Littlefield Publishers, 2015), Chapter 10 - 'Environmental Issues in International Relations in Southeast Asia'

Case studies:

F. Khatum, 'BIMSTEC Countries and Climate Change: Imperatives for Action', *ORF Issue Brief*, Issue nr. 299 (June 2019)

'Environmental Security and Regional Politics in the Mekong Basin', *Wilson Center*, 26 February 2007, Webcast recap available at Linden Ellis and Jennifer L. Turner, <https://www.wilsoncenter.org/event/environmental-security-and-regional-politics-the-mekong-basin>

Actividades formativas

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

Regions 2. Asia

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

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



internal area of the class.

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

Evaluación

V. EVALUATION CRITERIA

A. MID-TERM EXAM (35%)

The mid-term exam will follow an essay format. The exam will take place mid-way through the course. You will have to answer two questions out of three. The purpose of this written assignment is to test your knowledge of the course material reviewed till then, both in terms of key concepts, as well as in terms of the empirical studies analysed as part of the course. The aim is not for you to learn by heart but rather to use your critical thinking and analytical capabilities to answer the exam questions to the best of your knowledge.

B. FINAL GROUP ESSAY (30%)

The final group essay should focus on a case study on an Asian country or Asian regional organization that relates to one of the key topics addressed throughout the course. The aim is to explore more in depth key conceptual and/or empirical material that we may have reviewed in class, though I encourage you to use your own research sources. It will be written in groups of 4-5 persons with a maximum of 6-000-8,000 words (excluding bibliography), adequate referencing and a separate bibliography. The different groups have to inform me on which country they are working on by Week 7 of the course, latest.

The purpose of this written assignment is to test students' understanding of the course material and their capability to apply it to real-life case studies. Since it is a group exercise, students have to make sure to meet regularly with other members of their group. They are welcome to discuss any queries pertaining the contents, reference material and/or format of the essays during office hours or via e-mail communication. Students are encouraged to use a wide range of references such as academic journals, library books, policy papers, reports and government documents to draft their assignments. Beware of unreliable internet sources that are not considered adequate for academic writing.

Two copies of the group essays must be submitted to the course professor: one digital version (online) and one hard copy. Group essays are due at the end of Week 10. More



details of the group essay will be provided by the start of the course.

C. CASE STUDY PRESENTATIONS (20%)

Starting during Week 3, students will have to deliver group presentations in groups of 4-5 persons on the case studies assigned for that week. Students can choose which case study to present on as agreed at the beginning of the course. All group members will be graded equally on the basis of the quality of the presentation; all members are expected to present. The group presentation should be clear, analytical and rigorous. Students will present key contextual findings and relevant aspects of the specific case study with the purpose to identify key conceptual and empirical aspects that relate to the topic of that given session. A discussion on the case studies with Q&A will follow.

D. CLASS PARTICIPATION (15%)

Students are encouraged to actively participate and to show that they are engaged with the course by regularly doing the readings, actively contributing to class discussions and by showing a pro-active attitude towards group work.

Bibliografía y recursos

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

Regions 2. Asia

**** The reading list and the readings are uploaded under the 'Programa' section of the course. ****

There is no mandatory textbook for this course but the following textbook is a highly recommended background resource, that is also available and on quarantine at the UNAV library:

D. Shambaugh and M. Yahuda (eds.), *International Relations of Asia*, (Lanham: Rowman and Littlefield, 2014)

[available in printed format - Print ISBN 13: 9781442226395]

http://innopac.unav.es/search*spi/?searchtype=t&oculto=&searcharg=international+relations+of+asia&S-ORT=D&searchscope=1&Buscar=Buscar

Horarios de atención

Office hours will be held by appointment or via e-mail.



Universidad
de Navarra

Asignatura: Teoría Impositiva (F. ECONÓMICAS)

Guía Docente

Curso académico: 2019-20

Presentación

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

@X@Teoría Impositiva@X@

Teoría Impositiva (Grado)

Curso 2019/20

- Profesor: Francesc Pujol
- Correo electrónico: fpujol@unav.es
- Horario de clases: martes de 12 a 14h (aula M7), miércoles de 10 a 12h (aula 07).
- Créditos: 6 créditos ECTS
- Clases: 4 horas por semana.
- Lengua de instrucción: español
- (Para alumnos de intercambio: se requiere conocimientos básicos de Microeconomía)
- Despacho: 4040 (Ed. Económicas. Torre. Cuarta planta)
- Cuenta twitter de la asignatura: www.twitter.com/teoriaimpuestos

Objetivos

Conocimientos: caracterización teórica de los ingresos públicos y el estudio de sus efectos sobre los agentes económicos. Se indaga el análisis económico de la imposición (imposición, eficiencia y equidad).

Competencias teóricas: asimilación y adaptación de los conceptos teóricos de microeconomía,



capacidad de relacionar conceptos, desarrollos de herramientas de análisis crítico, relación entre conocimientos teóricos y prácticos, capacidad de síntesis.

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

Contenido

PARTE I. ANÁLISIS ECONÓMICO DE LA IMPOSICIÓN

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

(PARTE II. LA TÉCNICA FISCAL)

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

Evaluación

Criterios de evaluación del curso 2019/20

Evaluación para alumnos presenciales en Pamplona

1. En cualquier situación se puede optar al 65% de la nota final de la asignatura con el resultado del examen final. Con los componentes indicados en los puntos siguientes, el peso de la nota del examen final baja hasta el 40%.
2. El seminario de proyecto de curso vale un 30% de la nota final (10% los 5 informes técnicos parciales, 20% informe final y presentaciones orales)
3. Examen parcial voluntario que sólo se toma en cuenta si la nota es superior a la del examen final y puede valer hasta un 25% de la nota final.
La admisibilidad en el examen parcial está condicionada a tener un mínimo de participación.
4. La participación puede valer un 10% de la nota final. La participación se mide exclusivamente por la entrega de ejercicios semanales y ejercicios de clase.



Condicionado a tener un mínimo de 3,5 en el examen final.

5. Las preguntas escritas valen un 5% de la nota final.

Opciones de evaluación de alumnos presenciales en Pamplona

Opción 1

65% Resultado del examen final + 30% Seminario + 5% preguntas escritas

Opción 2

20% Examen parcial + 45% examen final + 30% Seminario + 5% preguntas escritas

Se retiene Max[Op2, Op1]

Opción 3

5% preguntas escritas

10% entrega ejercicios (participación)

15% examen parcial

30% Seminario

40% examen final

(si nota final > 3,5)

Se retiene Max[Op3, Op2, Op1]

Seminario proyecto de curso 2019/20

Seminario del curso 2019/20

El seminario tendrá un formato de proyecto de curso, a desarrollar por etapas a lo largo de todo el semestre.

Al inicio del semestre cada estudiante escogerá un país. La misión que se encomienda es la de rediseñar totalmente el sistema fiscal del país asignado. Este proceso se hará en distintas etapas que se irán concretando a lo largo del semestre, que estarán ligadas a los temas vistos en clase.

Al acabar un tema cada alumno deberá elaborar un informe técnico parcial de una página en la que se explicarán las medidas fiscales propuestas, tomando en cuenta la información adquirida en cada tema. Se entregarán 5 informes técnicos a lo largo del curso.

Se elaborará un informe final, en el que se tomará en cuenta la información generada en los informes técnicos parciales, junto con las instrucciones que se darán en su momento.

Los alumnos serán llamados a presentar oralmente en clase algunos de sus análisis a lo largo del semestre, así como en una sesión final de trabajo con todos los informes de país.

Los 5 informes técnicos parciales valen el 10% de la nota final.



El informe final junto con las presentaciones en clase valen el 20% de la nota final.

Bibliografía

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

Se puede completar con la consulta del siguiente manual:

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

Puede consultarse como bibliografía de apoyo:

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

ALBI, Emilio, José M. GONZÁLEZ-PÁRAMO e Ignacio ZUBIRI (2018) Economía Pública II, Ed. Ariel [Localízalo en la Biblioteca](#)

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

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

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

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

Horarios de atención

Curso 2018/19

Horario de atención de alumnos

•Miércoles de 16 a 19,

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

Pueden concertarse citas en otro horario, previa propuesta por

email: fpujol@unav.es

Lecturas por temas

Seleccionar las lecturas por temas.



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

Lista de otros artículos recomendados de cursos anteriores

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

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

Tema 1

Introducción. Conceptos de fiscalidad.

Apuntes tema 1 (están disponibles en ADI)

Otras referencias

- DELGADO y FRESNO (2007) "[Convergencia de la presión fiscal europea. Un estudio de series temporales](#) ", Encuentro de Economía Pública, Santander, febrero 2007
- OWENS (2005), "[Reforma Fiscal: una perspectiva internacional](#)", Seminario OCDE-IEF Mayo 2005.
- FUENMAYOR, GRANELL e HIGÓN (2003) "[Turismo sostenible y fiscalidad medioambiental](#)", Boletín Económico ICE, No. 2757, febrero 2003.
- MOLERO y PUJOL (2002a) "El Sector Público en las economías de mercado", en MARTÍNEZ CHACÓN (dir), Economía Mundial, Ed. Ariel, pp. 301-331.
- MOLERO y PUJOL (2002b) "El papel económico del Sector Público", en MARTÍNEZ CHACÓN (dir), Economía Española, Ed. Ariel, pp. 381-411.
- ALBI et al (2008) Economía Pública II, Ed. Ariel, Cap I, secciones 1, 2, 5, 6, 7
- GAGO. (2000), "La fiscalidad del siglo XXI", Hacienda Pública Española, 155, pp. 71-88.
- JAEN y MOLINA (1999), "Fiscalidad internacional: una revisión de la literatura", ICE, N°. 777, pp. 9-19.

Artículos de prensa

- [Las rebajas fiscales vascas, según el Diputado General de Vizcaya](#) (Diario Vasco, 28 febrero 2008)
- [Recurso contra las rebajas fiscales vascas](#) (Norte de Castilla, 28 febrero 2008)
- [Más recaudación en el IRPF a pesar de las rebajas](#) (Expansión, 20 febrero 2007)
- [La estructura fiscal española en el 2003](#) (5 Días, 11 noviembre 2003)
- [Presión fiscal en la OCDE 2003](#) (La Vanguardia, 23 octubre 2003)



- [James Tobin sobre el Impuesto Tobin](#) (El País, 3 septiembre 2001)
- [Lucha contra los paraísos fiscales](#) (El Mundo, 20 febrero 2003)
- [El Gobierno usa más la red](#) (5 Días, 22 octubre 2003)
- [Derechos de emisión de CO2 en España](#) (La Vanguardia, 29 octubre 2003)
- [Eliminación de la "ecotasa" balear](#) (Expansión, 27 octubre 2003)
- [La reforma fiscal en España](#) (El País, 7 de enero de 2001)
- [London congestion tax](#) (The Economist, febrero 2003)
- [More on London Congestion Tax](#) (Guardian, March 2, 2003)
- [A Tobin Tax for Asia](#) (Asia Times, February 25, 2003)

Trabajos de investigación

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

Tema 2

Fiscalidad y equidad. Progresividad de los impuestos.

Apuntes tema 2 (están disponibles en ADI)

Referencia

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

Otras referencias

- ALBI et al (2008) Economía Pública II, Ed. Ariel, Cap I, sección 4
- AYALA y ONRUBIA (2001), "La distribución de la renta en España según datos fiscales", Papeles de Economía Española, No. 88, pp. 89-112.
- BRENNAN (1973), "Pareto Desirable Redistribution: the Non Altruistic Dimension", Public Choice, Vol. 14(3), pp. 43-67
- CALONGE y MANRESA (2001), "La incidencia impositiva y la redistribución de la renta en España: un análisis empírico", Papeles de Economía Española, No, 88, pp. 145-165.



- GOERLICH, MAS y PÉREZ (2002), "Concentración, convergencia y desigualdad regional en España", Papeles de Economía Española, No 93, pp. 17-37.
- OLIVER, RAMOS y RAYMOND (2001), "Anatomía de la distribución de la renta en España, 1985-1996: la continuidad de la mejora", Papeles de Economía Española, No. 88, pp. 67-88
- WEBER (1997), L'Etat, acteur économique, Ed. Economica, París, Cap. IV.

Artículos de prensa

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

Trabajos de investigación

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

Tema 3

El coste de eficiencia de los impuestos.

Apuntes tema 3 (están disponibles en ADI)

Referencia

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

Otras referencias

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

Artículos de prensa

- [Robledo de Chavela y Morlazarzal, "paraísos fiscales" del impuesto de vehículos](#) (El País, 8 de



abril de 2008)

- [Un estudio realizado durante 14 años muestra que existe una estrecha relación entre los impuestos y el éxito económico](#) (KPMG, 1 de noviembre de 2006)
- [El Gobierno debe resistirse a bajar cotizaciones e impuestos, según el FMI](#) (La Vanguardia, 19 de noviembre de 2003)

Trabajos de investigación

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

Tema 4

Fiscalidad y comportamientos económicos.

Apuntes tema 4 (estarán disponibles en ADI)

Referencia

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

Otras referencias

* ALBI et al (2008) Economía Pública II, Ed. Ariel, Cap. 6.

* GARCÍA, GONZÁLEZ-PÁRAMO y ZABALZA (1989), "Una aproximación al coste de eficiencia de la tributación familiar en España", Moneda y Crédito, 188: 211-236.

*LABEAGA y SANZ (2001), "Oferta de trabajo y fiscalidad en España. Hechos recientes y tendencias tras el nuevo IRPF", Papeles de Economía española, 87: 230-243.

*STIGLITZ (1998), Economía del Sector Público.

Artículos de prensa

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

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

Trabajos de investigación

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

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



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

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

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

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

Tema 5

La incidencia de los impuestos. Análisis de traslación.

Apuntes tema 5(estarán disponibles en ADI)

Referencia

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

Otras referencias

- * ALBI et al (2008) Economía Pública II, Ed. Ariel, Cap. 3.
- * ATKINSON y STIGLITZ (1980), Lectures on Public Economics, McGraw-Hill, Londres, Cap. 6.
- * BUSTOS (2001), Lecciones de Hacienda Pública II, Ed. Colex, Madrid, Cap. 15.

Artículos de prensa

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

Tema 6

La evasión fiscal.

Apuntes tema 6 (estarán disponibles en ADI)

Otras referencias

- * ALBI et al (2008) Economía Pública II, Ed. Ariel, Cap. 6.5
- * LAGARES (1994), "Hacia un planteamiento más general de la teoría del fraude fiscal", Hacienda Pública Española, 129-2, pp. 47-62._
- * MOLERO y PUJOL (2005), "[Walking Inside the Potential Tax Evader's Mind](#)", Working Paper 0105, Facultad Económicas y Empresariales, Universidad de Navarra
- * ROSEN (1998), Manual de Hacienda Pública, Ariel, Cap. 13.



Artículos de prensa

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

Trabajos de investigación

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

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