



Universidad
de Navarra

Asignatura: CORE-Antropología II (Económicas) grupo D

Guía Docente

Curso académico: 2020-21

Presentación

<http://www.unav.edu/asignatura/core-antropologia-ii-economicas-grupo-d/>

CORE-Antropología II (Económicas) grupo D

Descripción de la asignatura: Mediante la enseñanza de la Antropología se pretende que el estudiante conozca qué y quién es el hombre, desde su origen hasta su muerte, analizando algunas de sus características más importantes, tanto individualmente -su capacidad de conocer y de amar, su libertad y su conciencia-, como en sus relaciones interpersonales -amistad, vida social, trabajo y familia

Nombre de la asignatura: Antropología II (Económicas) grupo D

Curso: 1º (ADE+D, ECOB, AB+DA, Eb+DA, Eb+IF, Eb+LG)

Duración: Semestral

Número de créditos ECTS: 3

Profesor: D. Manuel Valdés Mas (mvaldesm@unav.es)

Horario: martes 10,00-12,00.

Aula: Edificio Amigos, Planta 1, Aula M1

Asesoramiento: cita por e-mail

Esta asignatura pertenece al **Core Curriculum** de la
Universidad <http://www.unav.edu/web/core-curriculum/inicio>

Modulo I: IV Contexto humanístico. Materia: IV.1. Core Curriculum

Competencias

COMPETENCIAS

CB2 Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio

CT3 Descubrir y enjuiciar los presupuestos antropológicos y las repercusiones éticas de la propia



disciplina.

Competencias transversales:

CT1 Comprender que es propio del espíritu universitario afrontar de manera crítica y reflexiva el estudio de la propia disciplina en su conexión con el resto de los saberes.

CT2 Identificar las cuestiones más relevantes de la existencia humana presentes en las grandes creaciones religiosas, humanísticas y científicas y adoptar una postura personal razonada frente a ellas.

CT3 Descubrir y enjuiciar los presupuestos antropológicos y las repercusiones éticas de la propia disciplina.

Programa

Tema 1. El hombre como ser vivo. La vida sensitiva.

Tema 2. El hombre como ser intelectual. Lenguaje y voluntad.

Tema 3. La afectividad humana: emociones y sentimientos.

Tema 4. Ciencia, valores y búsqueda de la verdad.

Tema 5. Relaciones interpersonales: enamoramiento, amor y amistad.

Tema 6. Sexualidad humana, matrimonio y familia.

Actividades formativas

Esta información estará disponible para finales de agosto

Evaluación

En la asignatura se combinarán las cuestiones teóricas que exponga el profesor con la discusión de textos sobre diversos temas que habrá que leer y analizar en clase.

La distribución de carga del alumno será la siguiente:

a) Horas de clase presencial teórica y práctica: 30 horas

b) Lecturas seminarios: 5 horas

c) Lectura libro opcional: 15 horas

d) Preparación exposición: 5 horas

e) Estudio personal: 20 horas

TOTAL: 75 horas (= 3 ECTS)

Evaluación:

1. Participación y asistencia activa en clases: 10%.

2. Seminarios lecturas (2 sesiones): 15%

3. Exposición al final del cuatrimestre: 15%.

4. Lectura y entrevista del libro "Martes con mi viejo profesor": 10% (deberá hacerse antes del examen del 3 de mayo. No se examinará a más de diez personas por semana).



5. Examen parcial que tendrá lugar el **lunes 3 de mayo en el Aula 16 del Edificio Amigos a las 10:00:**
50% (se deberá superar el examen para poder aprobar la asignatura).

Bibliografía y recursos

BIBLIOGRAFÍA ANTROPOLOGÍA

1. MANUAL DE LA ASIGNATURA:

Yepes S., Ricardo y Aranguren E., Javier, *Fundamentos de Antropología. Un ideal de la excelencia humana*, Eunsa 6ª edición, Pamplona 2009 [Localízalo en la Biblioteca](#)

2. LIBRO DE LECTURA:

Albom M., *Martes con mi viejo profesor*, Maeva, Madrid 2013 [Localízalo en la Biblioteca](#)

3. OTROS MANUALES DE ANTROPOLOGÍA:

Ayllón, José Ramón, *Antropología filosófica*, Ariel, Barcelona 2011 [Localízalo en la Biblioteca](#)

Burgos, Juan Manuel, *Antropología Breve*, Palabra, Madrid 2010 [Localízalo en la Biblioteca](#)

Corazón, Rafael, *Por qué pensar si no es obligatorio. Una introducción al pensamiento filosófico*, Rialp, Madrid 2014 [Localízalo en la Biblioteca](#)

García Cuadrado, José Ángel, *Antropología filosófica. Una introducción a la Filosofía del Hombre*, Eunsa 6ª edición, Pamplona 2014 [Localízalo en la Biblioteca](#)

Lorda, Juan Luis, *Fundamentos de Antropología*, Universidad de Navarra 16ª edición, Pamplona 2016

Lorda, Juan Luis, *Curso de humanismo*, Universidad de Navarra, Pamplona 2016
<https://www.youtube.com/watch?v=LKDBumqzKa4>

Pérez de Laborda, Miguel; Soler Gil, Francisco José y Vanney, Claudia E. (Editores), *¿Quiénes somos? Cuestiones en torno al ser humano*, Eunsa, Pamplona 2018 [Localízalo en la Biblioteca](#)

Sellés, Juan Fernando, *Antropología para inconformes*, Rialp, Madrid 2011
[Localízalo en la Biblioteca](#)

Sellés, Juan Fernando; y Fidalgo, José Manuel, *Antropología filosófica: la persona humana*, Eunsa, Manuales del ISCR, Pamplona 2018 [Localízalo en la Biblioteca](#)



Valverde, Carlos, *Antropología filosófica*, Edicep, Valencia 1994 [Localízalo en la Biblioteca](#)

4. OTRA BIBLIOGRAFÍA:

Aguiló, Alfonso, *Educación el carácter*, Palabra, Madrid 1995 [Localízalo en la Biblioteca](#)

Aguiló, Alfonso, *Educación los sentimientos*, Palabra, Madrid 2005 [Localízalo en la Biblioteca](#)

Alter, Adam, *Irresistible. ¿Quién nos ha convertido en yonquis tecnológicos?*, Paidós, Barcelona 2018 [Localízalo en la Biblioteca](#)

Álvarez de las Asturias, Nicolás, Buch, Lucas, Álvarez de las Asturias, María, *Una decisión original. Guía para casarse por la Iglesia*, Palabra, Madrid 2017 [Localízalo en la Biblioteca](#)

Anderson, Carl A. y Granados, José, *Llamados al amor. Teología del cuerpo en Juan Pablo II*, Didaskalos, Madrid 2019 [Localízalo en la Biblioteca](#)

Arribas, Pablo, *El universo de lo sencillo. 50 reflexiones para crecer y amar como valientes*, Nube de tinta, Madrid 2016

Arribas, Pablo, *Cabeza, corazón y tripa. Amar es fácil si sabes cómo, cuándo y con quién*, Nube de tinta, Madrid 2017

Artigas, Mariano, Turbón, Daniel, *Origen del hombre. Ciencia, Filosofía y Religión*, Eunsa, Pamplona 2007 [Localízalo en la Biblioteca](#)

Ayala, Francisco J., *Evolución para David*, Laetoli, Pamplona 2014 [Localízalo en la Biblioteca](#)

Brage, José, *Cuerpos de gloria. Introducción a la Teología del cuerpo de Juan Pablo II*, Palabra, Madrid 2019 [Localízalo en la Biblioteca](#)

Brizendine, Louann, *El cerebro femenino. Comprender la mente de la mujer a través de la ciencia*, RBA Bolsillo, Barcelona 2018 [Localízalo en la Biblioteca](#)

Brown, Brené, *Los dones de la imperfección*, Gaia, Madrid 2019

Burggraf, Jutta, *Libertad vivida con la fuerza de la fe*, Rialp, Madrid 2006 [Localízalo en la Biblioteca](#)

Burke, Cormac, *Luces y sombras del amor*, Rialp, Madrid 2015 [Localízalo en la Biblioteca](#)

Castillo, Gerardo, *Confidencias de casados, famosos y felices. Claves para crecer como matrimonio*, Amat, Barcelona 2006 [Localízalo en la Biblioteca](#)



Carr, Nicholas, *Superficiales. ¿Qué está haciendo internet con nuestras mentes?*, Taurus, Barcelona 2016 [Localízalo en la Biblioteca](#)

Carr, Nicholas, *Atrapados. Cómo las máquinas se apoderan de nuestras vidas*, Taurus, Madrid 2014 [Localízalo en la Biblioteca](#)

Cerioti, Mariolina, *Erótica y materna. Un viaje al universo femenino*, Rialp, Madrid 2018 [Localízalo en la Biblioteca](#)

Cerioti, Mariolina, *Masculino. Fuerza, eros, ternura*, Rialp, Madrid 2019 [Localízalo en la Biblioteca](#)

Cerioti, Mariolina, *La familia imperfecta. Como convertir los problemas en retos*, Rialp, Madrid 2019 [Localízalo en la Biblioteca](#)

Chapman, Gary D., *Los cinco lenguajes del amor: el secreto del amor que perdura*, Unilit, Miami, 2011 [Localízalo en la Biblioteca](#)

Chapman, Gary D., *Lo que me hubiera gustado saber antes de casarme*, Portavoz, Michigan, 2010 [Localízalo en la Biblioteca](#)

Chiclana Actis, Carlos, *Atrapados en el sexo: el amargo placer de la hipersexualidad*, Almuzara, Córdoba 2013 [Localízalo en la Biblioteca](#)

Conen, Cristian, *El amor en tu camino de vida (diálogo con jóvenes de Grupo Sólido acerca del amor sexuado)*, Dunken, Buenos Aires 2017

Contreras, José María, *Si de verdad me quieres*, Yumelia, Madrid 2015 [Localízalo en la Biblioteca](#)

Contreras, José María, *El conocimiento del otro. El noviazgo*, Teconte, Madrid 2016 [Localízalo en la Biblioteca](#)

Contreras, José María, *Pequeños secretos de la vida en común*, Palabra, Madrid 2019 [Localízalo en la Biblioteca](#)

Dyer, Wayne, *Tus zonas erróneas*, Penguin Random House, Barcelona 2018 [Localízalo en la Biblioteca](#)

Evert, Crystalina, *Feminidad pura*

Evert, Jason y Crystalina, *Cómo encontrar a tu alma gemela sin perder tu alma*, Totus Tuus, Denver 2015

García-Morato, Juan Ramón, *Creados por amor, elegidos para amar*, Eunsa, Pamplona 2005 [Localízalo en la Biblioteca](#)

García-Morato, Juan Ramón, *Crece, sentir, amar: afectividad y corporalidad*, Eunsa, Pamplona 2002 [Localízalo en la Biblioteca](#)



Goleman, Daniel, *Inteligencia emocional*, Kairós, Barcelona 2003 [Localízalo en la Biblioteca](#)

Gottman, John y Silver, Nan, *Siete reglas de oro para vivir en pareja*, Random House Mondadori, Barcelona 2000

Grosjean, Pierre-Hervé, *Amar, pero ahora en serio*, Rialp, Madrid 2015 [Localízalo en la Biblioteca](#)

Grün, Anselm, *La escuela de las emociones*, SalTerrae, Santander 2014 [Localízalo en la Biblioteca](#)

Guardini, Romano, *Las etapas de la vida*, Palabra, Madrid 1997 [Localízalo en la Biblioteca](#)

Guardini, Romano, *Una ética para nuestro tiempo*, Lumen, Argentina, 1963 [Localízalo en la Biblioteca](#)

Guardini, Romano, *Cartas sobre la formación de sí mismo*, Palabra, Madrid 2000 [Localízalo en la Biblioteca](#)

Havard, Alexandre, *Creados para la grandeza*, Eunsa, Pamplona 2019 [Localízalo en la Biblioteca](#)

Havard, Alexandre, *Del temperamento al carácter. Cómo convertirse en un líder virtuoso*, Eunsa, Pamplona 2019 [Localízalo en la Biblioteca](#)

Hernández Urigüen, Rafael, *Noviazgo: ¿seguros? Ideas para acertar*, Yumelia 3ª edición, Madrid 2012 [Localízalo en la Biblioteca](#)

Irala, Jokin de, *El valor de la espera*, Palabra, Madrid 2011 [Localízalo en la Biblioteca](#)

Leonardi, Mauro, *Como Jesús: la amistad y el don del celibato apostólico*, Palabra, Madrid 2015 [Localízalo en la Biblioteca](#)

Lewis, C.S., *Los cuatro amores*, Rialp, Madrid 2014 [Localízalo en la Biblioteca](#)

Lombo, J.Á. y Giménez Amaya, J.M., *La unidad de la persona. Aproximación interdisciplinar desde la filosofía y la neurociencia*, Eunsa, Pamplona 2013 [Localízalo en la Biblioteca](#)

Lombo, J.Á. y Giménez Amaya, J.M., *Biología y racionalidad. El carácter distintivo del cuerpo humano*, Eunsa, Pamplona 2016 [Localízalo en la Biblioteca](#)

Lopez Recalde, Ana, Lopez-Goñi, Ignacio y Diaz Suárez, Azucena, *Princesas de cristal*, Arcopress, España 2019 [Localízalo en la Biblioteca](#)

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Marín, José María, Sánchez-Cervera, Javier y Sanz, Jaime, *¿Has pasado la itv en tu matrimonio?*, Palabra, Madrid 2019 [Localízalo en la Biblioteca](#)

Martí García, Miguel Ángel, *La ilusión*, Eunsa 2ª edición, Pamplona 1995 [Localízalo en la Biblioteca](#)

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Martí García, Miguel Ángel, *La convivencia*, Yumelia 3ª edición, Madrid 1999 [Localízalo en la Biblioteca](#)

Martí García, Miguel Ángel, *La afectividad. Los afectos son la sonrisa del corazón*, Yumelia 3ª edición, Madrid 2008 [Localízalo en la Biblioteca](#)

Martín Asuero, Andrés, *Con rumbo propio. Disfruta de la vida sin estrés*, Plataforma 22ª edición, Barcelona 2018 [Localízalo en la Biblioteca](#)

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Montalat, Ramon, *Los novios. Los misterios de la afectividad*, Palabra, Madrid 2001

Morrow, T.G., *Noviazgo cristiano en un mundo súper sexualizado*, Rialp, Madrid 2018 [Localízalo en la Biblioteca](#)

Munilla, José Ignacio y Ruiz Pereda, Begoña, *Sexo con alma y cuerpo*, Freshbook, Madrid 2015 [Localízalo en la Biblioteca](#)

Novo, Javier, *Evolución. Para creyentes y otros escépticos*, Rialp, Madrid 2018 [Localízalo en la Biblioteca](#)

Nubiola, Jaime, *Vivir, pensar, soñar*, Rialp, Madrid 2017 [Localízalo en la Biblioteca](#)

Pedraz, Juan L., *Tres trampas en el noviazgo*, Liturgical PR, 2003

Pérez, Anxo, *Los 88 peldaños del éxito*, Planeta, Barcelona 2017 [Localízalo en la Biblioteca](#)

Piñero, Ricardo, *La aventura de ser humano*, Síndéresis, Madrid 2020 [Localízalo en la Biblioteca](#)

Pontificio Instituto Juan Pablo II, *Aprender a amar. 30 preguntas para no equivocarse en la aventura más importante de la vida*, BAC, Madrid, 2012



Rico Iribarne, José-Jaime, *Comprometerse con el amor auténtico : las claves del matrimonio*, Palabra, Madrid 2011 [Localízalo en la Biblioteca](#)

Ratzinger, Joseph, *Creación y pecado*, Eunsa, Pamplona 2005 [Localízalo en la Biblioteca](#)

Rojas Estapé, Marian, *Cómo hacer que te pasen cosas buenas*, Planeta, Barcelona 2019 [Localízalo en la Biblioteca](#)

Santandreu, Rafael, *El arte de no amargarse la vida*, Grijalbo, Barcelona 2011 [Localízalo en la Biblioteca](#)

Santandreu, Rafael, *Las gafas de la felicidad*, Grijalbo, Barcelona 2014

Santandreu, Rafael, *Ser feliz en Alaska*, Grijalbo, Barcelona 2016

Santos, Rafaela, *Mis raíces. Familia, motor de resiliencia*, Palabra, Madrid 2019

Sarrais, Fernando, *Madurez psicológica y felicidad*, Eunsa, Pamplona 2013 [Localízalo en la Biblioteca](#)

Schlatter Navarro, Javier, *Ser felices sin ser perfectos*, Eunsa, Pamplona 2016 [Localízalo en la Biblioteca](#)

Seligman, Martin E. P., *La auténtica felicidad*, Penguin Random House, Barcelona, 2018 [Localízalo en la Biblioteca](#)

Sonnenfeld, Alfred, *Serenidad. La sabiduría de gobernarse*, Rialp, Madrid 2018 [Localízalo en la Biblioteca](#)

Tolentino Mendonça, José, *Pequeña teología de la lentitud*, Fragmenta, Barcelona 2019 [Localízalo en la Biblioteca](#)

Tolentino Mendonça, José, *Hacia una espiritualidad de los sentidos*, Fragmenta, Barcelona 2016

Tolle, Eckhart, *El poder del ahora*, Gaia Ediciones, Madrid 2001 [Localízalo en la Biblioteca](#)

Vázquez Vega, Antonio, *Noviazgo para un tiempo nuevo*, Hacer familia, Madrid 1996

Viladrich, Pedro-Juan y Castilla de Cortázar, Blanca, *Antropología del amor. Estructura esponsal de la persona*, Eunsa, Pamplona 2019 [Localízalo en la Biblioteca](#)

Wojtyla Karol, *Los jóvenes y el amor. Preparación al matrimonio*. Encuentro, Madrid 2018 [Localízalo en la Biblioteca](#)



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Young, Ben y Samuel, Adams, *Los diez mandamientos del noviazgo*, Caribe
Nashville, Miami 1999

[Biblioteca](#) | [Catálogo](#) | [Biblioguías](#)

Horarios de atención

Despacho Capellanía Edificio Amigos: Lunes, jueves y viernes de 10:00 a 13:00.

Si es posible, escribir previamente a mvaldesm@unav.es



Asignatura: Quantitative Methods I B_20 (F. Económicas)

Guía Docente

Curso académico: 2020-21

Introduction

<http://www.unav.edu/asignatura/quantitative-methods-i-b-econom/>

Quantitative Methods 1 - Group B

- **Course description:**

The aim of this course is to provide the basic tools of Differential and Integral Calculus which are necessary in order to succeed in the following courses that you are studying in the degrees of Economics, Management and Business Administration.

- **Type:** Basic subject
- **ECTS credits:** 6 (approximately 150 working hours)
- **Year:** 1st
- **Semester:** 1st
- **Language:** English (this group and another one)
- **Degrees:** Eb+DA; Eb+IF; Eb+LG; ADb+D; ECb+D

Module: *III. Métodos Cuantitativos/ III.1. Métodos Cuantitativos*

Instructors:

Dulce Redín Goñi (dredin@unav.es)

Chandresh Thakrar (cthakrar@unav.es)

María Castillo Latorre (mclatorre@unav.es) - classes held in Spanish



Course schedule and rooms:

Students that are on campus (*):

ECb+DA /ECb+IF

- Tuesdays, 12:00-14:00, room 2 Amigos Building
- Wednesdays, 10:00-12:00, room 10, Amigos Building

ECb+LG

- Mondays, 12:00-14:00, room 14 Amigos Building
- Wednesdays, 10:00-12:00, room 10, Amigos Building

ADb+D /ECb+D

- Tuesdays, 12:00-14:00, room B1 Amigos Building
- Fridays, 9:00-11:00, room M2 Amigos Building

(* Please, avoid coming to the University if you are experiencing symptoms or have been in contact with someone who has the virus. In those circumstances, you will be able to follow the sessions online (see details below).

Students that are off-campus (ONLY WITH THE APPROVAL OF DIRECCIÓN DE ESTUDIOS):

- Off-campus students are expected to attend the (on-campus) sessions online (by Zoom) if their local time is compatible. Students will have the chance to participate in the sessions and ask questions in the same conditions as on-campus students.
- Some (on-campus) sessions will be recorded and will be available for off-campus students located in time zones not compatible with the regular time of the sessions.
- There will be specific online sessions (by Zoom) arranged for off-campus students at convenient times.

Competences

Basic Competencies (ADEb/ECOb):

BC1 - Students must demonstrate that they possess and understand knowledge in an area of study based on a general secondary school education whose content often comes from advanced textbooks, but also includes cutting-edge knowledge in this field of study.



General Competencies (ADEb):

GC4 - To use independent critical reasoning on relevant topics in economics and business.

Specific Competencies (ECOb):

SC5 - To apply mathematical reasoning and/or quantitative tools to the analysis of economic reality.

Program

0- Introduction

1. Intervals and absolute value.
2. Inequalities. Systems of inequalities.
3. Linear and nonlinear systems of equations.

1- Sums

1. Summation notation. Rules for sums.
2. Applications: Newton's Binomial Formula and Price Indices.
3. Double sums.

2- Functions of one variable

1. Basic definitions: notation, domain and range.
2. Linear functions. Economic models: supply, demand and equilibrium point.
3. Quadratic functions. Economic models: quadratic optimization.
4. Polynomials. Factoring (remainder theorem, Ruffini). Polynomial division. Rational functions.
5. Power functions.
6. Exponential and logarithmic functions. Different bases. Properties. Equations. Models: population growth and compound interest.

3- Properties of functions

1. Shifting graphs. New functions from old ones. Composite functions.
2. Inverse functions.



4- Derivatives I

1. Definition of derivative. Geometric interpretation: slopes of curves, tangents and derivatives. Applications: increasing and decreasing functions, rates of change.
2. Limits: basic rules.
3. Rules for differentiation.
4. Chain rule.
5. Higher-order derivatives.

5- Derivatives II

1. Implicit differentiation.
2. Differentiating the inverse.
3. Approximations: linear and polynomial. Differentials. Taylor's formula.
4. Continuity. Intermediate value theorem.
5. Limits: asymptotes, indeterminate forms, L'Hôpital's rule.

6- Integrals

1. Indefinite integrals: rules.
2. Definite integrals: properties. Areas.
3. Economic applications: consumer and producer surplus.
4. Integration by parts.
5. Integration by substitution. Rational integrals.
6. Improper integrals: infinite intervals of integration, integrals of unbounded functions (optional)

7- Single-variable optimization

1. Simple tests for extreme points.
2. Economic examples.
3. The extreme value theorem.
4. Local extreme points. First and second derivative tests.
5. Inflection points. Concavity and convexity.

Educational Activities

The course will include different face-to-face activities as well as online and personal study activities.

Face-to-face activities:

- 1- Presentation of the subject and problem-solving classes: 55 hours.

Off-campus students are expected to attend the (on-campus) classes online (by Zoom) if their local time is compatible. Some (on-campus) sessions will be recorded and will be available for off-campus students located in time zones not compatible with the regular time of the sessions. There

will be specific online sessions (by Zoom) arranged for off-campus students at convenient times.

Total hours from face-to-face activities: 55 hours

Online and personal study activities:

1- Visualization of theoretical and practical videos and reading of the recommended bibliography: 15 hours.

The professor will explain the theoretical concepts and their application to Economics and Business through different videos that will be accessible through ADI. Students are expected to complete these explanations by reading the recommended bibliography for the course.

2- Work out of exercises: 26 hours.

For each chapter, students are expected to work out the exercises from the corresponding problem set to strengthen the knowledge on the topic.

3- Personal study: 46 hours.

The number of hours of personal study may vary in accordance to the student's background on mathematics.

4- Exams (partial and final) and other tests: 8 hours.

Exams and tests will be online.

Total hours from online and personal study activities: 95 hours

Students are expected to attend to **all** face-to-face classes (and/or online classes and/or recorded classes) and devote the due time for online and personal study activities to master the program of the subject and be prepared for all the tests and exams programmed throughout the semester.

The professors will be available to answer questions from the students, as detailed in the section of *Office Hours*.

Assessment

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

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

Ordinary evaluation (December):

- **Tests(2):** 15% Dates: 2nd October and 20th November



- **Midterm exam:** 25% Date: 30th October
- **Participation and surprise exercises:** 10%
- **Final exam:** 50% (it is necessary to obtain in this final exam at least 5 out of 10 points in order to take into account the rest of the grades and pass). Date: 9th December
- **Bonus:** 10% (5% attendance and participation, 5% control exercises)

Extra-ordinary evaluation (June):

- **Tests(2):** 5% Dates: 2nd October and 20th November
- **Midterm exam:** 20% Date: 30th October
- **Participation and surprise exercises:** 5%
- **Final exam:** 70% (it is necessary to obtain in this final exam at least 5 out of 10 points in order to take into account the rest of the grades and pass). Date: *to be announced*
- **Bonus:** 10% (5% attendance and participation, 5% control exercises)

Bibliography and Resources

Basic bibliography:

- Sydsaeter, K., Hammond, P., Strom, A. (2012). *Essential Mathematics for Economic Analysis*. 5th Edition. Pearson. [Find it in the Library](#)

Additional bibliography:

- Chiang, A. and Wainwright, K. (2005). *Fundamental methods of Mathematical Economics*. 4th Edition. McGraw Hill. [Find it in the Library](#)
- Larson, R. and Edwards, B.H. (2011). *Calculus*. 9th Edition. McGraw Hill. [Find it in the Library](#)

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Office hours

Dulce Redín Goñi (dredin@unav.es):

- Online office hours (Zoom) (*): Tuesdays from 18:00hrs to 19:30hrs.



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- By email.

(*) students are required to send their questions in advance by email.

Chandresh Thakrar (cthakrar@unav.es):

- Online office hours (Zoom) (*): Thursdays from 18:00hrs to 19:30hrs.
- By email.

María Castillo Latorre (mclatorre@unav.es):

- Office 2280 (2nd floor, corridor), Amigos Building - option not available during the pandemic
- Online office hours_Zoom session: Mondays, 18:00-19:30
- By e-mail



Asignatura: Contemporary Thought (F. Económicas)

Guía Docente

Curso académico: 2020-21

Introduction

<http://www.unav.edu/asignatura/contemporary-thought-econom/>

Contemporary Thought (F. Económicas)

- **Breve descripción de la asignatura:** The course tries to offer a vision of the thought in the 20th century from three perspectives: historical, philosophical and cultural. This approximation to the reality of the contemporary world will facilitate a deepening in the knowledge and the indispensable analysis of the historical situations to carry out a suitable reflection in the area of the economy.
- **Carácter:** Compulsory
- **ECTS:** 4,5
- **Curso y semestre:** 1º/1º
- **Idioma:** English and in Spanish
- **Título:** Economics
- **Módulo y materia de la asignatura:**
- **Profesor responsable de la asignatura:** Ricardo Piñero Moral (rpmoral@unav.es)
- **Profesores:** Ricardo Piñero Moral
- **Horario:** Monday 16:00-19:00
- **Aula:** 12 Amigos

Competences

Competences

Procedures.

- Analysis of the human problems that give place to the economic approach.
- Study how the economic concepts are related by the philosophical ones.
- Reading and critique of the classic texts that they have contributed to the development of the both economic and philosophical thought.
- Evaluation of the sense of the economic rationality in the context of the ideas on the society, the history, and the end of the man.

Attitudes.

- Reflective attitude and critical appropriation of the different economic and social theories.
- Capture of conscience of the anthropologic sense of the economic problem.
- Interest for the sociocultural problems to whom response tries to give the Economy.
- Respect and valuation of the human dignity and of the anthropologic sense of the work.
- Worry for more weak persons, poor and helpless.
- Development of the dialog, comprehension of the sense of the justice and promotion of the attitude of service to the neighbor.

Aims

The principal aim:

To achieve that the students understand the deep sense of the economic problem, that is to say that know the conceptions of the man, of the world and of the history that sublie in each of the economic theories. It is a question that can connect the different approaches of the economic theories with the diverse philosophical currents.

Secondary aims:

- To facilitate the comprehension of the current debate on the crisis of the Economic Theories. To provide with a few bases that allow to elaborate criteria solidly founded at the moment of facing something so complex as is the economic dimension of the human action.
- To learn to analyze the intrinsic relation of the Economy with the Anthropology, the Philosophy, the Politics and the Law.
- To create habits of philosophical valuation of the diverse economic policies.
- To develop the skill to take part in theoretical and practical dialogs on the foundations of the human action and his relation with the economic solutions.

Results of Learning

That the student is capable of exposing the conceptual contents of the program, establishing relations between them and issuing critical reasons, in essays.

Program

HISTORICAL PART: The Great Theatre of the World

Chapter 1. From the Revolutions of the past up to a new Age: historical keys of the different revolutions from the 18th century up to the 20th century.

Chapter 2. *De bello in terris*: a world without peace. From the World Wars to the Cold War: new political and socioeconomic factors.

Chapter 3. The Fall of Berlin wall: geopolitical reunifications, the phenomenon of the internationalization and the globalization.

PHILOSOPHICAL PART: From *cogito ergo sum* to I exist, then it should think, act and be happy

Chapter 4. To doubt or not to doubt, that is the question: the Rationalism.

Chapter 5. If I do not see it I do not believe it: the Empiricism.

Chapter 6. Phenomena, noumena and other avatars of the reason: the critical philosophy of the Illustration.

Chapter 7. In way to the Absolute thing: the Idealism.

Chapter 8. The disillusioned individual: the drifts of the hopelessness: Nihilism and Existentialism.

CULTURAL PART: From the *homo oeconomicus* to the *cultura animi*...

Chapter 9. The Illustration and the Romanticism: the birth of the Philosophical Aesthetics.

Chapter 10. Aesthetic approach of the politics of Weimar: Dadaism and Bauhaus.

Chapter 11. From the trestles to the machines: the Constructivism.

Chapter 12. Labyrinths or sphinxes: from the imagination to the abstraction.

Educational Activities

When finishes each of three blocks in which the Program of the subject is divided, the students will carry out a series of practical tasks (comments of text, viewed of audio-visual material, accomplishment of some brief essay ...) that allow to internalize with major depth the contents and they will have to exhibit and debate in class on his proposals and conclusions.

Assesement

After explains each of three parts, the students who should have been present regularly at class, if they wish it, can take part in a joint session of evaluation for debate among them, in groups of 10, where they will be had in it counts so much his questions and answers.

Those who thus overcome three parts will receive as final note the average of these evaluations. If they have not overcome any of them or want to improve the notes they can then examine of these parts in the final examination that will be in writing.

Who for the reasons that are (participation in the IESE, exchanges, There programmes Erasmus, practices, trips to labor interviews, etc.) they cannot be present regularly at class they will have to come to the final examination.

Educational activities: 35 %



Final Exam: 65 %

[Academic discipline code](#)

Bibliography and Resources

In class, on having begun every topic there will be facilitated to the students a basic and specific bibliography for this part of the program.

In addition the students will have to realize a brief work on one of the following works:

- Kearny, Richard (1995) *States of Mind*, Manchester University Press. [Find it in the Library](#)
- Gombrich, E. H. (1991) *Topics of our Time*, Phaidon Press Limited. [Find it in the Library](#)
- Howard, M. & Louis, R. (1998) *The Oxford History of the Twentieth Century*, Oxford University Press. [Find it in the Library](#)
- Thompson, Don (2008) *The \$12 Million Stuffed Shark: The Curious Economics of Contemporary Art*, Aurum Press Ltd. [Find it in the Library](#)

[Biblioteca](#) | [Catálogo](#) | [Biblioguías](#)

Office Hours

Monday to Friday from 9:00 to 10:00

[Open Office](#)

Library Building Office 2010

Also there will be attended the students who request previous appointment in another moment by the e-mail: rpmoral@unav.es



Universidad
de Navarra

Asignatura: Debate (F. Económicas)

Guía Docente

Curso académico: 2020-21

Presentation

<http://www.unav.edu/asignatura/debate-econom/>

Debate

Professor: Scott Wishart swishart@unav.es

Language: English

ECTS Credits: 1,5

Debates: Monday: 1st February, 15th February, 1st March, 15th March

Classroom: 03

Competencias

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

- 1.- Desarrollo del razonamiento lógico.
- 2.- Capacidad de análisis y síntesis de las problemáticas abordadas.
- 3.- Motivación y superación.
- 4.- Sentido de la responsabilidad y del esfuerzo.
- 5.- Capacidad de comunicación oral
- 6.- Capacidad de trabajo en equipo
- 7.- Capacidad de crítica y autocrítica
- 8.- Fomentar las capacidades de innovación y liderazgo
- 9.- Planificación de tareas y gestión del tiempo
- 10.- Puntualidad y ética en el trabajo



11.- Capacidad de aprendizaje autónomo

12.- Visión interdisciplinar de las problemáticas económicas

13.- Alimentar la sensibilidad hacia los problemas éticos, sociales y medioambientales de los asuntos económicos.

Competencias de la asignatura:

1.- Manejar los conceptos básicos de la disciplina jurídica, mediante un sencillo aprendizaje teórico.

2.- Conocer la naturaleza legal de los contratos económicos más importantes mediante el desarrollo de diversos supuestos de hecho relacionados con la materia del Grado.

3.- Afrontar y resolver cuestiones jurídicas sobre la materia impartida.

4.- Defender, por oral y por escrito, diversos posicionamientos jurídicos.

5.- Aprender la estructura y conceptos fundamentales del Derecho societario mediante la constitución y modificación posterior de una sociedad.

6. Trabajar en grupo y contrareloj materias sencillas pero amplias mediante el reparto de trabajo y puesta en común del resultado para su defensa conjunta.

Program

DEBATES

•"Is Brexit Working As Predicted for the UK?"

•

•"EU Collective COVID-19 Response as a Revitalizing Mission for the EU?"

•

•"Vaccine Production & Distribution"

•

•"Economic Recovery Plans"

Educational activities: Writing schedule

•2 groups for each topic: YES vs NO

•All group members research about the topic

•You select the group members intervene in each single debate

1. Define, outline <- 2 people

2. Defend, explain, rebut <- 2 people



- 3.Backup, extend, rebut <- 2 people
- 4.Explain, sum up <- 2 people
- 5.Closing statement <- 1 person

Time structure

- 1.Define, outline **4 minutes**
- 2.Defend, explain, rebut. **5 minutes**
- 3.Backup, extend, rebut. **4 minutes**
- 4.Explain, sum up. **4 minutes**
- 5.Closing statement. **90 seconds**

Orientación:

- Antes del debate todo el equipo trabaja junto para encontrar fuentes, argumentos a favor de vuestra posición (en el plano político, histórico, social, institucional, económico).
- También tenéis que encontrar los argumentos en contra para saber cómo os van a atacar y preparar la defensa.
- Igualmente necesitáis saber los puntos fuertes y débiles de la posición contraria para preparar vuestro ataque.
- Con todo esto tendréis que diseñar vuestra estrategia: cuántos argumentos de apoyo a vuestra posición poner en cada intervención, cuánto ataque y cuándo a la del rival.
- Decidid en qué momento sacáis el "killing argument".
- El primer subgrupo lo tiene "más fácil" ya que su intervención estará cerrada antes de empezar. Por eso esa intervención tiene mucha importancia porque no tiene excusas de improvisación y marca el debate del resto de intervenciones. Su único problema es que no sabe si habla primero o segundo.
- Para las otras tres intervenciones de cada equipo están obligados a combinar las ideas y argumentos que ya estaban previstos (de defensa y de ataque) con la incorporación sobre la marcha de los argumentos y ataques que haya lanzado el equipo rival. Por eso los miembros de esos 3 subgrupos podrán tomar notas para ajustar la estructura de su debate, mientras los otros subgrupos están interviniendo. Si molestan, el juez puede dictar penalización contra el equipo.

Assessment



La nota de debate se obtiene de los siguientes elementos:

- 30% Participación European Parliament Model
- 70% 4 debates (3 con participación individual)

La nota para la parte de debates se obtiene de la siguiente manera:

70% Team + Individual: Quality of analysis/argument, + presentation skills. **By professor**

Bibliography and Resources

About debate (International Debate Education Association)

<https://idebate.org/about-idea-nw>

- UNAV Library Resource Guide: <https://biblioguías.unav.edu/tfgderecho>

[Biblioteca](#) | [Catálogo](#) | [Biblioguías](#)

Office hours

By appointment

Calendar

- Debate #1 & #2: Monday, 27 January
- Debate #3: M, 3 February
- Debate #4: M, 9 March
- Debate #5: M, 30 March
- Debate #6: M, 27 April

STUDENTS' BLOGS

2019

- María Arregui: [A road to a mysterious place](#)

Nicolás Brown: [Nico's Blog](#)

Jesús Cabero: [JCF](#)



Universidad
de Navarra

- Rodrigo Coello de Portugal: [Sample Text](#)
- Andrés Escobar: [New Perspectives](#)
- Lucía Gómez: [Success is a journey](#)
- Krist Gurung: [Paradise city in the woods](#)
- Pedro Gutiérrez: [La Crème de la Crème](#)
- Emiliano Kronfle: [Emiliano Kronfle](#)
- Miguel Lacunza: [House of words](#)
- Fernando Lima: [Los míos ganan](#)
- Ricardo Lowenthal: [Transcendence](#)
- Inés Martín: [Railway](#)
- Lola Martínez Portero: [Stop and think](#)
- Alejandro Mata: [Think A Little Bit Harder](#)
- Gabriela Miniel: [Waking up our minds](#)
- Inma Miralles: [Help yourself](#)
- Luis Miranda: [Brouhaha](#)
- Salvador Muñoz: [THINKideas](#)
- Rodrigo Murga: [Wabbit](#)
- Paula Navarro: [lampaulanavarroo](#)
- Lucas Pombo: [My Sign](#)
- Leire Uribe-Echevarría: [Don't just read, absorb](#)
- Félix Zaforteza: [Felix's Blog](#)
- 2018
- María Álvarez: [The long road](#)
- Camila Bandrés: [Serendipity-Ing](#)
- Leonor Barba: [Out of the box](#)
- Álvaro Beltrán: [Wanderer on the path](#)



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Íñigo Benito: [*As the saying goes*](#)

Celia Calle: [*Mi calle*](#)

Laura Cano: [*Passport to freedom*](#)

Manuel Cruz: [*Benoni defense*](#)

Pablo Cuervo-Arango: [*It's all about timing*](#)

Enrique de Carlos: [*DebateELG2018*](#)

Alessandra De León: [*My Thoughts. Our Blog*](#)

Cristina Elizondo: [*Waves of Spontaneity*](#)

Víctor Estrada: [*Torvix*](#)

Carmen Ferrer: [*La ciudad de las palabras*](#)

Alexis Feuillet: [*There is always something left to say*](#)

Asier García: [*Let the unpopular, be popular*](#)

Naiara Gil: [*The yellow road*](#)

Ana González: [*AG*](#)

Francisco Javier Herrero: [*I dreamed it, I am doing it*](#)

Íñigo Lasa: [*The pleasure is mine*](#)

Cristina Longo: [*Easy Peasy*](#)

Nerea Mariezcurrena: [*Enter, it is free!*](#)

Fátima Martín de Parias: [*Strive for greatness*](#)

Lulu McMillan: [*Somewhere beyond the Sea*](#)

Mario Oliver: [*Timeless*](#)

Pablo Pomares: [*My perspective*](#)

Ricardo Pérez: [*The art of the absurd*](#)

Gabriel Postigo: [*Líderes con cabeza*](#)

Luciano Quiroz: [*Illapsus*](#)

Gonzalo Rodríguez: [*Scripsi, ergo cogito*](#)

Inma Ruiz: [*Senetia*](#)



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Yune Ruiz: [*Cake by the Ocean*](#)

Lola Serratosa: [*Da siempre lo mejor de ti*](#)

Totor Tarruella: [*Debate ELG*](#)

Alexia Tefel: [*Ctrl, Alt, Think*](#)

Álvaro Urdiales: [*Keep it resilient*](#)

Andrés Ureña: [*AU*](#)

Ana Lucía Valencia: [*Pleased to meet you*](#)

Doménica Yáñez: [*Watch the Queen conquer*](#)

2017

Gregorz Bardski: [*E-inspire*](#)

Celia Canseco: [*Between the lines*](#)

Nicolle Marsell: [*Debate*](#)

Daniel O'Hara: [*The Gentleman's Creed*](#)

José María Panadero: [*An Invitation to Think*](#)

José Luis Peña: [*Pensando en Masaya*](#)

María Pérez: [*Altano*](#)

Marcos Taboada: [*Cíclopes*](#)

Ane Alegría: [*Passing Through*](#)

Gonzalo Bañón: [*Minute 90*](#)

Pepe Benavides: [*PepeBenavidesBlog*](#)

Juan Carlos Briquet: [*My Blog, My Life*](#)

José Andrés Cano: [*Tots a una veu*](#)

Gabriela Castelló: [*The Adventure Abroad*](#)

Marta Celaya: [*Marta Celaya Azanza*](#)

Alex Gállego: [*Unexpected Encounter*](#)



Universidad
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Pablo García: [Random Thoughts](#)

Robert Gil: [My space of freedom](#)

Javier González: <http://jgdec.webnode.es/>

Belén González: <https://passionatethinkingbgp.wordpress.com/>

Silvia Goñi: [Silvia's Blog](#)

Carmen Gordon: [Wabi Sabi](#)

André Guichard: <https://debate172.wordpress.com/>

Patricia Hoyo: [Secrets of Pinkhole](#)

Lucía Lavallo: [Lucía Lavallo](#)

Mónica López: [ELG Views](#)

Anthony Maghariki: <https://anthonymagharikiblog.wordpress.com/>

María Maldonado: [Waking Up](#)

María Panadero: [Half Way](#)

Fakhr Rahimah: [FAKHRRAHIMAH](#)

Mandy Ramos: [A Journey without Destination](#)

Antía Rivas: <https://antiaweb.wordpress.com/>

Luciana Rodríguez: [Sapere Aude](#)

Carlos Fernández: [Rincón de debate](#)

Some blogs of the students of the previous years:

[María del Pilar Ribadeneira](#)

[Camila Alvarado](#)

[Joaquín Baus](#)

[Jaime Boville](#)

[Pablo Cancio](#)

[Carlos Cañada](#)

[Alberto Capriles](#)

[Pablo García](#)



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[Elisa Molero](#)

[Javier Moya](#)

[Ángel Navarrete](#)

[Cova Pastrana](#)

[María Fe Portugal Quevedo](#)

[Pedro Robalino](#)

[Daniel Sanz](#)

[Ismael Tlili](#)

[Mapi Torres](#)

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[Montserrat Badía](#)

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[Miguel Carricas](#)

[Quim Cassany](#)



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[Javier Figueroa](#)

[Javier Fraga](#)

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[Álvaro Ruiz](#)

[Joanna San Román](#)

[Bea Santiago](#)

[Alexandra Serra](#)

[Enrique Varela](#)

[Juan Vidal de la Peña](#)

[*Ana F. Alemany Blog*](#)

[*Germán Barba's Blog*](#)

[*Fernando Benavides*](#)



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María Chiva: [*The Question Mark*](#)

Eduardo Collin: [*La cátedra de Edu*](#)

Sebastián Coronel: [*The Hamilton Blog*](#)

José Ricardo Díaz: [*Economics, Communication and Development*](#)

[*David Eslava Today*](#)

[*Ignacio Gómez*](#)

Pedro González: [*Finding the Truth*](#)

[*Blog de Juan Ignacio Güenechea*](#)

[*Alfonso Hermoso*](#)

[*Marc Herrero Faura's Blog*](#)

[*Inés Huete*](#)

[*Jaime Ibarra's Corner*](#)

[*Melanie Kubbinga*](#)

[*Marta Miranda's Blog*](#)

[*Blog de Francisco Nadal*](#)

[*Lourdes Nagore*](#)

[*Íñigo Peña Medrano*](#)

[*Hector C. Reichard*](#)

[*Blog de Michael Sevillano*](#)

[*Taren Shaw's Blog*](#)

[*Yannick Voit*](#)

Rocío Ysasi: [*Concerns*](#)



Asignatura: Identity I (F. Económicas)

Guía Docente

Curso académico: 2020-21

Presentación

<http://www.unav.edu/asignatura/identity-1econom/>

Identidad I: Resiliencia

- **Curso y semestre:** 1o de Governance, primer semestre
- **ECTS:** 0,5
- **Idioma:** español
- **Título:** Identidad I: Resiliencia
- **Profesor responsable de la asignatura:** Fernando Sarrais
- **Horario:** Viernes 11, 18 y 25 de septiembre, de 4 a 6
- **Aula:** 6 de Facultad de Comunicación

CompetenciasPrograma

Resiliencia

- Conceptos y fundamentos
- Características de la persona con resiliencia

Actividades formativas

- 3 sesiones presenciales de trabajo de contenidos
- Proceso de autoevaluación durante el semestre

Evaluación

Bibliografía y recursosHorarios de atención



Asignatura: International Relations (F. Económicas)

Guía Docente

Curso académico: 2020-21

Introduction

<http://www.unav.edu/asignatura/international-relations-econom/>

International Relations (F. Económicas)

Context

- Degree: 1st Economy, Leadership and Governance
- Semester: 1st
- Type of subject: Required, 3 ECTS
- Language: English
- Associated workload: 75 hours
- Schedule: Friday, 10:00-12:00, Aula M3
- Online office hours (Zoom): Monday 16:00-17:15
- Professor: Dr. Guillem Ripoll (Office 4090)
- E-mail: gripollp@unav.es

Outline

This subject is devoted to the study of International Relations (IR). Although IR 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 three main aims. First, it aims to review IR as an academic field, together with its' main theories, actors and history. Second, it aims to connect these debates with actual international processes and issues such as international and global security or the pro-environment international claims. Finally, it aims to 1) review the main theories in power, war and conflicts, 2) connect this literature with the IR theoretical basis, and 3) apply this knowledge to scientifically explore real situations.

Pre-requisite knowledge

None.

Skills



Associated skills

- Students will be able to identify the international sphere
- Students will be able to know the history of International Relations
- Students will be able to identify the main actors in International Relations
- Students will be able to know the main theories of International Relations
- Students will be able to manage, analyse and synthesize data and documents for International Relations
- Students will be able to understand the main international processes and issues
- Students will be able to identify conflicts and their sources
- Students will be able to understand the importance and dimensions of power
- Students will be able to know the main dynamics in negotiation in the international sphere
- Students will be able to identify the logic of war in world politics
- Students will be encouraged to apply statistical resources (e.g. assess causality, construct indicators...)
- Students will be encouraged to learn how to apply theoretical and methodological models in order to carry out research in this field
- Students will be encouraged to acquire (or further develop) the knowledge and the necessary skills to work within organizational environments in the field of International Relations

Structure **Structure**

1. 04 / 09 – Unit 1: Genesis of International Relations – Group A
2. 11 / 09 – Unit 2: Realism – Group B
3. 18 / 09 – Unit 2: Liberalism – Group A
4. 25 / 09 – Unit 2: Critical theories – Group B
5. 02 / 10 – Exercise 1– Group A
6. 09 / 10 – Unit 3: Actors, structure and dynamics of IR – Group B
7. 16 / 09 – Unit 4: History of IR (1900-today) – Group A
8. 23 / 10 – Exercise 2 – Group B
9. 30 / 10 – Unit 5: Conflict anatomy and geopolitics – Group A
10. 06 / 11 – Unit 6: Elements of power – Group B
11. 13 / 11 – Unit 7: Conflict resolution – Group A
12. 20 / 11 – Unit 8: Theories of war – Group B
13. 27 / 11 – Exercise 3 – Group A

Learning activities **Students required activities**



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

Evaluation of students' progress

Evaluation

- Exercises (3) 21%
- Conflict analysis 54%
- Exam 25%
- Extra 5% (written assignment)
- Other conditions: submit the conflict analysis, minimum note in the exam is a 4, and class attendance may subtract up to 1 point

June Evaluation (resit)

- Exercises (3) 21% (same results than in December)
- Conflict analysis 54% (new)
- Exam 25% (new)
- Extra 5% (written assignment) (same results than in December)
- Other conditions: minimum note in the exam is a 4

Students that are off campus

The evaluation is the same than for those who are on campus
Off-campus students are expected to attend the (on-campus) sessions online (by Zoom) if their local time is compatible. Students will have the chance to participate in the sessions and ask questions in the same conditions as on-campus students
On-campus sessions will be recorded and will be available for off-campus students located in time zones not compatible with the regular time of the sessions

References

References

Unit 1

- Baylis, J., Smith, S. and Owens, P. (2017). Globalization and global politics. In *The globalization of world politics: an introduction to international relations*. Oxford, UK: Oxford University Press, pp. 15-32
- Jackson, R. and Sørensen, G. (2016). Why study IR? In *Introduction to*



international relations: theories and approaches. Oxford, UK: Oxford University Press, pp. 3-27

Unit 2 – Realism

- Brown, C., Nardin, T. and Rengger, N. (2002). *International relations in political thought: texts from the ancient greeks to the first world war*. New York, NY: Cambridge University Press
 - Selected pages from Thucydides, Machiavelli and Hobbes
- Morgenthau, H. J. (1985). *Politics among nations: the struggle for power and peace*, 6th Edition. New York, NY: Knopf, pp. 3-17
- Recommended as further reading: Jackson, R. and Sørensen, G. (2016). Why study IR? In *Introduction to international relations: theories and approaches*. Oxford, UK: Oxford University Press, pp. 61-72
- Recommended as further reading: Baylis, J., Smith, S. and Owens, P. (2017). Globalization and global politics. In *The globalization of world politics: an introduction to international relations*. Oxford, UK: Oxford University Press, pp. 101-114

Unit 2 – Liberalism

- Brown, C., Nardin, T. and Rengger, N. (2002). *International relations in political thought: texts from the ancient greeks to the first world war*. New York, NY: Cambridge University Press
 - Selected pages from Immanuel Kant and Adam Smith
- 14 points of Woodrow Wilson (1918)
- Nye, J., & Keohane, R. (1971). Transnational Relations and World Politics: An Introduction. *International Organization*, 25(3), 329-349
- Recommended as further reading: Jackson, R. and Sørensen, G. (2016). Why study IR? In *Introduction to international relations: theories and approaches*. Oxford, UK: Oxford University Press, pp. 96-114 and 162-165

Unit 2 – Critical theories

- Brown, C., Nardin, T. and Rengger, N. (2002). *International relations in political thought: texts from the ancient greeks to the first world war*. New York, NY: Cambridge University Press
 - Selected pages from Karl Marx and Friedrich Engels
- Finnemore, M., & Sikkink, K. (2001). Taking stock: the constructivist research program in international relations and comparative politics. *Annual review of political science*, 4(1), 391-416.
 - Read only pp. 391-401
- Smith, S. (1996). Positivism and beyond. In S. Smith, K. Booth, & M. Zalewski



(Eds.), *International Theory: Positivism and Beyond*. Cambridge: Cambridge University Press, pp. 11-25

- Recommended as further reading: Jackson, R. and Sørensen, G. (2016). Why study IR? In *Introduction to international relations: theories and approaches*. Oxford, UK: Oxford University Press, pp. 165-171, 205-222 and 229-243
- Recommended as further reading: Baylis, J., Smith, S. and Owens, P. (2017). Globalization and global politics. In *The globalization of world politics: an introduction to international relations*. Oxford, UK: Oxford University Press, pp. 129-157

Unit 3 – Actors, structure and dynamics of International Relations

- Rotberg, R. I. (2003). Failed states, collapsed states, weak states: Causes and indicators. In *State failure and state weakness in a time of terror*. Cambridge, Massachusetts: World Peace Foundation, pp 1-25.
- Patrick, S. (2011, June 20). The brutal truth. *Foreign Policy*.
<https://foreignpolicy.com/2011/06/20/the-brutal-truth/>
- Rothkopf, D. (2012, June 18). Are all states failing states? *Foreign Policy*.
<https://foreignpolicy.com/2012/06/18/are-all-states-failing-states/>
- Recommended as further reading: Barbé, E. (1995). *Relaciones internacionales*. Madrid: Tecnos, pp. 149-153, and 237-262

Unit 4 – History of International Relations (1900-today) I

- Hintjens, H. (1999). Explaining the 1994 genocide in Rwanda. *The Journal of Modern African Studies*, 37(2), 241-286.
- Reyntjens, F. (2004). Rwanda, ten years on: From genocide to dictatorship. *African affairs*, 103(411), 177-210.
- Recommended as further reading: Baylis, J., Smith, S. and Owens, P. (2017). Globalization and global politics. In *The globalization of world politics: an introduction to international relations*. Oxford, UK: Oxford University Press, pp. 52-96

Unit 4 – History of International Relations (1900-today) II

- Cox, M. (2012). Power shifts, economic change and the decline of the West? *International Relations*, 26(4), 369-388.
- Starrs, S. (2014). The chimera of global governance. *New Left Review*, 87: 81-96.
- Brooks, S. G., & Wohlforth, W. C. (2016). The rise and fall of the great powers in the twenty-first century: China's rise and the fate of America's global position. *International Security*, 40(3), 7-53.
- Recommended as further reading: Baylis, J., Smith, S. and Owens, P. (2017).



Globalization and global politics. In *The globalization of world politics: an introduction to international relations*. Oxford, UK: Oxford University Press, pp. 52-96

Unit 5 – International and global security

- Valencia, M. (2007). The East China Sea dispute: context, claims, issues, and possible solutions. *Asian Perspective*, 31(1), 127-167.
- Kim, S. (2012). China and Japan maritime disputes in the East China Sea: a note on recent developments. *Ocean Development & International Law*, 43(3), 296-308.
- Recommended as further reading: Baylis, J., Smith, S. and Owens, P. (2017). Globalization and global politics. In *The globalization of world politics: an introduction to international relations*. Oxford, UK: Oxford University Press, pp. 238-252

Unit 6 – International law

- Rudolph, C. (2007). War Crimes: Constructing an Atrocities Regime: The Politics of War Crimes Tribunals (2001). In B. Simmons & R. Steinberg (Eds.), *International Law and International Relations: An International Organization Reader* (International Organization, pp. 594-621). Cambridge: Cambridge University Press.
- Moravcsik, A. (2007). Human Rights: The Origins of Human Rights Regimes: Democratic Delegation in Postwar Europe (2000). In B. Simmons & R. Steinberg (Eds.), *International Law and International Relations: An International Organization Reader* (International Organization, pp. 622-652). Cambridge: Cambridge University Press.
- Recommended as further reading: Baylis, J., Smith, S. and Owens, P. (2017). Globalization and global politics. In *The globalization of world politics: an introduction to international relations*. Oxford, UK: Oxford University Press, pp. 301-315

Unit 7 – Conflict anatomy and geopolitics

- Luttwak, E. N. (1999). Give war a chance. *Foreign affairs*, 36-44.
- Murray, W. (1999). Some thoughts on war and geography. *The Journal of Strategic Studies*, 22(2-3), 201-217.
- Recommended as further reading: Flint, C. (2016). *Introduction to geopolitics*. Taylor & Francis.
- Recommended as further reading: Mackinder, H. J. (2004). The geographical pivot of history (1904). *The geographical journal*, 170(4), 298-321.
- Recommended as further reading: Wright, Q. (1951). The nature of conflict.

Western Political Quarterly, 4(2), 193-209.

Unit 8 – Elements of power

- Kroenig, M., McAdam, M., & Weber, S. (2010). Taking soft power seriously. *Comparative Strategy*, 29(5), 412-431.
- Nye, J. S. (2004). Soft power and American foreign policy. *Political science quarterly*, 119(2), 255-270.
- Shambaugh, D. (2015). China's soft-power push: The search for respect. *Foreign Affairs*, 94(4), 99-107.
- Recommended as further reading: Nye, J. S. (2005). *Soft power: the means to success in world politics*. New York: Public Affairs, pp. 1-72

Unit 9 – Theories of war

- Krause, K. (2002). Multilateral diplomacy, norm building, and UN conferences: the case of small arms and light weapons. *Global Governance*, 8, 247.
- Olvera, G. M. B. (2014). The security council and the illegal transfer of small arms and light weapons to non-state actors. *Mexican law review*, 6(2), 225-250.
- Recommended as further reading: Brown, S. (1994). *The causes and prevention of war*. New York: Macmillan Education, pp. 7-28
- Recommended as further reading: Gat, A. (2008). *War in human civilization*. New York: Oxford University Press, pp. 662-673
- Recommended as further reading: Lind, W. S., Nightengale, K., Sutton, J. W. & Wilson, G.I. (1989). *The Changing Face of War: Into the Fourth Generation*. *Marine Corps Gazette*, 22-26.
- Recommended as further reading: Baylis, J., Smith, S. and Owens, P. (2017). Globalization and global politics. In *The globalization of world politics: an introduction to international relations*. Oxford, UK: Oxford University Press, pp. 223-237

Unit 10 – Conflict resolution

- Baser, B., & Ozerdem, A. (2019). Conflict Transformation and Asymmetric Conflicts: A Critique of the Failed Turkish-Kurdish Peace Process. *Terrorism and Political Violence*, 1-22.
- Charbonneau, B. (2017). Intervention in Mali: building peace between peacekeeping and counterterrorism. *Journal of Contemporary African Studies*, 35(4), 415-431.
- Diez, T., Stetter, S., & Albert, M. (2006). The European Union and border conflicts: the transformative power of integration. *International organization*, 60 (3), 563-593.
- Recommended as further reading: Woodhouse, T., Miall, H., & Ramsbotham, O.

P. (2005). *Contemporary conflict resolution*. Oxford, UK: Polity Press, chapter 1

Unit 11 – Terrorism and globalization

- Benedikter, R., & Ouedraogo, I. (2019). Saving West Africa from the rise of terrorism: Burkina Faso's 'Emergency Program for the Sahel' and the need for a multidimensional strategy. *Global Change, Peace & Security*, 31(1), 113-119.
- Li, Q. (2005). Does democracy promote or reduce transnational terrorist incidents? *Journal of Conflict resolution*, 49(2), 278-297.
- Lutz, B. J., & Lutz, J. M. (2019). Globalization and terrorism in east europe and the successor states of the Soviet Union. *Global Economy Journal*, 1-27.
- Recommended as further reading: Baylis, J., Smith, S. and Owens, P. (2017). Globalization and global politics. In *The globalization of world politics: an introduction to international relations*. Oxford, UK: Oxford University Press, pp. 402-418

[Biblioteca](#) | [Catálogo](#) | [Biblioguías](#)

Additional notes

Some notes

- Students must respect the opinions of their peers as well as the ones of the authors they learn. Criticism is encouraged, and self-criticism an asset. To respect the difference is required
- It is prohibited to use others' ideas without quoting them. And, it is also prohibited to copy peers' work when submitting the team project or doing the exam. If a student commits plagiarism, the mark for this exercise or exam will be a 0
- It is prohibited to use mobile phones in class. Please, keep them in silence mode or (better) switched off. Constant misuse will be penalized in the final mark.
- In case of using a laptop to take notes, it is prohibited to use it for personal or non-related academic purposes during class. Constant misuse (e.g. multi-tasking) will be penalized in the final mark
- Class attendance is mandatory. Absence will be penalized in the final mark
- The following conditions are necessary to pass the subject:
 - To have a mark in all activities (exercises, conflict analysis and exam)
- If you do not want to share your notes, you do not have to do it. However, to



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- share non-processed material (e.g. readings or presentations) is mandatory
- In case of doubts about any these notes, please ask me. I will be happy to help you



**Asignatura: Principles of Macroeconomics B_20 (F.
Económicas)**

Guía Docente

Curso académico: 2020-21

Presentación

<http://www.unav.edu/asignatura/pmacroeconomics-1-beconom/>

Principles of Macroeconomics B_20 (F. Económicas)

- **Breve descripción de la asignatura:** The objective of the course is to introduce the basic concepts and tools used in macroeconomic analysis. In this course, the student will learn how to use and compare different economic models to analyse and understand current economic issues. The course starts with a discussion of how to build and interpret the main data we use for macroeconomic analysis. It then presents the functioning of the real economy and the causes and consequences of inflation in the long-run. The course concludes with the study of the model of aggregate demand and supply, and a discussion of the causes, consequences and policy implications of short-run economic fluctuations.
- **Carácter:** Obligatoria
- **ECTS:** 6
- **Curso y semestre:** 1 curso/ 1 semestre
- **Idioma:** Ingles
- **Título:** Principles of Macroeconomics
- **Módulo y materia de la asignatura:** ADE bilingue: Modulo V. Economía / Materia V.I Economía; ADE bilingue: Modulo I. Economía general / Materia I.2 Macroeconomía;
- **Profesor responsable de la asignatura:** Pedro Garcia del Barrio
- **Profesores:** Pedro García del Barrio; Mirko Abbritti; Julieta Sammartino
- **Horario de atención:** **Pedro GB: Jueves, de 12:00 a 14:00hs. (o previa cita por email). Despacho: 3080 (3ª planta de la torre) Edificio Amigos. | Mirko A:** Martes, de 10:00 a 12:00hs. | **Julieta S:** Martes, de 10:00 a 12:00hs. Despacho: 2540 (2º planta torre, Despacho de Doctorandos).
- **Horario de clases:** Miércoles de 8:00 a 10:00 en el Aula 11 | Viernes de 8:00 a 10:00 en el Aula 16
- **Aula:** Aula 11 - Ed. Amigos (miércoles) | Aula 16 - Ed. Amigos (viernes).

Competencias



Basic Competencies (Management and Economics)

BC1. Students must demonstrate that they possess and understand knowledge in an area of study based on a general secondary school education whose content often comes from advanced textbooks, but also includes cutting-edge knowledge in this field of study.

General competences (Management and Economics)

GC1. To be familiar with different areas of the theory and/or application of economic analysis.

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

Specific competences (Economics)

SC1. To be familiar with the fundamental concepts and methods of economic theory.

SC3. To use the concepts, theories and models of economic theory to assess the reality of the economic context

Specific competences (Management)

SC17. To explain the value generated by an economic activity for each agent involved in it

Programa

Part 1: Introduction

1. Scope of economic analysis and models

Part 2: The Data in Macroeconomics

2. Measuring a Nation's Income
 - The Economy's Income and Expenditure
 - How to Measure Gross Domestic product (GDP)
 - The Components of GDP
 - Real versus Nominal variables
3. Measuring the Cost of Living
 - The Consumer Price Index
 - Inflation

Part 3: The Real Economy in the Long-Run

4. Production and Growth



- Economic Growth around the World
- Productivity: Role and Determinants
- How to Foster Economic Growth

5. The Financial System

- Financial Institutions
- Saving and Investment in the National Accounts
- The Basic Tools of Finance

6. Unemployment

- How to Measure Unemployment?
- Why is there Unemployment?
- Alternative Theories

Part 4: Money and Prices in the Long-Run

7. The Monetary System

- What is Money?
- Central Banks, Commercial Banks and Monetary Policy

8. Inflation: Causes and Costs

- What Causes Inflation: the Classical Theory of Inflation
- Costs and Benefits of Inflation

Part 5: Short Run Economic Fluctuations

9. Aggregate Demand and Supply

- Key Facts about Economic Fluctuations
- Explaining Short-Run Economic Fluctuations
- The Aggregate Demand Curve
- The Aggregate Supply Curve
- What Causes Recessions?

10. Influence of Economic Policy on Aggregate Demand



- Monetary Policy

- Fiscal Policy

Part 6: The Macroeconomics of Open Economies

11. Open Economy Macroeconomics

- The International Flows of Goods and Capital

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

- Theories of Exchange Rate Determination

Actividades formativas

Esta información estará disponible para finales de agosto

Evaluación

The final grade of "Principles of Macroeconomics" is calculated on the basis of:

- A test on the Glossary - basic concepts (10% of the grade)
- A midterm exam (30%)
- A final exam (60%)
- Bonus points: class participation (+5%)

Bibliografía y recursos

Main Reference:

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

Complementary References:

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

Krugman, P. and Wells, R.: Macroeconomics, Worth Publishers, 3rd edition. [Find it in the Library](#)

[Biblioteca](#) | [Catálogo](#) | [Biblioguías](#)

Horarios de atención

Esta información estará disponible para finales de agosto



Asignatura: Political Science and Government (F. Económicas)

Guía Docente

Curso académico: 2020-21

Introduction

<http://www.unav.edu/asignatura/political-science-and-government-econom/>

Political Science and Government

- **Description:** The objective of this course is to offer students the basic analytical framework to analyze different political cultures, social structures, democracy, and institutions. These outlines are then applied to understand the principal differences between democracy and authoritarian forms of government, differences and similarities among various democratic forms of government, the internal processes of democratic decision-making, and the principle lines of global conflict. We will use theoretical arguments and a wide range of case studies to address the related questions: Why are some countries democratic and others not? How does democracy affect political conflict and economic development? Why do some countries centralize power while others threaten to fall apart through secession and civil war? We will use examples from a wide range of countries including Spain, Germany, Iraq, and the United States. The lessons drawn from these countries will prepare you to analyze other countries of your own in a paper assignment. The course has two goals: (1) to guide students to analyze and compare complex political processes through frequent reading and discussion, and (2) to serve as an introduction to and foundation for advanced study in political science and related social sciences. At the end of the course, you should be able to analyze political events around the world, drawing on the theoretical explanations provided in class.
- **Type:** Cumpulsory
- **ECTS:** 3 (75 hours)
- **Year & Semester:** 1st year, 2nd semester
- **Language:** English
- **Degree:** Economics Leadership & Governance (ELG)
- **Professor in charge:** Martin Rode (martinrode@unav.es)
- **Time:** Friday 11:00-13:00
- **Venue:** M3

Competences

Competences of the degree

- Development of logical reasoning in politics.



- Capacity to analyze and synthesize issues in political science and government.

Competences of the subject

- Acquire theoretical and applied knowledge of basic methods and concepts in political science analysis.
- General knowledge of how democracies and autocracies work, given their structure.
- Basic knowledge about the role of government in a modern state.
- Understand a set of basic concepts in political theory.
- Carry out political analysis in a rigorous way.
- Discuss and develop real world examples.

Learning results

- The student passes the final exam in which the subjects' contents are evaluated.
- The student is capable of applying theoretical reasoning in a paper that analyzes a topic of his/her own interest.

Program (Outline)

Chapter 1: Politics as a Science

Chapter 2: Modern Political Ideologies

Chapter 3: The Modern State

Chapter 4: Authoritarianism and Democracy

Chapter 5: Elections

Chapter 6: International Politics

Activities

Required activities:

- Class participation (in-person/online)
- Reading assignments
- Essay
- Exam

Assessment

Evaluation

- Grade composition
Final exam: 40%
Essay: 40%



Contributions in class: 20%

- *Theoretical lectures are imparted and compulsory! The final exam is exclusively based on these lectures. (A minimum requirement to pass the class is achieving 4 of 10 points in the final exam.)*
- The essay is to be written on a topic chosen by the student with a maximum of 4.000 words. A list of topics is available in the contents section, but alternative topics can be proposed by the student. The essay must employ the analytical tools or concepts explained in class. The ethical standards of a scientific working style apply.

Citation style for papers

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

Final Exam: 14.05.2021, 9:00-12:00

Essay hand-in: 26.04 (deadline at 23:59:59; there are no late hand-ins)

Students off-campus:

Evaluation for students off-campus is identical.

Off-campus students are expected to attend sessions online (by Zoom) and will have the chance to participate.

On-campus sessions will be recorded and available for off-campus students located other time zones.

Bibliography

Bibliography

Shively, Phillips (2018) *Power and Choice: An Introduction to Political Science*, Rowman & Littlefield, 15th edition. [Find it in the Library](#)

Other Bibliography

TBA in class and made available on ADI

Office hours

Professor: Martin Rode (martinrode@unav.es)

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

Office Hours: Monday 12:30-14:00, Friday 9:30-11:00, (or make an appointment by email)



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Asignatura: Social Project I: Integrated Project

Guía Docente

Curso académico: 2020-21

Presentación

<http://www.unav.edu/asignatura/printegecon1/>

Competencias Programa Actividades formativas Evaluación

Bibliografía y recursos

Esta información debe estar disponible para el 8 de junio. Copie y pegue la Bibliografía y recursos de la asignatura del año pasado y asegúrese que se copian todos los enlaces.

[Biblioteca](#) | [Catálogo](#) | [Biblioguías](#)

Horarios de atención



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Asignatura: Quantitative Methods II B_20 (F. Económicas)

Guía Docente

Curso académico: 2020-21

Presentation

<http://www.unav.edu/asignatura/quantitative-methods-ii-b-econom/>

Quantitative Methods II B_20 (F. Económicas)

Description of the course: The objective of this course is to provide the basic elements of linear algebra and optimization, necessary for learning other subjects of the degrees in Economics and Business Administration and Management.

The subject is essential to understand and use the quantitative economic models and to solve complex problems with many variables (impossible to synthesize intuitively). In addition, the subject helps to streamline reasoning, structure the mind, facilitate abstract thinking and the capacity for interrelation.

Facultad: School of Economics and Business

Department: Economics

Degrees: Eb+DA; Eb+IF; Eb+LG; ADb+D; ECb+D

Subject: Basic

ECTS: 6 (150 h)

Year: 1º

Semester: 2º

Language: English

Start and ending dates: according to the academic calendar

Schedule: Mondays and Thursdays from 10:00 to 12:00.

Classroom: 01.

Teachers: Ignacio Rodríguez Carreño, irodriguez@unav.es, office 2080 and Anastasia Terskaya, aterskaya@unav.es, office 4050

Attendance to class:

Students that are on campus (*):

ECOb+DA /ECOb+IF/ECOb+LG:



- Mondays, 10:00 – 12:00 h., classroom 01, Amigos Building

ADEb+D/ECOb+D:

- Thursdays, 10:00-12:00, classroom 01, Amigos Building

(* Please, avoid coming to the University if you are experiencing symptoms or have been in contact with someone who has the virus. In those circumstances, you will be able to follow the sessions online (see details below).

Students that are off-campus (ONLY WITH THE APPROVAL OF DIRECCIÓN DE ESTUDIOS):

- Off-campus students are expected to attend the (on-campus) sessions online (by Zoom) if their local time is compatible. Students will have the chance to participate in the sessions and ask questions in the same conditions as on-campus students.
- Some (on-campus) sessions will be recorded and will be available for off-campus students located in time zones not compatible with the regular time of the sessions.
- There will be specific online sessions (by Zoom) arranged for off-campus students at convenient times.

Competences

Basic:

CB1) That students have demonstrated to possess and understand knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects involving knowledge from the cutting edge of your field of study

CB5) That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy

General skills:

CG3) Mastering computer, mathematical or technical tools relevant to academic and professional activity in economic and business matters.

CG5) Reason autonomously and critically on issues relevant to the economic and business

Specific competences (ADE):

CE10) Apply mathematical reasoning and / or quantitative tools to solve problems associated with decision-making in the company



Program

Part 1 Linear Algebra

Chapter 1: Matrices, determinants and systems

- 1.1. Definition of matrix
- 1.2 Operations with matrices
- 1.3 Special kinds of matrices
- 1.4 Determinant of a matrix
- 1.5 Rank of a matrix
- 1.6 Invertible matrices
- 1.7 Systems of linear equations
- 1.8 Systems of nonlinear equations

Chapter 2: Applications of matrices and systems

- 2.1 Matrix applications
- 2.2 Applications of systems of equations

Chapter 3: Linear Programming

- 3.1 Introduction
- 3.2 Mathematical model: structure of a linear programming problem
- 3.3 Graphical solution. Feasible region
- 3.4 Types of solutions in a linear programming problem
- 3.5 Vertex solutions

Part 2: Multivariate Calculus and Optimization



Chapter 4 Multivariate functions

4.1 Functions of two variables

4.2 Functions of several variables

4.3 Derivatives of multivariate functions. Partial Derivatives

4.4 The Chain Rule

4.5 Implicit function theorem

4.6 Homogeneous and Homothetic functions. Euler's Theorem

4.7 Linear approximations. Differentials

4.8 Partial Derivatives Applications

Chapter 5: Unconstrained optimization

5.1 Functions of two variables

5.2 Critical points of a function

5.3 Extreme Value Theorem

5.4 Second order conditions, maxima and minima of a function

5.5 Convex sets. Convex and Concave functions

5.6 Second derivative tests for concavity and convexity

5.7 Envelope theorem for unconstrained problems

Chapter 6: Optimization with equality constraints

6.1 Formulation of the problem

6.2 The substitution method

6.3 The Lagrange multiplier method

6.4 The meaning of the multiplier



6.5 Sufficient conditions

6.6 General Lagrangian problems.

6.7 Envelope theorem for constrained problems

Chapter 7: Optimization with inequality constraints

7.1 Kuhn-Tucker method for one inequality constraint

Educational Activities

Activities:

In this section the overall methodology of the subject is detailed and the student's workload hours are estimated. There will be face-to-face and non-face-to-face activities.

Video classes: (30 total hours)

This section includes the theoretical classes

- a. Theoretical classes. 15 classes of 2 hours, the most important points of each topic from the notes of the subject given by the teacher will be exposed. The theory of the subject will be explained with examples and economic applications.

Face-to-face classes: (30 total hours)

This section includes the practical classes of problems that will be given in small groups.

- a) Practical classes. 15 classes of 2 hours. Key problems of advanced difficulty of the different topics are solved. Students will be divided into 2 groups to attend one face-to-face class per week.

Office hours:

During each week of the course and according to the academic calendar, there will be 3 hours dedicated to online office hours at the time indicated in the office hours section. These office hours may be used to resolve doubts raised by students

Personal study: (80 hours)

The main non-presential activity will be the personal study of the subject.

It includes the hours necessary for the delivery of the exercises requested in class. The minimum number of hours estimated is 75, although this number may be increased depending on the level of the student and their prior knowledge of the subject.

Project: (4 hours)

This section consists of the approximate hours devoted to preparing the project for the subject and presenting the project. The project will be delivered at the end of the course. The project consists in:



a) Description and modelling of a real economic or social problem that can be presented in the form of a mathematical model

b) Solving this problem using the methods learned in class.

The project will be carried out in a group., You will have to present your work in a video of 5 minutes long.

Evaluation: (6 hours)

It corresponds to the hours of the exam and the hours of tests in class. In total, throughout the course, there will be 9 hours of written exam (partial and final).

Assesment

Evaluation of undergraduate students

Honesty Policy

We value honesty. There can be no trust or meaningful social relationships without it. Therefore, the Faculty expects honesty and justice from all its members: professors, administrative staff and students. The dishonesty will be sanctioned in accordance with the University Norms on the Academic Discipline of Students of August 2015 that include lying, cheating on exams, and plagiarism of written works. We take these offenses seriously. Depending on its severity, the subject teacher, the vice-dean of students, and in very serious cases, the vice-rector of students will be in charge of its sanction.

Sanctions include:

- formal reprimands
- expulsion from the University for a period
- loss of examination session
- Loss of scholarships suspended in the grade of the work or the subject

Ordinary evaluation:

SE2. Project

It will consist of carrying out a project of the subject that includes group work that will include a video with a presentation on it (20%)

SE3. Partial evaluation of theoretical and practical content:

1. First intermediate check. It will consist of taking an exam lasting 1 hour and a half. It is scheduled for the 4th of the course. It will have a value of 15% of the final grade of the ordinary evaluation.
2. Midterm exam. It will consist of taking a 2-hour exam. It is scheduled for the 7th week of the course (February 22-26). It will cover topics 1-3 of the subject. It will have a value of 30% of the final grade of the ordinary evaluation.
3. Second intermediate check. It will consist of taking an exam lasting 1 hour and a half. It is scheduled for the 12th week of the course. It will have a value of 15% of the final grade of the ordinary evaluation.

SE4. Final evaluation of theoretical and practical content:



In case the first midterm exam has been passed:

It will cover only topics 4-7 of the subject. It will have a value of 30% of the final grade of the ordinary evaluation and will consist of taking a 2-hour exam.

If the first midterm exam has been failed, the exam will be carried out in two stages:

1. It will cover topics 1-3. It will consist of taking a 2-hour exam.
2. It will cover topics 4-7. It will consist of taking a 2-hour exam.

The average grade of the two exams will have a value of 30% of the final grade of the evaluation.

Extraordinary evaluation:

In case of not passing the subject and using the extraordinary evaluation, the percentages of the evaluation system will become:

SE2. Project: 5%

SE3. Intermediate tests: Test 1 (10%), Test 2 (10%), Midterm (15%). Total: 35%

SE4. Final evaluation of theoretical and practical content: The student will take a final exam of 3 hours that will include all the topics. It will have a value of 60% of the final grade of the extraordinary evaluation

Bibliography and resources

Bibliography and resources

Quantitative Methods II for Economics and Business Administration Students. Ignacio Rodríguez & Anastasia Terskaya.

Matemáticas para la Economía. Jarne G., Pérez-Grasa I., Minguillón E. Ed. McGraw Hill. [Localízalo en la Biblioteca](#)

Mathematics for Economists. Carl P. Simon and Lawrence Blume. WW Norton & Co. [Localízalo en la Biblioteca](#)

Essential Mathematics for Economic Analysis. Knut Sydsaeter, Peter Hammond, Arne Strøm and Andrés Carvajal. Fifth Edition. Ed. Pearson. [Localízalo en la Biblioteca](#)

Complimentary Bibliography

Matemáticas para la Economía. Programación Matemática y Sistemas Dinámicos. Isabel Pérez-Grasa, Esperanza Minguillón, Gloria Jarne. Ed. McGrawHill. [Localízalo en la Biblioteca](#)



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Fundamental methods of mathematical economics/Alpha C. Chiang, Kevin Wainwright. Boston, Mass.: McGraw-Hill/Irwin. [Localízalo en la Biblioteca](#)

Office Hours

Professor Ignacio Rodríguez Carreño, irodriguez@unav.es: Office 2080. 2nd floor, corridor. Office hours: Thursdays from 15:30 to 18:30 h.

Professor Anastasia Terskaya, aterskaya@unav.es : Office 4050. 4th floor, tower. Office hours: Mondays from 15:30 to 18:30 h.



Asignatura: CORE-Antropología I (Económicas) grupo D

Guía Docente

Curso académico: 2020-21

Presentación

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

CORE-Antropología I (Económicas) grupo D

- **Breve descripción de la asignatura:** Mediante la enseñanza de la Antropología se pretende que el estudiante conozca qué y quién es el hombre, desde su origen hasta su muerte, analizando algunas de sus características más importantes, tanto individualmente -su capacidad de conocer y de amar, su libertad y su conciencia-, como en sus relaciones interpersonales - amistad, vida social, trabajo, etc. También se estudia su carácter personal y la transmisión de la vida.
- **Carácter:** Básica
- **ECTS:** 3
- **Curso y semestre:** curso 1º, semestre 1º.
- **Idioma:** Español.
- **Título:** Grado en Economía.
- **Módulo y materia de la asignatura:** IV. Contexto humanístico/ IV.1. Core Curriculum.
- **Profesor responsable de la asignatura:** Ricardo Piñero Moral (rpmoral@unav.es)
- **Horario:** martes de 10:00 a 12:00
- **Aula:** Aula 34 del Edificio Central (2ª planta)
- Esta asignatura pertenece al Core Curriculum de la Universidad <http://www.unav.edu/web/core-curriculum/inicio>

Competencias

PARA EL DOBLE GRADO EN DERECHO Y ADE: COMPETENCIAS

CB2 Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio

CT3 Descubrir y enjuiciar los presupuestos antropológicos y las repercusiones éticas de la propia disciplina.



Competencias transversales:

CT1 Comprender que es propio del espíritu universitario afrontar de manera crítica y reflexiva el estudio de la propia disciplina en su conexión con el resto de los saberes.

CT2 Identificar las cuestiones más relevantes de la existencia humana presentes en las grandes creaciones religiosas, humanísticas y científicas y adoptar una postura personal razonada frente a ellas.

CT3 Descubrir y enjuiciar los presupuestos antropológicos y las repercusiones éticas de la propia disciplina.

PARA EL GRADO EN ASISTENCIA DE DIRECCIÓN:

CT1: Comprender que es propio del espíritu universitario afrontar de manera crítica y reflexiva el estudio de la propia disciplina en su conexión con el resto de los saberes.

CT2: Identificar las cuestiones más relevantes de la existencia humana presentes en las grandes creaciones religiosas, humanísticas y científicas y adoptar una postura personal razonada frente a ellas.

CT3: Descubrir y enjuiciar los presupuestos antropológicos y las repercusiones éticas de la propia disciplina.

Programa

TEMA I. INDIVIDUO Y CULTURA

1. INTRODUCCION

2. EL ORIGEN DE NUESTRO CONOCIMIENTO. EXPERIENCIA Y CULTURA

- a) El hombre, ser relacional
- b) El hombre, ser social
- c) Influencia de la sociedad en la madurez
- d) Conclusión

3. EL CONTEXTO CULTURAL DEL HOMBRE ACTUAL

- a) La complejidad de la cultura actual. El multiculturalismo
- b) La prevalencia de las concepciones culturales negativas
- c) Los valores positivos de nuestra cultura

TEMA II. EL HOMBRE, SER ORIGINADO



1. INTRODUCCION
2. EL ORIGEN DE LA IDENTIDAD PERSONAL
3. EL ORIGEN DE LOS VALORES
 - a) Condiciones ambientales
 - b) Definición de cultura y transmisión de los valores
4. CUERPO E INTIMIDAD
5. CUERPO Y TEMPORALIDAD

TEMA III. LA AFECTIVIDAD HUMANA

1. INTRODUCCION
2. LA NATURALEZA DE LOS SENTIMIENTOS
 - a) Definición y elementos de los sentimientos
 - b) Clasificaciones de los sentimientos
3. ANALISIS DEL SENTIMIENTO DEL AMOR
 - a) El origen del amor afectivo
 - b) La naturaleza del sentimiento del amor
 - c) equilibrio afectivo
4. SIGNIFICADOS DE LOS SENTIMIENTOS
 - a) El conocimiento resultante de la afectividad
 - b) La reflexión sobre los sentimientos
 - c) La tendencia afectiva
5. SEXUALIDAD, MATRIMONIO, FAMILIA

Actividades formativas



CLASES PRESENCIALES. Exposición de los contenidos del temario de la asignatura, y resolución de dudas, preguntas, posiciones críticas de los alumnos.

ANÁLISIS DE TEXTOS Y RESOLUCIÓN DE CASOS PRÁCTICOS. Relacionados con los temas explicados en clase de forma que puedan reconocer y encuadrar las cuestiones de más relevancia del mundo actual y tener las claves para interpretarlas.

TRABAJO PERSONAL AUTÓNOMO. Lectura y comentario del libro *La aventura de ser humano* contenido en la relación bibliográfica.

SEMINARIO de debate en grupo reducido.

ASESORAMIENTO Sobre las cuestiones, dudas o planteamientos que surjan a lo largo del curso. Se hace durante los horarios señalados.

Evaluación

Asistencia y participación: 30%

Ensayo escrito 1: 20%

Ensayo escrito 2: 20%

Ensayo escrito 3: 30%

Bibliografía y recursos

Manuales:

Yepes R. Aranguren J. *Fundamentos de Antropología*. 6ª edición. Pamplona: EUNSA, 2003. Segunda reimpresión: Septiembre 2009. [Localízalo en la Biblioteca](#)

Piñero Moral, Ricardo: *La aventura de ser humano*, Madrid: Editorial Sínderesis, 2020. [Localízalo en la Biblioteca](#)

Complementaria:

- Aguiló A. *Educación de los sentimientos*. Madrid: Palabra, 2005. [Localízalo en la Biblioteca](#)
- Artigas M. Turbón D. *Origen del hombre*. Pamplona: EUNSA, 2008. [Localízalo en la Biblioteca](#)
- Burgos JM. *Antropología breve*. Madrid: Palabra, 2010. [Localízalo en la Biblioteca](#)
- Chapman, Gary D., *Los cinco lenguajes del amor: el secreto del amor que perdura*, Unilit, Miami, 2011. [Localízalo en la Biblioteca](#)
- Chapman, Gary D., *Lo que me hubiese gustado saber antes de casarme*, Portavoz, Michigan, 2010. [Localízalo en la Biblioteca](#)
- Chiclana Actis, Carlos, *Atrapados en el sexo : el amargo placer de la hipersexualidad*, Almuzara, Córdoba



2013. [Localízalo en la Biblioteca](#)

- Conen, Cristian, *El amor en tu camino de vida (diálogo con jóvenes de Grupo Sólido acerca del amor sexuado)*, Dunken, Buenos Aires 2017.
- Contreras, José María, *Si de verdad me quieres*, Yumelia, Madrid 2015. [Localízalo en la Biblioteca](#)
- García Cuadrado JA. *Antropología filosófica*. Pamplona: EUNSA, 2010. [Localízalo en la Biblioteca](#)
- García-Morato, Juan Ramón, *Creados por amor, elegidos para amar*, Eunsa, Pamplona 2005. [Localízalo en la Biblioteca](#)
- García-Morato, Juan Ramón, *Crecer, sentir, amar: afectividad y corporalidad*, Eunsa, Pamplona 2002. [Localízalo en la Biblioteca](#)
- Goleman, Daniel, *Inteligencia emocional*, Kairós, Barcelona 2003. [Localízalo en la Biblioteca](#)
- Grosjean, Pierre-Hervé, *Amar, pero ahora en serio*, Rialp, Madrid 2015. [Localízalo en la Biblioteca](#)
- Guardini, Romano, *Las etapas de la vida*, Palabra, Madrid 1997. [Localízalo en la Biblioteca](#)
- Hernández Urigüen, Rafael, *Noviazgo: ¿seguros? Ideas para acertar*, Yumelia 3ª edición, Madrid 2012. [Localízalo en la Biblioteca](#)
- Irala, Jokin de, *El valor de la espera*, Palabra, Madrid 2011. [Localízalo en la Biblioteca](#)
- Lewis, C.S., *Los cuatro amores*, Rialp, Madrid 2014. [Localízalo en la Biblioteca](#)
- Lorda JL. *Humanismo I (Los bienes invisibles) y II (Tareas del espíritu)*. Madrid: Rialp 2009-2010. [Localízalo en la Biblioteca](#)
- Manglano, José Pedro, *Construir el amor. Es posible si sabes cómo*, Madrid 2017. [Localízalo en la Biblioteca](#)
- Martí García, Miguel Ángel, *La intimididad*, Yumelia 3ª edición, Madrid 1998. [Localízalo en la Biblioteca](#)
- Martí García, Miguel Ángel, *La sensibilidad*, Yumelia, Madrid 1999. [Localízalo en la Biblioteca](#)
- Martí García, Miguel Ángel, *La afectividad. Los afectos son la sonrisa del corazón*, Yumelia 3ª edición, Madrid 2008. [Localízalo en la Biblioteca](#)
- Pérez de Laborda, Miguel; Soler Gil, Francisco José y Vanney, Claudia E. (Editores), *¿Quiénes somos? Cuestiones en torno al ser humano*, Eunsa, Pamplona 2018. [Localízalo en la Biblioteca](#)
- Rico Iribarne, José-Jaime, *Comprometerse con el amor auténtico: las claves del matrimonio*, Palabra, Madrid 2011. [Localízalo en la Biblioteca](#)
- Ratzinger, Joseph, *Creación y pecado*, Eunsa, Pamplona 2005. [Localízalo en la Biblioteca](#)
- Sarraís, Fernando, *Madurez psicológica y felicidad*, Eunsa, Pamplona 2013. [Localízalo en la Biblioteca](#)
- Wojtyła Karol, *Los jóvenes y el amor. Preparación al matrimonio*. Encuentro, Madrid 2018. [Localízalo en la Biblioteca](#)

[Biblioteca](#) | [Catálogo](#) | [Biblioguías](#)

Horarios de atención

Ricardo Piñero Moral E-mail: rpmoral@unav.es

[Open Office](#)

Despacho 2010 en el Edificio de Bibliotecas

Lunes a Miércoles: 9.00-10.00.

Extensión telefónica: 803480



Asignatura: CORE- Anthropology (área Ciencias Sociales)

Guía Docente

Curso académico: 2020-21

Presentación

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

CORE- Anthropology (área Ciencias Sociales)

- **Course description:**

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

- 1) what are human beings? Are they animals? Are they purely material beings or do they have an immaterial soul?
- 2) what is the purpose and end of the human life? Does death constitute an obstacle to the meaningfulness of the human life?
- 3) what are the powers of a human individual? Do we have Free Will? Are we really rational?
- 4) how essential to the human condition is the experience of living as a group or community? What are the roles of family, friendship, religion, art, politics, in the constitution and structure of a properly human community?

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

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

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



discussed in class. We will have lectures and discussion-based classes.

- **Character:** Básica/Obligatoria
- **ECTS:** 6
- **Year and semester:** 1st year, annual
- **Language:** English
- **Title:** Anthropology
- **Módulo y materia de la asignatura:** Módulo IV. Contexto humanístico, Materia IV.1. Core Curriculum (Económicas); Módulo IV. Formación personal y social, Materia IV.1. Antropología y Ética (Asistencia de Dirección); Módulo: Formación Básica; Materia: Formación humana y valores profesionales (Magisterio Infantil y Primaria); Fundamentos Pedagógicos; Materia: Formación humana y valores profesionales (Pedagogía); Módulo: Fundamentos de la Psicología. Materia: Formación transversal (Psicología).
- **Professor in charge:** Prof. Miguel García-Valdecasas
- **Professors:** Prof. Jean-Baptiste Guillon, Prof. Miguel García-Valdecasas
- **Schedule:** Martes, 10 a 12 pm
- **Exam:** 3 mayo 2021, 12 a 2 pm, Aula B2, Ed. Amigos
- **Room:** AMI-P1-AulaM2

Competencias

Grado en Administración y Dirección de Empresas

- CB2 - Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio.
- CB5 - Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía.
- CG2 - Identificar, integrar y utilizar los conocimientos adquiridos en el argumento, discusión o resolución de problemas relevantes para lo económico y empresarial.
- CG5 - Razonar de forma autónoma y crítica en temas relevantes para lo económico y empresarial.
- CG6 - Saber comunicar oralmente o por escrito resultados y análisis de utilidad en lo económico y empresarial.
- CG7 - Conocer los diferentes entornos en los que desarrolla su trabajo: la coyuntura, los mercados, el contexto histórico, legal o humanístico.
- CE14 - Comprender la influencia que el entorno económico tiene en la actividad empresarial.

Grado en Económicas



- CB2 Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio
- CT3 Descubrir y enjuiciar los presupuestos antropológicos y las repercusiones éticas de la propia disciplina.
- CT1 Comprender que es propio del espíritu universitario afrontar de manera crítica y reflexiva el estudio de la propia disciplina en su conexión con el resto de los saberes.
- CT2 Identificar las cuestiones más relevantes de la existencia humana presentes en las grandes creaciones religiosas, humanísticas y científicas y adoptar una postura personal razonada frente a ellas.
- CT3 Descubrir y enjuiciar los presupuestos antropológicos y las repercusiones éticas de la propia disciplina.

Grados en Magisterio Educación Infantil y Primaria:

- CG 2 -Ser capaz de aplicar los conocimientos adquiridos y de resolver problemas teóricos y prácticos de la realidad educativa
- CB1 - Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio
- CB3 - Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética.
- CE13 - Analizar e incorporar de forma crítica las cuestiones más relevantes de la sociedad actual que afectan a la educación familiar y escolar: impacto social y educativo de los lenguajes audiovisuales y de las pantallas; cambios en las relaciones de género e intergeneracionales; multiculturalidad e interculturalidad; discriminación e inclusión social y desarrollo sostenible
- CE61 - Participar en la actividad docente y aprender a saber hacer, actuando y reflexionando desde la práctica blemas y soluciones en el ámbito de la Pedagogía
- CE2 - Conocer las características de estos estudiantes, así como las características de sus contextos motivacionales y sociales. el ámbito de la Pedagogía.
- CE15 - Conocer y abordar situaciones escolares en contextos multiculturales.
- CE18 - Participar en la definición del proyecto educativo y en la actividad general del centro atendiendo a criterios de gestión de calidad.
- CE23 - Analizar e incorporar de forma crítica las cuestiones más relevantes de la sociedad actual que afectan a la educación familiar y escolar: impacto social y educativo de los lenguajes audiovisuales y de las pantallas; cambios en las relaciones de género e intergeneracionales;



multiculturalidad e interculturalidad; discriminación e inclusión social y desarrollo sostenible.

- CE36 - Conocer el hecho religioso a lo largo de la historia y su relación con la cultura pan> el ámbito de la Pedagogía

Grado en Pedagogía

- CG1 - Que los estudiantes hayan adquirido conocimientos avanzados y demostrado una comprensión de los aspectos teóricos y prácticos y de la metodología de trabajo de la Pedagogía con una profundidad que llegue hasta la vanguardia del conocimiento.
- CG3 - Que los estudiantes tengan capacidad de recopilar e interpretar datos e informaciones sobre los que fundamentar sus conclusiones incluyendo, cuando sea preciso y pertinente, la reflexión sobre asuntos de índole social, científica o ética en el ámbito de la Pedagogía
- CG5 - Que los estudiantes sepan comunicar a todo tipo de audiencias (especializadas o no) de manera clara y precisa, conocimientos, metodologías, ideas, problemas y soluciones en el ámbito de la Pedagogía
- CB1 - Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio
- CB2 - Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio
- CB3 - Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética
- CB4 - Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado
- CB5 - Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía
- CE6 - Conocer las bases del desarrollo humano (teóricas, evolutivas y socioculturales).
- CE8 - Conocer los principios y fundamentos de atención a la diversidad en educación, prestando especial atención a los principios de Igualdad entre hombres y mujeres, Igualdad de oportunidades, no discriminación y accesibilidad universal de las personas con discapacidad.

Grado en Psicología

- CG3 - Enfocar los problemas personales y sociales con espíritu crítico



- CG4 - Reconocer y respetar la diversidad cultural, étnica, religiosa, etc., como parte de la dignidad humana; evitando prejuicios y discriminaciones
- CG5 - Establecer relaciones interpersonales satisfactorias con iniciativa, actitud de escucha y compromiso ético
- CB2 - Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio
- CB3 - Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética
- CE10 - Comprender las aproximaciones a la naturaleza del ser humano desde otras ciencias como la Filosofía, la Antropología y la Sociología, reconociendo la diversidad de enfoques y metodologías y valorando las aportaciones de cada una de ellas.

Grado en Asistencia de Dirección

- CG2 - Desarrollar una actitud reflexiva y crítica que permita identificar supuestos y evaluar situaciones en términos de evidencia, con un punto de vista creativo, constructivo y orientado a la resolución de problemas empleando los métodos apropiados dentro del ámbito de las organizaciones
- CG8 - Generar entornos de trabajo fundados en la confianza, honradez, lealtad, compromiso y respeto, observando el principio de confidencialidad por razón del ejercicio profesional.
- CG10 - Promover los valores sociales propios de una cultura de paz que promueva la convivencia democrática, el respeto de los Derechos humanos y de principios fundamentales como la igualdad y la no discriminación.
- CG11 - Reconocer las propias limitaciones y la necesidad de mantener y actualizar su competencia profesional, prestando especial importancia al aprendizaje de manera autónoma de nuevos conocimientos y técnicas y a la motivación por la calidad, asentando las bases de un aprendizaje continuo con un alto grado de autonomía.
- CB1 - Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio
- CB3 - Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que



- incluyan una reflexión sobre temas relevantes de índole social, científica o ética
- CE5 - Reconocer las bases del comportamiento humano y de las relaciones interpersonales en contextos interculturales.
 - CE17 - Identificar y afrontar los conflictos que se originan en el entorno de trabajo mediante la negociación con el fin de que las partes implicadas adquieran una visión más objetiva y global de la situación y descubran o creen elementos que produzcan valor añadido a la relación.

Programa

Part I: what are human beings?

1. the human animal and its place in Nature
2. the human mind: materialism
3. the human mind: dualism
4. the human mind: hylomorphism
5. the identity of persons over time
6. humans as opposed to other animals: the differences

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

1. origins of rational beings: darwinian evolution
2. origins of rational beings: anthropic principle and the teleological argument
3. the end of human life: death and the after-life
4. the meaning of human life: individual fate
5. the meaning of human history: humanism, progress and transhumanism

- Second Semester -

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

1. Rationality
2. Free Will

3. Emotions
4. Morality
5. Happiness

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

6. Society
7. Religion

Actividades formativas

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

1. BRING YOUR ASSIGNED TEXT TO EVERY CLASS. It is your responsibility to do the reading as it is assigned and to bring the assigned text with you to all classes.
2. Out of respect for your teacher and your colleagues, you must come to class ON TIME. If you consistently come to class late, I will ask you to leave.
3. It is your responsibility to make it on time to the exams. Except in the case of serious illness or genuine emergency, there will be no make-up exam.
4. Plagiarism, or representing other people's ideas and/or arguments as your own, will be treated as a type of academic misconduct for which the University code of conduct foresees some penalties. Discussing ideas and authors with your classmates is permissible, but you are not permitted to copy the structure and content of their papers, or develop together a single answer to your homework assignments. If you are found guilty of plagiarism you will certainly fail that assignment, and you may even fail the course.

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

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

5. The course will include a variety of pedagogical styles, including both lecture, discussion, and group work. Listening to your interlocutor, whether the teacher or your fellow students, is a sign of respect and consideration. Reserve side-conversations with other students for your own time, before or after class.
6. Last but not least, don't be afraid to ask questions! If you don't understand something you probably aren't alone. Do everyone a favour and speak up!



Evaluación

Each semester, you will receive an average grade. The annual grade will be the average of both semesters.

* For the first semester (with Prof. Guillon), the grade will comprise:

- **semestrial exam** (November): written exam **70%**. The November exam will concern the chapters seen in the first semester. Students who get a grade lower than 5/10 in November will have to retake this part in May.

- **groupworks** (during the year): **15%**. Regular groupworks will be organized during the year. These groupworks will not be realized during the class and in the rooms, but you will have to organize your groups online; the groups will be constituted by the professor. The sum of all the groupworks for a semester will give you a grade on 10.

- **reading tests** (during the year): **15%**. You will have to read a chapter or a paper every week, and there will be a short reading test every second week. The sum of all the reading tests for a semester will give you a grade on 10.

* For the second semester (with Prof. Garcia-Valdecasas), the grade will comprise:

- **semestrial exam** (May): written exam **80%**. The May exam will concern the chapters seen in the second semester. Students who get less than 5/10 in May will have to retake the exam in the "sesion extraordinaria" in June.

- **task assignments** (during the year): **20%**. You will have to either read a short piece, or watch an online lecture, or both, and be ready to deliver a task assignment the next week. This task assignment may also involve taking a brief test

- **optional essay** (absolute deadline: late April): for a **bonus of up to 10%** of your second semester grade. On a voluntary basis, students who want to write a personal essay on some ethical question can contact the professor. The professor will validate the topic suggested by the student (example: euthanasia, capital punishment, etc.), and will assign a paper to be read on this topic. The essay itself will consist of a presentation of the argument of the paper and a personal contribution to the philosophical debate (either in agreement or in disagreement with the paper). Length of the essay: between 1.200 and 2.000 words. More guidelines will be provided about how to write a philosophical essay.

Bibliografía y recursos

Bibliography and resources



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

Indicative Bibliography:

Plato, *Apology of Socrates and Crito* [Localízalo en la Biblioteca](#)

Descartes, *Meditations on First Philosophy* [Localízalo en la Biblioteca](#)

Peter van Inwagen, *Metaphysics*, part three “the inhabitants of the world” [Localízalo en la Biblioteca](#)

Eric T. Olson, *What are We? A Study in Personal Ontology* [Localízalo en la Biblioteca](#)

Eleonore Stump, [Localízalo en la Biblioteca](#), part II (“the nature of human beings”) and part III (“the nature of human excellence”)

Thomas Nagel, *The View from Nowhere* [Localízalo en la Biblioteca](#)

Thomas Nagel, *Mortal Questions* [Localízalo en la Biblioteca](#)

Robert Nozick, *The Examined Life* [Localízalo en la Biblioteca](#)

Robert Nozick, *Philosophical Explanations* [Localízalo en la Biblioteca](#)

Stewart Goetz, *The Purpose of Life, A Theistic Perspective* [Localízalo en la biblioteca](#)

[Biblioteca](#) | [Catálogo](#) | [Biblioguías](#)

Horarios de atención

For the first semester:



Universidad
de Navarra

Dr. Jean-Baptiste Guillon - Library Building Office 2170

Don't hesitate to show up in my office , for any doubts or questions, during my office hours:

Wednesday from 9:30 to 11:00

Thursday from 9:30 to 11:00

or by appointment (jguillon@unav.es)



Asignatura: Identity II (F. Económicas)

Guía Docente

Curso académico: 2020-21

Presentación

<http://www.unav.edu/asignatura/identity-2econom/>

Identity II (F. Económicas)

- **Breve descripción de la asignatura:** Pensar es como respirar... Parece que es algo que todas las personas hacen de manera automática, sin 'caer en la cuenta'. Pero pensar es algo que se hace y como tal acto puede ser subjetivo, objetivo, arbitrario, acertado, erróneo, distorsionado, riguroso... No solemos ser conscientes de que la calidad de nuestro pensar marca nuestra calidad de vida, incluso nuestra forma de estar en el mundo. Bienvenidos a una aventura apasionante: descubrir uno de los ámbitos de nuestra propia naturaleza humana.
- **Carácter:** Obligatoria
- **ECTS:** 0,5
- **Curso y semestre:** Primer Curso, Segundo Semestre
- **Idioma:** Español
- **Título:** Pensamiento Crítico
- **Módulo y materia de la asignatura:**
- **Profesor responsable de la asignatura:** Ricardo Piñero Moral
- **Horario:**
- **Aula:** Tendremos varios lugares de encuentro: pasaremos por el Campus, como hacía Aristóteles con sus estudiantes; daremos una vuelta por el Museo de la Universidad y nos sentaremos en la hierba a mirar y admirar...

Competencias

CG1 Formular razonamientos críticos y bien argumentados, empleando para ello terminología precisa, recursos especializados y documentación que avale dichos argumentos en los ámbitos de la filosofía, la política y la economía.

CG2 Diferenciar los marcos teóricos particulares y las herramientas de análisis específicas desde los que la filosofía, la política y la economía abordan los problemas de las sociedades contemporáneas.

CG5 Saber combinar el razonamiento económico con el propio de la ciencia socio-política y de la filosofía para una comprensión holística de la sociedad contemporánea.

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



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

CB4 Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como noespecializado.

CE4 Identificar cuestiones filosóficas de fondo implícitas en los debates abiertos actualmente en los ámbitos sociales de la cultura, la ciencia, la tecnología, la economía, el derecho, la política, y los medios de información y comunicación.

CE5 Analizar e interpretar desde una perspectiva filosófica los problemas y retos que afectan al ser humano y su organización social en las sociedades contemporáneas.

CE6 Conocer y manejar en análisis críticos las principales metodologías y conceptos de la filosofía.

Programa

1. Por qué un pensamiento y por qué crítico
2. Para hacer algo necesitas herramientas: los elementos del pensar
3. ¿Es posible salir de un pensamiento egocéntrico?
4. Pensamiento y realidad: el mundo no cabe en la cabeza, pero con cabeza se vive mejor
5. Capacidad de pensar lo posible y lo imposible.

Actividades formativas

Las metodologías docentes de la asignatura son las siguientes: la clase magistral (en la que el profesor desarrollará el temario propuesto), el seminario (donde, por parte de los alumnos bajo la supervisión del profesor, se abordarán cuestiones de carácter monográfico), los trabajos dirigidos sobre lecturas recomendadas y la tutoría.

Clases presenciales: La parte teórica de la asignatura se centra en la exposición, explicación y análisis de los distintos temas que componen el presente programa. A esta actividad presencial basada en el trabajo del profesor se añade la labor de los alumnos, que ha de orientarse a desarrollar y aplicar lo explicado en las clases y a profundizar en ello.

Tutorías: El profesor dedicará a la atención personalizada de los estudiantes todos los miércoles de 09:00 a 11:00 en el despacho 2010 del Edificio de Bibliotecas.

También se atenderá en otros momentos previa solicitud de cita escribiendo al correo: rpmoral@unav.es

Trabajos dirigidos: La labor del alumno consistirá en la lectura de textos que apoyan y complementan lo expuesto en clase. Estos están programados para cada tema bajo la forma de comentarios de texto, y serán discutidos en el aula en foro de debate. Además tendrán lugar varios seminarios en los que tras la lectura previa por parte de los alumnos de una serie de textos más extensos, se trabajarán en el aula bajo la dirección del profesor. Ambas modalidades requieren de la entrega de un ensayo escrito del alumno referente a cada actividad

Evaluación

Esta información estará disponible para finales de agosto



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Bibliografía y recursos

- PAUL, Richard W., *Critical Thinking*, A. J. A. Binker, 2019. [Localízalo en la Biblioteca](#) (versión impresa)

- <https://www.criticalthinking.org/>

- <https://pz.harvard.edu>

[Biblioteca](#) | [Catálogo](#) | [Biblioguías](#)

Horarios de atención

Prof. Dr. Ricardo Piñero Moral

Lunes a Viernes de 09:00 a 10:00

Open Office

Despacho 2010 Edificio Ismael Sánchez Bella

Para una mejor organización del tiempo se aconseja escribir a rpmoral@unav.es



Universidad
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**Asignatura: Macroeconomics: Theory and Policy_20 (F.
Económicas)**

Guía Docente

Curso académico: 2020-21

Introduction

<http://www.unav.edu/asignatura/macroeconomics-2economy/>

Macroeconomics: Theory and Policy_20 (F. Económicas)

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

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

ACADEMIC YEAR 2020-2021

Department: Economics

School: Economics and Business Administration

Degrees: Economía (ECO)

Itineraries: All

Year: 1st year

Timing: First semester, September- December

Number of ECTS credits: 6 cr (150 h)

Type of course: Compulsory

Module in degree in Economics: Economía general (general economics). **Subject:** Macroeconomía (macroeconomics).

Language: English

Instructor: Miguel Ángel Borrella-Mas

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



See details in the school's webpage

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

Competences

Basic Competencies (Management and Economics)

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

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

General Competencies (Management and Economics)

GC1. To be familiar with different areas of the theory and/or application of economic analysis.

GC2. To identify, integrate and use the knowledge acquired to argue, discuss and solve relevant problems in economics and/or business.

Specific Competencies (Economics)

SC1. To be familiar with the fundamental concepts and methods of economic theory.

SC3. To use the concepts, theories and models of economic theory to assess the reality of the economic context.

SC5. To apply mathematical reasoning and/or quantitative tools to the analysis of economic reality.

SC10. To apply the tools of economic theory to the analysis and discussion of real



situations.

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

Program:

CHAPTER 1 Introduction

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

CHAPTER 2 Demand

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



CHAPTER 3 Supply

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

CHAPTER 4 Financial markets in Macroeconomics

- Risk and risk premiums
- The role of financial intermediaries
- Extending the IS-LM model
- Financial policies
- Great depression and great recession

CHAPTER 5 Growth

- Brief history of economic growth
- Very long-term theories of economic growth
- Stylized facts of modern economic growth
- Solow model: Savings, capital accumulation, population

Educational Activities

Educational activities:

On campus /online classes: (54 hrs)

There will be two types of classes: theoretical and practical. Students are encouraged to attend all classes.

In theoretical classes, the most important concepts of the course will be explained. The instructor will post in ADI all necessary documents (compulsory and elective) for each chapter. Students are invited to



ask any questions about this material during office hours.

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

Individual study: (85-90 hrs)

Time devoted to studying and personal work. This time includes that devoted to learning concepts, solving problems, watching online videos, doing online tests, etc

Tutorials: (2 hrs):

Presenting and solving of doubts and questions with the instructor

Assesment: (4 hrs)

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

How to study for the class:

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

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

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

- Step 1) Studying and learning the theoretical part of the material . Learn the "how", not just the "what"
- Step 2) Practice individually (redo class examples without looking at the solutions, solve problems, exercise sheets, alternative functional forms, etc) By this point the student should be able to do these things on his own, without checking his notes, books, etc
- Step 3) Compare his solutions with those of his study group. Check together the solutions to models based on slightly different assumptions. Solve individually and check answers as a group again
- Step 4) Ask the instructor for help with any questions

Assessment

May:

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

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

Online tests: 15%

June:

Midterm: 20%

May exam: 10%

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

Online tests: 15%

Description of assessment activities:

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

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

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

Observations:

- Online tests will be solved in ADI. The grade for this part will be calculated using only a % (to be determined) of the total number of online tests carried out, so that missed supervised tests need not be justified. Absences will simply count towards the other % of non-graded activities.

- Both final and midterm are compulsory

- The final is comprehensive

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

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



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

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

Bibliography & Resources

Main books:

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

Others:

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

Khan academy videos, to review some basic concepts:

[Keynesian cross](#)

[Fiscal and monetary policy](#)

[Aggregate Demand](#)

[AD shifts](#)

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

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

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

Other interesting links

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

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

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

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

For studying data and trends:

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

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



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

[Biblioteca](#) | [Catálogo](#) | [Biblioguías](#)

Office Hours

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

Office: 2170 (Amigos Building)

Office hours:

- For students attending regular classes in Pamplona: Tuesdays, from 15:30 to 17:30, Spanish time (In the office, taking all hygienic safety measures or via zoom).

- For students outside Pamplona: Wednesdays, from 16:00 to 17:00, Spanish time (Via zoom)

Other times may be scheduled by appointment.



**Asignatura: Microeconomics: Theory and Policy_20 (F.
Económicas)**

Guía Docente

Curso académico: 2020-21

Presentación

<http://www.unav.edu/asignatura/microeconomics-2economy/>

Microeconomics: Theory and Policy_20 (F. Económicas)

- **Brief description of subject:** The goal of this subject to deepen the students' knowledge of the models used in Microeconomics which explain the functioning of markets, the relation between economic agents when information is asymmetric and imperfect, general equilibrium models and welfare theorems.
 - **Carácter:** Mandatory
 - **ECTS:** 6
 - **Curso y semestre:** 1st year, 2nd term
 - **Idioma:** English
 - **Título:** Microeconomics: Theory and Policy
 - **Módulo y materia de la asignatura:** I. General Economics, I.1 Microeconomics
 - **Profesores responsable de la asignatura:** Pedro Mendi (pmendi@unav.es) and Markus Kinateder (please see horarios de atención regarding on how to contact me)
- Lecture rooms and detailed schedule: please see "Actividades formativas"

Competencias

GC1 To be familiar with different areas of the theory and/or application of economic analysis

SC1 To be familiar with the fundamental concepts and methods of economic theory

SC3 To use the concepts, theories and models of economic theory to assess the reality of the economic context

SC10 To apply the tools of economic theory to the analysis and discussion of real situations



Programa

1: Competitive markets

1. Perfect competition

- Marginal revenue, marginal cost, profit maximization.
- A firm and an industry in the short-run.
- A firm and an industry in the long-run.
- Social welfare evaluation of perfectly competitive markets.

2: Market power and structure

2.1 Monopoly

- Demand function in case of the monopoly
- Short and long-run monopoly behavior
- The social cost of monopoly's market power
- Scale economies and natural monopoly: regulation

2.2 Monopolistic Competition and Oligopoly

- Monopolistic competition
- Cournot
- Collusion
- Stackelberg
- Bertrand.
- Price leadership and cartels

2.3 Market Power and Price Discrimination

- Arbitrage and price discrimination
- 1st degree price discrimination
- 2nd degree price discrimination
- 3rd degree price discrimination
- price discrimination and social welfare

3: Information and Uncertainty

3.1 Asymmetric Information

- Adverse Selection
- Solutions for adverse selection problems
- Moral Hazard
- Solutions for moral hazard problems

3.2 Choice under uncertainty



- Risk and uncertainty
- Selection criteria under uncertainty
- Preferences and behavior under risk
- Applications

4: General equilibrium and social welfare

4.1 General equilibrium

- Walrasian equilibrium
- Existence of Walrasian equilibrium
- Exchange in an Edgeworth box

4.2 Welfare theorems: critical evaluation

- 1st Fundamental Theorem of Welfare Economics
- 2nd Fundamental Theorem of Welfare Economics
- Implications and evaluation of welfare theorems

Actividades formativas

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

Each week there are at least 2 hours of classes, though in some weeks there will be 4 hours (such as, in the first week of January). In case there are 2 hours of class, each student attends the class in the physical classroom (Amigos building), though it will be broadcasted via Zoom or made available via Panopto.

Classes include theoretical and practical sessions, some of which will be prepared by the student beforehand: for each week, the equivalent to about 2 hours of lectures are prepared by the student to participate successfully in the following lecture - corresponding material will be uploaded. To ensure that students understand well the material provided online, the continuous evaluation will contain a quizz (multiple choice questions) about this material.

Detailed schedule:

Weeks Jan 18th till Feb 19th:

Every week, Lecture on Friday, 8:00-10:00, Lecture room B2, Amigos Bldg. (all students fit into the classroom),

Zoom link for ALL lectures on Friday: Unirse a la reunión
Zoom <https://unav.zoom.us/j/94871640099?pwd=ZTNwNnVOZWNVeG5kWnArR3dhQ0JaQT09>
ID de reunión: 948 7164 0099 Código de acceso: 059865

Additional material will be provided in aula-virtual/ADI

Week Feb 22nd to 26th:

Wednesday 24th midterm exam (please check "Evaluación" for more information)

Friday, Feb 26th, 9:00-10:00, Lecture room B2, Amigos Bldg. (all students fit into the classroom):



voluntary midterm exam correction (Zoom link as above)

Evaluación

January 27th Online Quizz = 10% of final grade

February 24th Midterm exam 2:10 to 3:10 pm

Ordinary exam (May)

20% Continuous evaluation: quizzes about the online material prepared by the student
40% Midterm Exam (about the material covered until then; when: last week of February)
40% Final Exam (about the material covered in March and April)

Extraordinary exam (June)

20% Continuous evaluation
20% Partial Exam
60% Final Exam (about **all the material** covered during the course, from January to April)

Bibliografía y recursos

Hal Varian "Intermediate Microeconomics", Norton [Localízalo en la Biblioteca](#)

The chapters in this book coincide with the corresponding ones of the programme.

[Biblioteca](#) | [Catálogo](#) | [Biblioguías](#)

Chapter 1 Lecture (L) "=" Chapters 14,15,16,22,23 in the Varian Book (V)

Chapter 2.1 (L) "=" Chapter 24 (V)

Chapter 2.2 (L) "=" Chapters 25.7-10, 27 (V)

Chapter 2.3 (L) "=" Chapter 25.1-6 (V)



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Horarios de atención

Office Hours:

January and February: Thursday from 3 to 6 pm

Please fill in the following [Google Form](#) to request a slot for office hours on

February 11th (please book by Feb 10th at 3pm, later requests will be accepted for the following week)

All other (especially organizational) issues should be brought forward to a delegate who collects information from your group and forwards it to Markus Kinateder via email: mkinateder@unav.es

Specific requests whose characteristic belongs to the Office hours will be attended only via the corresponding Google Form.

Zoom link for office hours: please access the link a couple of minutes before your assigned slot, please note that I will not admit students that did not sign up

Unirse a la reunión

Zoom <https://unav.zoom.us/j/95352771870?pwd=eGgyNlpEcUJGaJjL1BQUWJQZDZuUT09>

ID de reunión: 953 5277 1870 Código de acceso: 184147



**Asignatura: Principles of Microeconomics B_20 (F.
Económicas)**

Guía Docente

Curso académico: 2020-21

Presentación

<http://www.unav.edu/asignatura/pmicroeconomics-1beconom/>

- **Breve descripción de la asignatura:** The subject "Principles of Microeconomics" is the first contact that the undergraduate student has with economic theory. Therefore, it is proposed as the basis that will allow progress in the future in the knowledge and application of Economic Theory, both in the area of Microeconomics and Macroeconomics. Those who follow this course will learn how economists approach the study of the reality that surrounds them, especially the decisions that individuals make and their interaction in the markets. Likewise, you will become familiar with the language and tools of this discipline.
- **Carácter:** Básica
- **ECTS:** 6
- **Curso y semestre:** 1st year, 1st semester
- **Idioma:** english
- **Título:** PRINCIPLES OF MICROECONOMICS
- **Módulo y materia de la asignatura:** V. Economía, V.1. Economía
- **Profesor responsable de la asignatura:** JOSE LUIS PINTO
- **Profesores:** Jose Luis Pinto
- **Horario:** Thursday 08:00-10:00. Friday 12:00-14:00
- **Aula:** Thursday: Sótano 1. Aula B1. Friday: Planta 0 Aula 10
- **Aula:**

Competencias

Students must demonstrate that they possess and understand knowledge in an area of study based on a general secondary school education whose content often comes from advanced textbooks, but also includes cutting-edge knowledge in this field of study.

To be familiar with different areas of the theory and/or application of economic analysis.



To explain the value generated by an economic activity for each agent involved in it.

Programa

I. Introduction:

Think like economists
Scarcity and opportunity cost
The economy as a social science

II. Market operation.

Demand, Supply and Prices
The Market: Demand and Supply
Balance: price and quantity
Shifts in demand and supply
Market adjustment

Elasticity

Price elasticity of demand and supply
Cross price elasticity: complementary and substitute goods
Income elasticity: normal, necessary, luxury and inferior goods

Economic Regulation

Maximum and minimum prices: results
Taxes and subsidies: impact on the market

The Market and Economic Well-being.

Well-being and efficiency
Consumer and producer surplus
Applications: economic regulation and efficiency

Market failures.

Externalities and Public Goods
Asymmetric information: adverse selection and moral hazard
Correction of market failures

IV. Firm behavior

Production Costs
The short-term and long-term production function
Fixed and variable costs. Average and marginal costs
The short-term and long-term cost function

Competitive Markets

Profit maximization
Short-term balance
Long-term balance



The monopoly
Barriers to entry and types of monopoly
Introduction to monopoly behavior
Monopoly regulation

Power and market structure
Market power and price discrimination
Introduction to Oligopoly: The Case of the Duopoly and the Prisoner's Dilemma
Introduction to monopolistic competition

IV. Consumer choice
The Consumer Theory.
Utility function and budget constraint
Maximizing profit

Applications and extensions of the Consumer Theory.
Introduction to uncertainty
Introduction to behavioral economics

Actividades formativas

Esta información estará disponible para finales de agosto

Evaluación

We will follow the Spanish grading system. You will be graded from 0 to 10 and you need a 5 to pass the course. Your final grade will be the weighted average of three components:

1. Final exam: 40%.
2. Homework: 30%.
3. Classroom work: 30% of which:
 - a. 15% will be weekly quizzes that you will do during the lectures.
 - b. 15% will be other types of class participation.

You need at least a 4 in each of the three blocks to pass the course.

Bibliografía y recursos

Robert Frank, Ben Bernanke, Kate Antonovics and Ori Heffetz Principles of Economics McGraw-Hill , 7th edition, 2019.

[Biblioteca](#) | [Catálogo](#) | [Biblioguías](#)

Horarios de atención

Esta información estará disponible para finales de agosto

