



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

*Guía Docente*

*Curso académico: 2020-21*

## Introduction

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

## **Financial Accounting III**

The **FINANCIAL ACCOUNTING III** course is **MANDATORY** for the successful completion of the **BILINGUAL ECONOMICS** and **BILINGUAL BUSINESS ADMINISTRATION**

Degrees as well as the **GOVERNANCE** program at the Faculty of Economics and Business Administration of the University of Navarra.

### **LANGUAGE:**

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

### **CREDITS:**

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

### **LECTURES:**

The course consists of a theoretical segment and a practical segment. The theoretical part provides an in-depth theoretical foundation on the subject at hand, while the practical segment consists of theory application into practical and real-world exercises.

- **Mondays 17:30 to 19:30 (Amigos, Aula 10)**
- **Tuesdays 12:00 to 14:00 (Amigos, Aula 11)**

### **OFFICE HOURS:**

Office hours are held at Office 2540 (located second floor of the tower) of Amigos Building, on:

- **Office 2540 Amigos Building - Tower - An APPOINTMENT** (via e-mail) must be scheduled at least 24 hours in advance. Office hours on Mondays or Tuesdays are available upon request (via e-mail).

### **INSTRUCTORS:**

Marta Alonso: malonso.7@alumni.unav.es

Irene Alonso: ialonsosanz@external.unav.es

## Competencies

The discipline of Accounting is something of unquestionable practical application, which has required, requires and will continue to require permanent analysis and adaptations in a changing and continuously evolving economic environment. Accounting means the execution of transactions carried out both in the private business environment, as well as in the public sector, being subject to the



necessary accounting and commercial modifications and adaptations that occur in said environment.

The subject of Financial Accounting III is of special relevance given its great practical component and application in the business world.

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

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

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

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

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

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

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

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

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

- GC2. Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.
- GC3. Mastering the digital, mathematical and technical tools necessary for academic and professional activity in economics and business.



- GC4. Teamwork.
- GC5. Developing the capacity for independent critical thought on matters relevant to economics and business.
- GC6. Communicating results and analyses useful in economics and business, both verbally and in writing.

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

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

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

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

## **Program**

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

1. Share Capital, Reserves and Share Options
2. Venture Capital and IPOs
3. Earnings Per Share
4. Payout Policies
5. The Statement of Comprehensive Income and Statement of Changes in Equity
6. Accounting for Income Taxes
7. The Statement of Cash Flows
8. Events Occurring After the Reporting Date
9. Related-Party Disclosures
10. Accounting For Group Structures
11. Consolidation Issues and M&As

## **Course Overview**

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

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



given for insightful comments or questions that relate to class material, minimal grades will be assigned for simple questions of clarification.

**Individual Study Commitment:**

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

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

**In Class Lectures: 56 Hours**

**Individual Preparation: 68 Hours**

Assigned Reading: 24

Exercise Practice: 24

Other Activities: 20 Hours

**Exams and Exam Preparation: 28 Hours**

Exams: 7 Hours

Exam Preparation: 21 Hours

**Academic Honesty:**

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

**Assessment**

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

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

- **Exams (80% of Final Grade): One mid-term exam and one final comprehensive exam**
  - **Midterm: March 8th**
  - **Final: April 27th**
- **Class Participation, Attendance and Assignments (20% of Final Grade):** Class participation is encouraged and will be part of your grade. Class attendance is mandatory. Assignments will be assigned on a regular basis during both the theoretical and practical sessions. Students are expected to complete each assignment within the time specified in the schedule and will be evaluated on the given topic in class. Homework assignments are considered the preparation for the following class' activity. There will be reading assignments corresponding to each chapter covered during the course and short in-class quizzes associated with reading assignments.



All students are expected to take the exams when scheduled and submit assignments when due.

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

## Bibliography and resources

The following textbooks are used extensively within the Financial Accounting III Course, both for the theoretical lectures and the practical exercises. Getting access to a copy of the textbooks is encouraged, as lectures, exercises, and assignments will be based on their contents.

### **MAIN TEXTBOOKS:**

**Deegan C. and Ward A. M., Financial Accounting and Reporting: An International Approach, (2013) [Find it in the Library](#)**

ISBN: 0077121716

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

**Brealey R. and Myers S. and Allen F., Principles of Corporate Finance, (12th ed.), McGraw-Hill, (2016) [Find it in the Library](#) (11th ed.)**

## Horarios de atención

Esta información estará disponible para finales de agosto



Universidad  
de Navarra

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

*Guía Docente*

*Curso académico: 2020-21*

## **Presentación**

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

## **Core Interfacultativo- Ética (área Ciencias Sociales), grupo A, 2º sem**

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### **DATOS DE LA ASIGNATURA**

**Ética, Grupo Interfacultativo (Segundo semestre)**

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

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

**Nombre: Core Interfacultativo - Ética**

**Curso: 2º Grados Facultad de Educación y Psicología.**

**Duración: Semestral**

**Créditos: 3 ECTS**

**Numero de horas de trabajo del alumno: 75-90**

**Requisitos (para el buen aprovechamiento): haber cursado Antropología y haber cursado Ética en el primer semestre**

**Profesor: Dr. Miquel Solans Blasco (msolans@unav.es)**

**Departamento responsable: Instituto Core Curriculum**

**Plan de estudios: Grado**

**Tipo de asignatura: Básica (la asignatura de ética, pero no el formato interfacultativo)**

**Módulo: Fundamentos de Psicología**

**Materia: Formación Transversal**



**Idioma en que se imparte: Castellano**

## **Competencias**

### **COMPETENCIAS DEL TÍTULO:**

#### **Competencias básicas**

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

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

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

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

#### **Competencias generales**

CG2 - Resolver problemas y tomar decisiones con profesionalidad y eficacia.

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

CG6 - Adaptarse a situaciones nuevas con creatividad

#### **Competencias específicas:**

CE9 - Conocer los fundamentos de la ética y saber aplicarlos al contexto profesional del psicólogo, entendiendo que la psicología es una disciplina en la que todo acto profesional debe realizarse de forma tal que no lesione la dignidad, la libertad ni la vida de los demás ni la propia.

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.

### **COMPETENCIAS DE LA ASIGNATURA:**

#### **Declarativas o conceptuales (saber)**

Conocer la disciplina ética y sus conceptos fundamentales.

Conocer la relación que hay entre las virtudes, las normas y los bienes humanos.



Conocer la continuidad que hay entre la consideración de la naturaleza y existencia humanas (según se ha estudiado en la asignatura de Antropología) y los principios normativos propios de la filosofía moral y política.

Adquirir los conocimientos necesarios para comprender y dar respuesta por sí mismo a las principales cuestiones morales.

Adquirir los fundamentos teóricos necesarios para otros cursos posteriores de deontología profesional.

Leer y comprender obras fundamentales en la historia de la ética (INTERFACULTATIVO).

Leer y comprender obras literarias y su relación con la ética (INTERFACULTATIVO).

### **Procedimentales (saber hacer)**

El principal objetivo es que el alumno desarrolle su capacidad de argumentar sobre cuestiones morales, aportando razones y justificaciones.

Identificar los elementos y problemas éticos presentes en la propia vida.

La estructura de las exposiciones del profesor en clase facilitará la intervención de los alumnos, de modo que desarrollen su capacidad de argumentar.

Mediante el estudio del manual de la asignatura y la lectura de otros artículos se desarrollará la capacidad de análisis.

Reflexionar acerca de la relación entre ética, literatura y vida humana (INTERFACULTATIVO) .

Analizar el contenido de obras filosóficas y literarias (INTERFACULTATIVO) .

Ser capaz de escribir un texto argumentativo (tipo *paper*) (INTERFACULTATIVO) .

Argumentar por escrito acerca de cuestiones morales (INTERFACULTATIVO) .

Argumentar oralmente acerca de cuestiones morales (INTERFACULTATIVO) .

### **Actitudinales (deber ser)**

Salvaguarda de la dignidad individual del ser humano y promoción de la persona humana.

Convencimiento de que para mantener un ejercicio profesional responsable y de calidad, los altos estándares éticos son tan relevantes como la formación teórico-técnica.

Adoptar una postura activa en la indagación de los elementos éticos que pueden presentarse en los distintos ámbitos y escenarios del ejercicio profesional.

Fomentar la reflexión sobre los valores personales, sociales y profesionales y desarrollar actitudes morales consecuentes con los valores descubiertos.

Desarrollar la capacidad retórica (INTERFACULTATIVO) .

Ser capaz de establecer la relación entre lo estudiado y la propia situación cultural y vital (INTERFACULTATIVO) .

Adquirir hábitos éticos (incorporar al propio carácter los temas/disposiciones/actitudes abordados) (INTERFACULTATIVO)





## Programa

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

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

Ortega y Gasset, J., "La rebelión de las masas" en Ortega y Gasset, J., *La rebelión de las masas*, Alianza, Madrid, 2014 (caps 1, 4-12).

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

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

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

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

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

Saint-Exupéry, *El Principito*, Alianza, Madrid 1992.

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

## Actividades formativas

### DISTRIBUCIÓN DEL TIEMPO

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

**45 h.: lectura de los libros del programa**

**4 h.: Redacción de las respuestas breves**

**4 h.: Redacción del ensayo breve**

**10 h: Redacción del ensayo final**

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

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

TOTAL: **90 horas** de trabajo

### **ACTIVIDADES FORMATIVAS**

- Lectura de los libros
- Redacción de los ensayos y preguntas
- Entrevistas con el profesor



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

[https://aula-virtual.unav.edu/webapps/blackboard/execute/content/blankPage?cmd=view&content\\_id=\\_242189\\_1&course\\_id=\\_9080\\_1&mode=reset](https://aula-virtual.unav.edu/webapps/blackboard/execute/content/blankPage?cmd=view&content_id=_242189_1&course_id=_9080_1&mode=reset)

## **Evaluación**

La evaluación se realizará del siguiente modo:

### **1. Participación y actividades de clase: 4 puntos**

1.1. **Redacción semanal de 10 líneas de respuesta a una pregunta sobre los libros de la asignatura.** Estas respuestas se emplearán para el desarrollo de las clases (aprox. 30%).

1.2. Se valorará

además la **participación en forma de preguntas y comentarios** que demuestren que se ha reflexionado sobre las lecturas realizadas (aprox. 50%).

1.3. Se realizarán breves controles de lectura aleatoriamente (20%)

### **2. Redacción del primer ensayo (*paper*) breve: 2 puntos**

2.1 **Extensión:** entre 700 y 1.000 palabras

2.2. **Tema:** sobre uno de los libros leídos en la primera mitad del semestre (en clase se darán más detalles)

### **3. Redacción de un ensayo (*paper*) final: 4 puntos**

3.1. Redacción del **ensayo final** (aprox. 75%). El **tema** deberá ser acordado con el profesor y tratar sobre 3 de los libros de la asignatura. **Extensión:** entre 1.500 y 2.500 palabras

3.2. **Exposición y comentario de los ensayos** (aprox. 25%). La última sesión del semestre se dedicará a exponer y comentar los ensayos finales. No habrá, por tanto, examen final de la asignatura en las fechas de exámenes de mayo.

### **4. Participación con aprovechamiento en las sesiones complementarias de método (0,5 puntos extra)**



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

## **Bibliografía y recursos**

### **Bibliografía obligatoria**

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

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

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

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

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

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

Saint-Exupéry, *El Principito*, Alianza, Madrid 1992. [Localízalo en la Biblioteca](#)

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

### **Bibliografía complementaria y de consulta**

Graff, G. - Birkenstein, C., *They Say/I Say: The Moves That Matter in Academic Writing*, Norton, 2014. [Localízalo en la Biblioteca](#)

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

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

## **Horarios de atención**

Previa cita por correo electrónico: [msolans@unav.es](mailto:msolans@unav.es)



Universidad  
de Navarra

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

*Guía Docente*

*Curso académico: 2020-21*

## **Presentación**

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

## **Ética**

### **DATOS DE LA ASIGNATURA**

**Ética, Interario Interfacultativo, Grupo B (Segundo semestre)**

**Más información sobre el Itinerario Interfacultativo:**

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

**Nombre:** Ética

**Curso:** 2º

**Duración:** Semestral

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

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

**Créditos:** 3 ECTS

**Numero de horas de trabajo del alumno:** 75-90

**Requisitos (para el buen aprovechamiento):** haber cursado Antropología

**Profesor:** Lucas Buch (lbuch@unav.es)

**Horario y Lugar:** Lunes, 12 a 14. Edificio AMIGOS, aula M6

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

**Plan de estudios:** Grado

**Tipo de asignatura:** Obligatoria

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



**Módulo y materia:**

**ADE y ADE Bilingüe:** Módulo IV. La empresa y su contexto humanístico. Materia 3. Fundamentos Antropológicos (6 ects básicos)

**Economía Bilingüe:** Módulo III. Economía y su contexto humanístico. Materia 3. Fundamentos Antropológicos (6 ects básicos)

## **Competencias**

- a) Durante el primer semestre del curso, las clases del Grupo A y B serán conjuntas. En diciembre habrá, para los dos grupos, un examen parcial eliminatorio de esa materia.
- b) En el segundo semestre, los grupos A y B se separarán para realizar la asignatura con el formato de seminario de lectura y discusión de grandes libros, tanto del canon filosófico como literario.

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

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

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

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



atención a los valores del humanismo cristiano, y que desarrolle la capacidad de reflexionar argumentativamente acerca de cuestiones morales, partiendo del análisis de la situación contemporánea.

Los dos principales objetivos de la asignatura son:

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

#### **Objetivos de contenidos:**

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

#### **Habilidades que el alumno debe desarrollar:**

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



## Competencias

### ADE y ADE Bilingüe:

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.

CT1 Afrontar de manera crítica y reflexiva el estudio de la empresa en su conexión con el resto de los saberes.

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

CT3 Descubrir y enjuiciar los presupuestos antropológicos y las repercusiones éticas de la economía y la empresa.

### Economía Bilingüe:

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

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

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



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

CG6 Saber comunicar oralmente o por escrito resultados y análisis de utilidad en lo económico y empresarial.

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

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

CT1 Afrontar de manera crítica y reflexiva el estudio de la economía en su conexión con el resto de los saberes.

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

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

## **Programa**

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

### **1. Una vida examinada y libre**

Platón, *Apología de Sócrates*

J. Ortega y Gasset, "La rebelión de las masas" en J. Ortega y Gasset, *La rebelión de las masas* [selección]

### **2. El mal moral en la vida humana**

W. Shakespeare, *Macbeth*

Agustín de Hipona, *Confesiones* [Libros II y VIII]

### **3. La felicidad**

Aristóteles, *Ética a Nicómaco* [selección libros I y X]





A. Huxley, *Un mundo feliz*

#### **4. La amistad**

Aristóteles, *Ética a Nicómaco* [selección libros VIII y IX]

A. de Saint-Exupéry, *El principito*

#### **5. La identidad narrativa**

Homero, *Odisea* [selección]

### **Actividades formativas**

#### **DISTRIBUCIÓN DEL TIEMPO**

**21 h.: Seminario (28 sesiones de 45 m.)**

**45 h.: Lectura de los libros del programa**

**4 h.: Redacción de las respuestas breves**

**4 h.: Redacción del ensayo breve**

**10 h: Redacción del ensayo final**

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

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

TOTAL: **90 horas** de trabajo

#### **ACTIVIDADES FORMATIVAS**

- Lectura de los libros

- Redacción de los ensayos y preguntas

- Entrevistas con el profesor

- Exposición en clase de los ensayo

- Discusión y comentario de los textos en clase

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

- Sábado 6 de Febrero 2021, de 10 a 14 h. en el Aula 10 del edificio Amigos: alumnos de Antropología y Claves Culturales Interfacultativas.



- Sábado 27 Febrero 2021, de 10 a 14 h. en el Salón de actos de Ciencias: alumnos de Ética Interfacultativa.

Más info en el siguiente enlace: [www.unav.edu/sesiones-de-metodo/itinerario-interfacultativo](http://www.unav.edu/sesiones-de-metodo/itinerario-interfacultativo)

## Evaluación

La evaluación se realizará de la siguiente manera:

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

- 1.1. Redacción semanal de 10 líneas de respuesta a una pregunta sobre de los libros de las asignaturas. Estas respuestas se emplearán para el el desarrollo de las clases (aprox. 30%).
- 1.2. Se valorará además la participación en forma de preguntas y comentarios que demuestren que se ha reflexionado sobre las lecturas realizadas (aprox. 70%).
- 1.3. Pueden realizarse, aleatoriamente, breves controles de lectura.

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

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

- 3.1. Este ensayo tendrá una extensión de entre 1.500 y 2.500 palabras (aprox. 75%).
- 3.2. Se organizará una jornada la última semana del semestre para exponer y comentar todos los ensayos. No habrá, por tanto, examen final de la asignatura en las fechas de exámenes de mayo (aprox. 25%).

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

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

## Bibliografía y recursos

### **Bibliografía obligatoria**

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

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



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

San Agustín, *Confesiones*, trad. Primitivo Tineo, Ciudad Nueva. Madrid. 2003 [Localízalo en la Biblioteca](#)

Aristóteles, *Ética a Nicómaco*, trad. Julio Pallí, Gredos, Madrid, 2010 [Localízalo en la Biblioteca](#)

Huxley, H., *Un mundo feliz*, Cátedra, Madrid 2013 [Localízalo en la Biblioteca](#)

Saint-Exupéry, *El Principito*, Alianza, Madrid 1992 [Localízalo en la Biblioteca](#)

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

### **Bibliografía complementaria y de consulta**

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

[Localízalo en la Biblioteca](#)

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

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

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

## **Horarios de atención**

Previa cita, que se puede concertar por correo-e: [lbuch@unav.es](mailto:lbuch@unav.es)

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



**Asignatura: Introduction to Law B (F. ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2020-21*

## **Presentación**

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

# **Introduction to Law B (F. ECONÓMICAS)**

### **A. General Information.**

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

### **B. Schedule.**

**Tuesday & Wednesdays** de 8h00 a 10h00 horas ONLINE.

### **C. Contact Information.**

Professor: **Don Scott Wishart**

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

### **1.2. Introduction.**

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

## **Competencias de grado**

### **2. Targets & skills.**

#### **2.1. To develop the following skills.**

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



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

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

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

## **Competences**

### Competencias basicas:

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

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

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

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

Upon completion of this course a student will have;

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

### **Course Skills:**



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

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

**Course Performance Objectives:**

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

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

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

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

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

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

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

Competencias generales:

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

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

## **Competencias de la asignatura**

### **3. Targets & skills.**

#### **3.1. To develop the next skills.**

1. Capacity to understand basic concepts of Law.



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

### 3.3. Results of learning.

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

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

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

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

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

#### Competencias generales:

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

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

#### Competencias específicas (ECO):

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#### Competencias específicas (ADE):

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



## **Objectives and Skills**

### **5. Targets & skills.**

#### **5.1. To develop the next skills.**

General Skills.

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

Specific skills.

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

#### **5.2. Results of learning**

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

## **Programa**

### **Program & Teaching Methodology**

INTRODUCTION TO LAW:

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

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

- **Course Schedule:** Class meets twice weekly for 2 hours.





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

**The Course Methodology requires for each student:**

Group Project (40%): (c.f. description below)

Final "Closed-Book" Exam (60%) which **MAY** consist of a combination of the following exam question types (**THE PROFESSOR WILL ANNOUNCE THE TYPE OF EXAM AND THE TYPES OF EXAM QUESTIONS IN CLASS BEFORE THE FINAL EXAM**);

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

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

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

- 36 hours of lectures given by the professor
- 12 hours of article discussion
- 10 hours of student presentations
- 30 hours dedicated to the group project
- 1.5 hours of exams (and 1.5 hours for the final)
- 55-60 hours of studying, reading and preparation of the articles
- 1 hour of personalised tutoring during the professor's office hours

The teaching methodology is the following:

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



- Quality of analysis and synthesis
- Relevance and quality of the references
- Existence of a clear line of argument
- Use of proper grammar, syntax and spelling
- Oral expression
- Quality of the PowerPoint presentation

**Faculty:**

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

## **Actividades Formativas**

The teaching methodology is the following:

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

## **Evaluación**

**Prof. Wishart's course evaluation is as follows:**

- Group Projects: 40% of the course grade



- Final Exam: 60% of the course grade.

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

## 6.2. Re-sit Examination.

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

## Syllabus

### INTRODUCTION TO LAW

School of Economics and Business

*University of Navarra*

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

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

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

#### **Week Two: THE COMMON LAW METHODOLOGY**

Rules and Policies: "Defining the Law"

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

#### **Week Three: THE COMMON LAW METHODOLOGY CONT.**

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

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

#### **Week Four: THE COMMON LAW METHODOLOGY CONT.**

Sources of Law *Continued*:

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

#### **Week Five: THE COMMON LAW METHODOLOGY CONT.**

Sources of Law *Continued*, Exercises:

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



**Week Six: THE COMMON LAW METHODOLOGY CONT.**

Case Analysis and Case Briefs; 9-Step Methodology:

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

**Week Seven: THE COMMON LAW METHODOLOGY CONT.**

Case Analysis and Case Briefs; 9-Step Methodology:

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

**Week Eight: THE COMMON LAW METHODOLOGY CONT.**

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

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

**Week Nine: THE COMMON LAW METHODOLOGY CONT.**

Case Analysis and Case Briefs *Continued*; Exercises:

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

**Week Ten: THE COMMON LAW METHODOLOGY CONT.**

Case Analysis and Case Briefs *Continued*; Exercises:

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

**Week Eleven: Group Presentations**

**Week Twelve: Group Presentations**

**Week Thirteen: Group Presentations**

## Bibliografía y recursos

### 1. Course Materials:

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

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

**“The History Place, Great Speeches Collection: John F. Kennedy Inaugural Address”:**



[http:// www.historyplace.com/speeches](http://www.historyplace.com/speeches).

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

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

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

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

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

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

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

## 2. Additional Resources:

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

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

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

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

*Official Guide to U.S. Governmental Services*

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

*The New Cambridge History of American Foreign Relations*

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

*International Center for Law and Economics*

<http://laweconcenter.org>

*World Trade Organization*

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

*United Nations Organization*

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



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*The Washington Post*

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

*Financial Times*

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

BBC News

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

*The New York Times*

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

### 3. Further Reading;

#### United States of America:

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

Edite el contenido aquí

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

## Bibliography

### Bibliografía y recursos

#### 1. Course Materials:

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

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

**"The History Place, Great Speeches Collection: John F. Kennedy Inaugural Address"**: <http://www.historyplace.com/speeches>.



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

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

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

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

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

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

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

## 2. Additional Resources:

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

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

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

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

*Official Guide to U.S. Governmental Services*

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

*The New Cambridge History of American Foreign Relations*

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

*International Center for Law and Economics*

<http://laweconcenter.org>

*World Trade Organization*

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

*United Nations Organization*

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

*The Washington Post*

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



*Financial Times*

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

BBC News

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

*The New York Times*

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

### 3. Further Reading;

#### United States of America:

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

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

- UNAV Library Resource Guide: <https://unav.libguides.com/tfgderecho>

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

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

#### 7.2. Recommended Additional Readings:

*American Law in a Global Context: The Basics*, by George P. Fletcher and Steve Sheppard, Oxford University Press (2005). [Find it in the Library](#)

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

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

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





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Y como lugar web de consulta sobre legislación se recomienda:

[noticiasjuridicas.com](http://noticiasjuridicas.com).

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

- Base de datos de [La Ley](#) for remote acces and campus. (acceso a través de la biblioteca / bases de datos): La Ley.

## **Profesor y horario de atención**

### **6. Schedule for conference**

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



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

*Guía Docente*

*Curso académico: 2020-21*

## **Presentation**

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

# **Investments in Financial Markets A (F. ECONOMICAS)**

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- Students will learn the differences between real and financial assets, the different classes of financial assets (Equity and debt securities, futures and options) and in which markets they can be traded. In addition, students will learn the role of financial assets in distributing wealth and risk among different market participants.
- **Type:** Mandatory
- **ECTS:** 6
- **Year and semester:** Second year, first semester
- **Language:** English
- **Degrees:** ADE, ECO, Dobles
- **Módulo y materia de la asignatura:** ADEb1, ADEb2, ECOb
- **Professor:** Carmen Aranda ([maranda@unav.es](mailto:maranda@unav.es))
- **Schedule:**
  - Monday from 8:00 am to 10:00 am in Room 11, Edificio Amigos
  - Wednesday from 10:00 to 12:00 am in Room Siemens, Instituto Cultura y Sociedad

## **Competences**

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

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

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

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



CG2. Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business.

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

GC4. Teamwork.

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

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

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

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

SC2. Understanding the most relevant aspects of corporate transactions, financial derivatives, risk management, and investment projects.

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

## **Program**

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

Financial markets, the economy, and players (Ch01)

Asset classes and securities (Ch02)

Securities markets (Ch03)

Mutual Funds and Other Investment Companies (Ch04)

### **Topic 2: Debt security analysis**

Bond prices and yields (Ch10) - (Quick review of content covered in Fundamentals of Finance)

Managing Bond Portfolios (Ch11)

### **Topic 3: Equity security analysis**

Macroeconomic and Industry Analysis (Ch12)

Equity valuation (Ch13)

Financial statement analysis (Ch14)

### **Topic 4: derivative security analysis**

Options (Ch15, Ch16)

Futures (Ch17)

### **Topic 5: Portfolio Theory**



Measuring risk and returns (Ch05)

Diversification and efficiency (Ch06) - plus additional material to be uploaded on ADI

CAPM y APT models (Ch07)

Behavioral Finance and Technical Analysis (Ch9)

**Topic 6: Active Investment Management** - it will be covered only if we have time  
Portfolio Performance Evaluation (Ch18)

## **Educational activities**

Posted on the restricted area for students.

## **Assessment**

### **December announcement:**

Continuous evaluation: 45% (4.5 points)

Connect assignments:

Quizzes: 20% (2 points)

Homework: 15% (1.5 points)

- In class participation: 10% (1point) (NOTE: if you are not able to come to Pamplona this percentage will be replaced by the participation on the online office hours). For more info, check on the label "online office hours" on ADI/"Area Interna".

Mid-term: 25%. Date: mid-October (TBD) (2.5 points) (see LBL plan)

Final Exam: 30% (3 points) . NOTE: to pass the subject students **MUST** get a minimum grade of 5 (out of 10) in the final.



3.

## **Bibliography and resources**

Bibliografía básica (libro de texto): Bodie, Kane and Marcus, 2013. Essentials of Investments. McGraw-Hill (9<sup>th</sup> Global Ed.)

[Localízalo en la Biblioteca](#)

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

## **Office hours**

To book a slot for office hours, please click [HERE](#) and follow the instructions.

There will be online as well as in-person office hours. Choose the time and format that best suit your situation,

## **Recorded classes**

You have until tomorrow at 23:50pm to watch the class.

Remember I have to grant you permission on an individual basis

You have until midnight tomorrow (CET) to watch this video



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

*Guía Docente*

*Curso académico: 2020-21*

## **Presentación**

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

## **Investments in Financial Markets B (F.Económicas)**

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

### **Executive summary**

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

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

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

### **General information**

#### **Professor: Alvaro Bañon**

Instruction language	English
Type of course	second course in Finance, first in investments
Course credits	6 ECTS (European Credit Transfer System)
Semester	first
Pre-requisites	basic course in Finance (Fundamentals of Finance)
	basic course in probability and statistics
Classrooms/timetable	Mondays 10:00-12:00 Tuesdays 8:00-10:00
Office	3110 Amigos
Email	Abanon@external.unav.es.es; abanonir@gmail.com



## Competencias

CB2 Students should be able to apply their knowledge to their job or vocation in a professional way.

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

CB5 Students should have developed the learning skills necessary to undertake higher programs of study with greater independence.

CG2 Identifying, incorporating and using acquired knowledge in argument, discussion and problem solving as they apply to economics and business. CG4 Teamwork. CG5 Developing the capacity for independent critical thought on matters relevant to economics and business.

CE2 Incorporating mathematical reasoning and quantitative tools in a business's decision-making processes.

CE10 Developing case studies on subjects related to economics and business.

CE8 Understanding business in theory and in practice, as well as businesses' organizational structures and the relationships between their different components.

CE4 Analyzing a business's real-life accounting and finance situation and making projections about its future.

CE3 Understanding the most relevant aspects of corporate transactions, financial derivatives, risk management, and investment projects.

## Programa

**Topic 1: overview of financial markets** Lesson 1: Intro to assets, Financial markets, and players (Ch01)

Lesson 2: Asset classes and securities (Ch02)

Lesson 3: Securities markets (Ch03)

### **Topic 2: Debt security analysis.**

Bond prices and yields (Ch10) - (Quick review of content covered in Fundamentals of Finance)

Managing Bond Portfolios (Ch11)

### **Topic 3: Equity security analysis**

Macroeconomic and Industry Analysis (Ch12)

Equity valuation (Ch13)

Financial statement analysis (Ch14)



## **Topic 4: derivative security analysis Futures (Ch17)**

Options (Ch15, Ch16)

## **Topic 5: Portfolio Theory Measuring risk and returns (Ch05)**

Diversification and efficiency (Ch06) - plus additional material to be uploaded on ADI

CAPM y APT models (Ch07)

## **Actividades formativas**

Esta información estará disponible para finales de agosto

## **Evaluación**

1. Continuous evaluation: 40%

- Connectassignments
  - Quizzes 15%
  - Homework 15 %
- In class Evaluation: 10%

2. Mid-term: 25%

**Final Exam: 35%. NOTE: to pass the subject student MUST get a minimum grade of 5 (out of 10) in the final**

### **Students that cannot assist to class (with written permission from the School)**

1. Continuous evaluation: 40%

- Connectassignments
  - Quizzes 20%
  - Homework 20 %

2. Mid-term: 25%

## **Bibliografía y recursos**

### **Referencia principal:**

- Brealey, Myers and Allen (2010), Principios de Finanzas Corporativas, McGraw Hill (Edición num. 9). [Localízalo en la Biblioteca](#)





- Diapositivas en Power Point y otros materiales que estarán disponibles en ADI.

#### Otras referencias:

- Brealey, Myers and Allen (2014), Principles of Corporate Finance, McGraw Hill (Ed. 11) [Localízalo en la Biblioteca](#)
- Grinblatt and Titman (2003), Mercados Financieros y Estrategia Empresarial, McGraw Hill (Edición num. 2). [Localízalo en la Biblioteca](#)
- Bodie, Kane, and Marcus (2004), Principios de Inversiones, McGraw-Hill (Edición num. 5). [Localízalo en la Biblioteca](#)
- Damodaran (2001), Corporate finance: Theory and Practice, John Wiley & Sons, Inc. [Localízalo en la Biblioteca](#)
- Ross, Westerfield, and Jaffe (1993), Corporate Finance, Irwin. [Localízalo en la Biblioteca](#) (ed. 1990)

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

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

### Horarios de atención

Tuesdays 10:00-12:00 at my office 3110 in Amigos Building.

Due to the Covid 19 Pandemic this may change so please send an email to [abanon@unav.es](mailto:abanon@unav.es) or [abanonir@gmail.com](mailto:abanonir@gmail.com)

### EXAMEN INVESTMENTS 2020



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

*Guía Docente*

*Curso académico: 2020-21*

## Presentación

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

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

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- **Brief description of subject:**

This is a course on Intermediate Microeconomics. The student is assumed to be familiar with basic economic concepts, acquired in the first semester of the first year.

The course covers a wide range of topics, starting from the analysis of competitive markets, and including also monopoly, oligopoly, game theory, uncertainty, general equilibrium and market failure. The course aims to provide the student with a sufficient knowledge to understand economic models and apply mathematical tools to the economic analysis.

- **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 (mkinateder@unav.es)

- Lecture rooms and detailed schedule: please see "Actividades formativas"

## Competencias

The student will acquire the following competences

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

- BC1. Students should demonstrate knowledge and understanding of the subject area based on a general secondary school education. They should have a general level that is well supported



by advanced texts, but that also encompasses aspects that suggest knowledge of the leading edge of their field of study.

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

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

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

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

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

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

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

## **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:

Lectures on Wednesday, 12:00-14:00, Lecture room 15, Amigos Bldg. (all students fit into the classroom)

Zoom link for ALL lectures on Wednesday:

Unirse a la reunión Zoom

<https://unav.zoom.us/j/91282528268?pwd=ek9SSEnzTDJCeENmWHlvd202Q01EQ T09>

ID de reunión: 912 8252 8268 Código de acceso: 577224

Additional material will be provided in aula-virtual/ADI

#### Week Feb 22nd to 26th:

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

Thursday, Feb 25th, 9:00-10:00, Lecture room B1, Amigos Bldg. (not all the class fits into the classroom): voluntary midterm exam correction

Zoom link: Unirse a la reunión Zoom

<https://unav.zoom.us/j/93298899161?pwd=eVImNW5ML3ZHQm5KOWo2TEk4bkt1UT09>

ID de reunión: 932 9889 9161 Código de acceso: 636373

## 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)



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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)

## 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

January 28th is a university holiday, so there are no office hours

February 4th (please book by Feb 3rd at 3pm, later requests will be accepted for the following week)

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

*Guía Docente*

*Curso académico: 2020-21*

## Introduction

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

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

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

- **Type:** Mandatory ("Obligatoria")
- **ECTS:** 6
- **Course/Semester:** 2º/1º
- **Language:** English
- **Degrees:** Management, Economics, Economics + Leadership & Governance
- **Módulo y materia de la asignatura:**
- **Professor:** Stella Salvatierra Galiano ([ssalvat@unav.es](mailto:ssalvat@unav.es)), **Office 4060**
- **Lecturers:** **Stella Salvatierra** ([ssalvat@unav.es](mailto:ssalvat@unav.es)) and **Julieta Sammartino** ([msammartino@alumni.unav.es](mailto:msammartino@alumni.unav.es))
- **Schedule:**
  - Monday, 10:00-12:00, Classroom B1 (Floor -1)
  - Wednesday, 8:00-10:00, Classroom B1 (Floor -1)

## Competences

### **Competences**

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

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

BC1. Students should demonstrate knowledge and understanding of the subject area based on a general secondary school education. They should have a general level that is well supported by



advanced texts, but that also encompasses aspects that suggest knowledge of the leading edge of their field of study.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SC17. Smartly applying quantitative techniques, suitable software and methodological processes





when conducting work on issues within business administration and management.

## Program

### Program

#### 1. Introduction to Statistics.

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

#### 2. Probability.

- Random experiment, sample space.
- Properties of a probability.
- The interpretation of "probability"
- Conditional probability
- Law of total probability
- Bayes' theorem

#### 3. Random variables

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

#### 4. Popular distributions

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

#### 5. Bivariate distributions

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

#### 6. Introduction to statistical inference



- Population and sample
- Random sample
- Estimators, statistics.
- Sample distributions.
- Point estimation.

### 7. Data analysis.

- Qualitative and quantitative data.
- Graphics.
- Mean, median and mode.
- Measures of dispersions.
- Quantiles.
- Indexes
- Analysis of two variables: dispersion graphics, covariances and correlation, linear relationship between two variables.

## Methodology (&quot;Actividades Formativas&quot;)

This course includes different activities:

Theoretical classes (24 hours). The emphasis will be in the applications of the concepts and exercises rather than in theorems.

Problem solving classes (14 hours). Students will have to solve exercises every week and will have problem solving classes.

Labs (4 hours) using statistical software

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

Exams:

- Quizz 1: September 28 (Group 1), September 29 (Group 2), in class, 2 hours.
- Quizz 2: October 26 (Group 1), October 27 (Group 2), 2 hours in class.
- Final Exam: December, to be announced, 3 hours

Office hours: To be announced.

Each student will have approximately 79 hours to solve exercises, attend office hours, read and study.

## Assessment

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

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

- Data analysis project: 25%



- Quizzes: 15%
- Required exercises/problems: 20%
- Final exam: 40%. Theoretical and applied questions

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

- Data analysis project: 25%
- Required exercises/problems: 20%
- Final exam: 55%. Theoretical and applied questions

## **Bibliografía y recursos**

### **Bibliography and Resources**

Main text:

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

Suggested texts:

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

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

### **Office Hours**

By ZOOM:

- Tuesday: 12:00-14:00
- Friday: 16:30-18:00



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

*Guía Docente*

*Curso académico: 2020-21*

## **Presentación**

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

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

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- **Breve descripción de la asignatura:** With this subject, the student will know different statistical techniques (confidence interval estimation, tests of hypothesis, analysis of variance, lineal regression analysis, contingency tables) and how to apply them to different real situations using different statistical programmes (Excel, Stata, R).
- **Carácter:** Compulsory
- **ECTS:** 6
- **Curso y semestre:** 2nd year, 2nd semester
- **Idioma:** English
- **Título:** Economics, Business
- **Profesor responsable de la asignatura:** Juncal Cuñado
- **Profesores:** Juncal Cuñado and Andrea Sáenz de Viteri
- **Horario:** Tuesdays and Thursdays, from 10:00 to 12:00
- **Aula:** Room 11 (Tuesdays) and Room B1 (Thursdays)

## **Competencias**

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

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

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

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

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



economics and business.

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

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

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

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

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

### **Specific Competencies (Business)**

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

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

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

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

### **Programa**

The program will cover the following 6 chapters:

1. Estimation and confidence intervals
2. One-sample tests of hypothesis
3. Two-sample tests of hypothesis
4. Analysis of Variance (ANOVA)
5. Simple Linear Regression Model
6. Nonparametric tests: goodness of fit tests

### **Actividades formativas**



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

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

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

## Evaluación

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

- Class quizzes (unannounced): 10%
- Team work (problem sets and mini-projects): 20%
- Mid-term exam (Saturday, February 20th): 25%
- Final exam (Saturday, May 8th): 45%. A minimum grade of 4 in the final exam will be required in order to pass the subject.

In the extraordinary June exam, grades will be determined as follows:

- Team work: 20%
- Mid-term exam: 20%
- Final exam: 60%

## Bibliografía y recursos

### References

- Newbold, P., Carlson, W.L., Thorne, B., (2012), "Statistics for Business and Economics", Prentice Hall, 8<sup>th</sup> edition. [Localízalo en la Biblioteca](#)
- Lind, D.A., Marchal, W.C., Wathen, S.A., (2015), "Estadística Aplicada a los Negocios y la Economía", McGraw Hill, 16<sup>a</sup> edición. [Localízalo en la Biblioteca](#)
- Ross, S., (2017), Introductory Statistics, Academic Press, 4th edition. [Localízalo en la Biblioteca](#)

### Resources

For each of the chapters, the following resources will be available



Universidad  
de Navarra

- Power poing slides: available in ADI
- Exercises: available in ADI
- Data to analyse in the practical sessions: available in ADI

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

## **Horarios de atención**

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

**Office:** 2180 (Amigos Building)

**Office hours:** Wednesdays, from 17:30 to 19:30, Thursdays, from 12:00 to 13:00, and by appointment (email)

**Instructor:** Andrea Sáenz de Viteri ([asaenzdevit@unav.es](mailto:asaenzdevit@unav.es)): by appointment (email)



**Asignatura: Global Political Economy A (F. ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2020-21*

## Introduction

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

## **Global Political Economy A (F. ECONÓMICAS)**

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- **Description:** “Entorno Económico Global” (Global Political Economy) is an undergraduate course on international political economy which combines lectures, oral presentations and colloquium. It focuses on the main issues in international political economy, such as globalization, governance, trade, international migrations or financial markets. **Global Political Economy** is designed as an introduction to the main ideas, trends, events and forces which shape the political, institutional and social framework in which the world economy develops. For this purpose the course takes a multidisciplinary approach combining questions from different social sciences such as economics and political science. This analysis will help students develop a critical understanding of the new reality of the world economy, which some define with the sole word "globalization" but which has many different sides to it. During the course we shall address the role and position of the economies of Spain and Europe in this global framework.
- **Character:** Basic
- **ECTS:** 6
- **Year:** 2nd year, second semester
- **Language:** English (this section, other section available in Spanish)
- **Degrees:** Business and Economics
- **"Módulo" and "materia" of the course:** (ECO): II.2 Economía Aplicada - Economía internacional. (ADE) VI.1 Entorno económico - Entorno económico
- **Professor:** Isabel Rodríguez Tejedo
- **Lecture times:** see [here](#)
- **Room:** see [here](#)

## Competences

### **DEGREE IN ECONOMICS**

#### **Basic Competencies (Economics)**





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

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

#### **General Competencies (Economics)**

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

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

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

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

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

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

### **DEGREE IN MANAGEMENT**

#### **Basic Competencies (Management)**

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

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

#### **General Competencies (Management)**

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

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

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

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

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

## **Program**

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

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



- **Crisis and outlook for 2021**: An analysis of the origin, transmission and consequences of the financial and economic crisis which started in 2007-2008 as well as the policies chosen to tackle it and the prospects for the future. we will also discuss the effects of CoVid-19 on the global economy

- **The Challenges of International Trade & globalization**: In this subject we shall consider the main globalization facts and address the issue of why countries trade. This will lead us through some of the most interesting issues in international trade such as intra-industry trade, the effect of CoVid-19 on globalization or the link between trade and Foreign Direct Investment.

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

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

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

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

## **Educational activities**

- **Lectures** : The teacher will explain the contents of the program, always encouraging the active participation with questions. These contents will be examined on the examinations. In some cases, depending on the time, the instructor will assign readings so that each student can work on his/her own and can answer any questions with the teacher in the corresponding office hours. The lectures will include activities such as concept maps, kahoots or online games to improve understanding and create discussion.
- **Discussion Item** : articles will be assigned for classroom discussion. The article items will be distributed in advance to the students to prepare. In each of these classes, a group of students (designated in the class itself) will be in charge of presenting the subject and to introduce and lead the discussion. The contents of these discussions will be part of the assessments.
- **Assigned work**: this item includes work that must be completed individually by the student before the class lecture. It will be made available in ADI. It may include recorded lecture-like short videos, articles, multi-media content etc. These will be part of the assessments.
- **Class presentations** : each team will give a presentation about one of the Sustainable Development Goals using a Power Point presentation (or similar format)
- Grading will depend on the following:
  - Clarity of presentation.
  - Capacity for analysis and synthesis
  - Presence of a clear storyline



- Grammar, syntax and spelling
- Oral expression
- Quality of Power Point presentation
- **Simulation: simulations and online games will be used to approximate real-life decision making on relevant course topics.**
- **Assessments, as detailed in the evaluation section.**
- **Tutorials** : both the teacher and the TA of the subject will be available to students.
- Need for hours of **study outside the classroom** : individual study, presentation of papers, group meetings, etc.

### **TRAINING ACTIVITIES ("actividades formativas")**

**af1.** Lectures and in class discussions and presentations: aprox. 54 hours.

**af2** directed work: searching for information and preparing presentations: aprox 32 hours.

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

**af4.** Time of individual study: 60 hours

**af5.** Examinations: 2 hours

### **TOTAL WORK HOURS : 150 hours (6 ects).**

NOTE FOR ONLINE STUDENTS: if any adaptations are needed, please get in touch with the professor in the first week of class

## **Assessment**

### **GRADING SCHEME:**

#### **May Total:**

Presentations: 35% (maximum score in this section: 10 points)

Simulations: 15% (maximum score in this section: 10 points)

Evaluations: 50% (maximum score in this section: 10 points)

Bonus activities: 10% (maximum score in this section: 10 points)

NOTE: to pass the course, a student must get at least a minimum grade of 4 in the evaluations

#### **JUNE Total:**

Evaluations: 50%

Presentation: 50%



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

### **CRITERIA TO PASS THE COURSE :**

Students whose final grade is 5 points out of 10 (50 out of 100 ) or more will pass the course.

Students whose final grade is below 5 points out of 10 (50 out of 100 ) points will not pass the course and will be graded as *Suspense* .

Students who do not complete the assessment items will not pass the course and will be graded as *No presentado*.

### **SPECIAL CASES :**

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

Online students who require special assistance. Please contact the professor within two weeks of the beginning of classes to discuss any needed changes or adaptations.

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

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### **ASSESSMENT ITEMS:**

- 1) The course's **power points** and the class **explanations of the instructor** .
- 2) The **items** that are discussed in class .
- 3) The **presentations** of the students .
- 4) **Other materials** (discussion, self-work etc) used during the semester

#### **Description of assessment items:**

The evaluations will grade the student on factual knowledge, as well as the ability to use critical reasoning on the topics of the course. Examples of this assessment item will be provided via ADI.

The presentations will be graded by the professor and classmates. The professor's evaluation will be based on Clarity of presentation; Capacity for analysis and synthesis; Presence of a clear storyline; Grammar, syntax and spelling; Oral expression and Quality of Power Point presentation. A rubric for grading will be provided in ADI before the presentations are due. Classmates will be grading using the rubric and using a zero-sum point distribution across groups.

The (optional) Aim2Flourish assignment will be graded on the quality of the written text. In particular: clarity of presentation, presence of a clear storyline, grammar, syntax and spelling.

The (optional) in-class presentations of articles will be graded based on the quality of the summary of the article provided.

Depending on availability, other opportunities for extra credit may be announced during the semester.

No extra credit activities will be made available AFTER the final grade is posted.

### **Important note about academic honesty:**

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

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

Sanctions include:

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

## **Bibliography**

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

Some recommended books for visualization:

Good Charts: The HBR Guide to Making Smarter, More Persuasive Data Visualizations (S Berinato)  
[Find it in the Library](#)

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

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

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

NOTE: this course is taught in English. All materials are provided in this language. If needed, you can use the following resources:

<http://translate.google.com/#en|es> (for translation and pronunciation)

<https://www.wordreference.com/> (for translation and common uses)

## **Office hours**

Usual office hours are Tuesday 10-11:30 and Thursdays 2 to 3. However, the professor is available at other times if those are inconvenient.



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IN ALL CASES: Please email the professor ([isabelrt@unav.es](mailto:isabelrt@unav.es)) to make an appointment.



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

*Guía Docente*

*Curso académico: 2020-21*

## **Presentación**

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

## **Historia Económica C (F. ECONÓMICAS)**

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# **HISTORIA ECONÓMICA**

En los siglos IV-X, tras el hundimiento de Roma, Europa -invasada por el norte en sucesivas oleadas de pueblos culturalmente primitivos y por el sur amenazada por la poderosa expansión musulmana- estuvo a punto de desaparecer como realidad cultural original. Mil años después, a comienzos del siglo XX, gracias a un prodigioso desarrollo económico y tecnológico, dominaba el mundo. La asignatura trata de mostrar las claves que expliquen esa profunda transformación.

- Se pondrá especial énfasis en los procesos de cambio estructural, observables a muy largo plazo.
- Se tratará de explicar el desarrollo económico como resultado de una comprensión original del hombre europeo, destacando el papel de la libertad humana en los procesos históricos.
- **Carácter:** Básica
- **ECTS:** 6
- **Curso y semestre:** 2º ( ADE, IDE, IDM), 3º de Governance y 4º de las Dobles Primer semestre
- **Idioma:** Español
- **Módulo y materia de la asignatura:**
- **Profesor responsable de la asignatura:** Antonio Moreno Almárcegui
- **Horario y Aulas:** Jueves de 10 a 12 h. en el Aula M2 y viernes de 12 a 14 en el aula A07

## **Competencias** **Competencias:**

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

- CB3) Que los estudiantes tengan la capacidad de reunir e interpretar datos



relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética

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

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

- CG5) Desarrollar la capacidad de razonamiento autónomo y crítico en temas relevantes para lo económico y empresarial.
- ICG6 - 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.

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

- CE12) Conocer la evolución histórica de la economía.

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

- CE7) Aplicar una perspectiva histórica al estudio de los fenómenos económicos.
- CE8) Tener conciencia de la dimensión ética de la práctica profesional.
- CE20 - Defender de manera crítica y bien argumentada las ideas propias sobre temas económicos.
- CE21) Razonar y exponer con coherencia las propias opiniones en contextos orales y/o en la redacción de textos.

## **Programa** **Programa:**

**I.-Introducción. ¿Por qué Europa? ¿Por qué siglos X al XX?**

**II.- Población y régimen demográfico occidental. *El surgimiento de las metrópolis y la victoria sobre la mortalidad infecciosa***

**III. La agricultura europea. Siglos XIV al XIX. *Se acabó la fiesta: como el trabajo se transformó en una actividad diaria incesante***

**IV.- Sociedad Estamental versus Capitalista. *Del don al contrato***





**IV.1-La sociedad urbana. Aparición, desarrollo y crisis de los gremios. De como el trabajo se transformó en una relación contractual**

**IV.2-La familia en Europa. El modelo europeo de matrimonio: familia y capitalismo**

**V. La expansión Atlántica y la Revolución Comercial. La primera globalización. Europa se adueña de los mares**

**VI.- El Estado Moderno. Guerra, comercio y finanzas**

**VII. -La Primera revolución Industrial (ss. XVIII-XIX). La aparición del modelo fabril**

**VIII.-La segunda Revolución industrial (1880-1914): Europa se hace duela del mundo**

### **Actividades formativas**

- Además del material de clases (diapositivas), el alumno dispondrá en un futuro próximo en el apartado "contenidos" dentro de la carpeta de cada tema **un vídeo introductorio de cada tema**. En ese video se trata de justificar la relevancia del tema a estudiar, relacionando lo que se va a explicar en clase con un aspecto importante de la realidad actual.
- El alumno deberá visualizar el video y presentar un breve informe de una página con el contenido y una valoración personal.
- Tales informes valdrán 10% en la nota final.

### **Evaluación**

#### **Participación en clase**

- Los cinco primeros minutos de cada clase se dedicaran a responder una pregunta planteada por el profesor sobre la clase anterior.
- La evaluación positiva de las respuestas se considerará imprescindible para la obtención de Sobresaliente y Matrícula de Honor.
- Se pasará lista de asistencia
- **Para los alumnos no presenciales**, podrán asistir vía ZOOM a las clases impartidas. Además la clase se grabará a partir de las 16 h. (horario España) y estará disponible para los alumnos no presenciales con otros usos horarios hasta las 12 p.m. de ese mismo día (horario España). Después ya no serán accesibles.

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



- Tres evaluaciones a lo largo del curso. Cada uno valdrá 25% de la nota final. Consistirá en responder en una hoja por las dos caras a una pregunta de las lecciones explicadas.
- El primero al acabar de explicar la lección III. Lecciones II y III. 25% nota final. Fecha: 1 y 2 de octubre
- El segundo al acabar la lección IV.2. Lecciones IV.1 y IV.2. 25% nota final. Fecha: 29 y 30 de octubre
- y el tercero al acabar la lección VI. Lecciones V y VI. 25% nota final. Fecha 26 y 27 de noviembre
- El examen final, correspondiente a las lecciones VII y VIII, valdrá el 25% de la nota final. El contenido del examen final responde a los capítulos 2 y 3 de la obra: TORRES SANCHEZ, Rafael, **HISTORIA ECONÓMICA MUNDIAL. A**, Ediciones Eunat, 2018. Localízalo en la Biblioteca. Tal contenido no se verá en clase. Cada alumno tendrá que prepararlo por su cuenta.
- **Para los alumnos no presenciales con otros usos horarios los mismos días a las 17 h. (uso español) tendrán el mismo ejercicio que los presenciales, pero por internet. En una hora tendrán que responder a una pregunta de las lecciones correspondientes en un hoja por las dos caras de espacio máximo.**

### Convocatoria extraordinaria de junio

- Estará compuesto de cuatro preguntas:
- 1 correspondiente a los temas II y III (25% de la nota)
- 1 correspondiente a los temas IV.1 y IV.2 (25% de la nota)
- 1 Correspondiente a los temas V y VI (25% de la nota)
- 1 correspondiente a los temas VII y VIII (25% de la nota)
- **Para los alumnos nopresenciales, el contenido del examen será igual.**

### Videos introductorios de cada tema

- Cada tema tendrá un vídeo introductorio que estará al comienzo de cada tema colocado en el apartado 'contenidos' dentro de la carpeta de cada tema.
- El alumno tendrá que visionarlo y realizar un breve informe de una página y mandarlo por correo (anmoren@unav.es) al profesor.
- El conjunto de los informes valdrá un 10% en la nota final

### Para aquellos que quieran obtener MH (y sólo para ellos):

- Tendrá que presentar un trabajo sobre el libro: PIKETTY, Thomas (2019), *Capital e ideología*, Ediciones Deusto, Planeta, Barcelona
- El trabajo constará de dos partes claramente diferenciadas. En la primera parte, cada capítulo tendrá al menos tendrá que tener un resumen de una



página con sus conclusiones más importantes. En la segunda parte, se deberá dar una visión de síntesis de la obra en su conjunto, concluyendo con las aportaciones más relevantes de la obra. Sin límite de espacio.

- Dado que la obra tiene más de mil páginas, los alumnos que presenten el trabajo sobre Piketty, no tendrán que presentarse al examen final. Así, el trabajo de Piketty sustituye el examen final. Así, el trabajo valdrá un 25% de la nota final y además será condición necesaria para la M.H.
- La fecha límite para presentar el trabajo será el miércoles 2 de diciembre a las 24 h.
- Este trabajo, optativo, pueden realizarlo tanto los alumnos presenciales como los no presenciales.

## **Bibliografía y recursos**

### **Bibliografía Fundamental:**

- TORRES SANCHEZ, Rafael, **HISTORIA ECONÓMICA MUNDIAL. A**, Ediciones Eunate, 2018. [Localízalo en la Biblioteca](#)
- PIKETTY, Thomas (2019), **Capital e ideología**, Ediciones Deusto, Planeta, Barcelona, [Localízalo en la Biblioteca](#)
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[Biblioteca](#) | [Catálogo](#) | [Biblioguías](#)

## Horarios de atención

El horario de oficina será el jueves de 15 h. a 18 h.

- Para concertar una entrevista o hacer cualquier consulta o duda, dirigirse a: [anmoreno@unav.es](mailto:anmoreno@unav.es)



Universidad  
de Navarra

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

*Guía Docente*

*Curso académico: 2020-21*

## **Introduction**

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

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

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

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

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

### **ACADEMIC YEAR 2020-2021**

**Department:** Economics

**School:** Economics and Business Administration

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

**Itineraries:** All

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

**Timing:** First semester, September- December

**Number of ECTS credits:** 6 cr (150 h)

**Type of course:** Compulsory

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



Universidad  
de Navarra

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

**Language:** Spanish or English, depending on the group

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

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

See details in the school's webpage

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

## Competences

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

### **Program**

Program:

#### **CHAPTER 1 Introduction**

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

#### **CHAPTER 2 Demand**

- Goods and services market: IS curve
- Money market: LM curve





- Equilibrium
- Fiscal and monetary policy
- Open economy
- Aggregate demand (AD)

### **CHAPTER 3 Supply**

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

### **CHAPTER 4 Growth**

- Basic concepts
- Solow model

### **CHAPTER 5 Cycles**

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

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

Week 1 - Ch. 1

Week 2 - Ch. 1



Week 3 - Ch 2

Week 4 - Ch 2

Week 5 - Ch 2

Week 6 - Ch 2

Week 7 - Ch 3

Week 8 - Ch 3

Week 9 - Ch 3

Week 10 - Ch 4

Week 11 - Ch 4

Week 12 - Ch 4

Week 13 - Ch 5

Week 14 - Ch 5 & review

## **Educational Activities**

### **Educational activities:**

On campus classes: (54 hrs)

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

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

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

Individual study: (85-90 hrs)

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

Tutorials: (2 hrs):



Presenting and solving of doubts and questions with the instructor

Assesment: (4 hrs)

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

### **How to study for the class:**

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

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

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

Step 1) Studying and learning the theoretical part of the material . Learn the "how", not just the "what"

Step 2) Practice individually (redo class examples without looking at the solutions, solve problems, exercise sheets, alternative functional forms, etc) By this point the student should be able to do these things on his own, without checking his notes, books, etc

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

Step 4) Ask the instructor for help with any questions

### **Assessment**

#### **December:**

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

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

Pop quizzes in class: 15%

#### **June:**

Midterm: 20%

December exam: 10%

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

Pop quizzes in class: 15%

Description of assessment activities:

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

- In the first section of the exam, multiple choice questions will be used to evaluate theoretical and applied concepts covered during the course. Some questions will be entirely theoretical, while others will require students to use models and tools learned during the course
- In the second section the student must answer short questions and/or solve problems

Observations:

- Pop quizzes will take place during class time, **without previous announce**. The grade for this part will be calculated using only a % (to be determined) of the total number of pop quizzes carried out, so that missed supervised tests need not be justified. Absences will simply count towards the other % of non-graded activities.
- Both final and midterm are compulsory
- The final is comprehensive
- **HONESTY IS THE BEST POLICY ( [Regulation](#) )**

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

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

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



## Bibliography & Resources

### Main books:

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

### Others:

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

Khan academy videos, to review some basic concepts:

[Keynesian cross](#)

[Fiscal and monetary policy](#)

[Aggregate Demand](#)

[AD shifts](#)

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

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

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

#### **Other interesting links**

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

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

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

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

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

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

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### **Office Hours**

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



Universidad  
de Navarra

**Office:** 2170 (Amigos Building)

**Office hours:**

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

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

Other times may be scheduled by appointment.