

**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](mailto:malonso.7@alumni.unav.es)

Irene Alonso: [ialonsosanz@external.unav.es](mailto: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.



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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



**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. ECONÓMICAS)**

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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=eVlmNW5ML3ZHQm5KOWo2TEk4bkt1UT09>

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

February 11th (please book by Feb 10th 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: Proyecto Integrado III: Congreso (3º curso de ELG)**

*Guía Docente*

*Curso académico: 2020-21*

## **Presentación**

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

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

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- **Breve descripción de la asignatura:** (poner un párrafo máximo)
- **Carácter:** (Básica, Obligatoria, Optativa, Prácticas externas, TFG/TFM)
- **ECTS:**
- **Curso y semestre:**
- **Idioma:**
- **Título:**
- **Módulo y materia de la asignatura:**
- **Profesor responsable de la asignatura:**
- **Profesores:**
- **Horario:**
- **Aula:**

## **Competencias**

Esta información debe estar disponible para el 8 de junio.

Copie y pegue las competencias de la asignatura del año pasado.

Para nuevas asignaturas, consulte la Memoria oficial.

## **Programa**

Esta información debe estar disponible para el 8 de junio:

Copie y pegue el programa del año pasado. En el caso de nuevas asignaturas, indique el programa.

## **Actividades formativas**

Esta información estará disponible para finales de agosto

## **Evaluación**

Esta información estará disponible para finales de agosto



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## **Bibliografía y recursos**

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

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

## **Horarios de atención**

Esta información estará disponible para finales de agosto





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

*Guía Docente*

*Curso académico: 2020-21*

## **Presentación**

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

# **International Agenda. Dialogues (F. Económicas)**

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- Breve descripción de la asignatura:
- Carácter: (
- ECTS:
- Curso y semestre:
- Idioma:
- Título:
- Módulo y materia de la asignatura:
- Profesor responsable de la asignatura:
- Profesores:
- Horario:
- Aula:

## **CompetenciasProgramaActividades formativasEvaluación**

## **Bibliografía y recursos**

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

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

## **Horarios de atención**



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**Asignatura: International Seminar I: Governance (F.  
Económicas)**

*Guía Docente*

*Curso académico: 2020-21*

## **Presentación**

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

## **International Seminar I: Governance (F. Económicas)**

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

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

## **Competencias**

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



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## **Programa**

Two week program sponsored by the Department of Government at Georgetown University.

### **Monday, May 22**

#### **\* Lectures**

- *Introduction to U.S. Politics, Culture, and Economy*, Professor Eric Langenbacher, Department of Government.
- *The Political and Philosophical Framework of American Politics*, Joe Hartman.

### **Tuesday, May 23**

#### **\* Lectures**

- *The Outcome and Impact of the 2016 Elections*, Professor Hans Noel, Department of Government.
- *Global Cooperation and Change*, Professor James Vreeland, Department of Government/ School of Foreign Service.

### **Wednesday, May 24**

#### **\* Lectures**

- *Campaigns and Elections in the U.S.*, Professor Michael Bailey, Department of Government.
- *State, Local and Federal Interactions in the United States*, Professor Micah Jensen, McCourt School of Public Policy.

### **Thursday, May 25**

#### **\* Lectures**

- *The Public Policy Process in the United States*, Professor Lynn Ross, McCourt School of Public Policy.
- *Diversity and Civil Rights Policy in 21st Century America*, Professor Jeremy Mayer, George Mason University.

### **Friday, May 26**

#### **\* Lecture**

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

#### **\* Site Visit and Briefings**

*Cato Institute, Simon Lester*

*Tour of the Capitol Visitors Center*

### **Saturday, May 27**





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

**Sunday, May 28**

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

**Monday, May 29**

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

**Tuesday, May 30**

- \* Lecture

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

- \* *Site Visit and Briefings*

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

*Democratic National Committee*, Miles Fernandez.

**Wednesday, May 31**

- \* Lecture

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

- \* *Site Visit and Briefings*

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

**Thursday, June 1**

- \* Lectures

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

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

- \* *Special Guest Speaker*,

Nuria Tolsá, Banco Iberoamericano de Desarrollo.

**Friday, June 2**

- \* Lectures

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

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



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Government.

Active participation in the lectures is mandatory and highly recommended.

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

### **Actividades formativas**

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

### **Evaluación**

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

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

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

Preparatory activity:

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

Concurrent activities:

Provide an interesting question about each session.

Write an essay about selected questions.

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

Photography competition

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

### **Bibliografía y recursos**

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



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

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

## Horarios de atención

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

Guillem Ripoll (gripollp@unav.es)

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

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

*Guía Docente*

*Curso académico: 2020-21*

## **Presentation**

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

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

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- **Brief description of the course:** Building on the concepts provided by *Principles of Macroeconomics*, this course is an introduction to the theoretical models and empirical findings that are essential to understand and analyze both the long-run evolution of people's living standards and the short-run fluctuations in economic activity. There are four general subject areas: economic growth, monetary and fiscal policy, business cycles and open-economy macroeconomics. These subjects form a fundamental background to address a series of questions on an economy as a whole (a single country or the global economy) and on the environment where to conduct business. For example, why do certain countries grow – or start to catch up with other developed nations, while others still lag behind? What are the structural characteristics that lead entrepreneurs to establish their firms in a country rather than another? What are the potential causes of a recession? How can a foreign crisis affect a small open economy? What could policymakers do to guarantee a stable business environment, minimizing the contraction in production and hiring caused by lower demand or higher costs? How do inflation expectations affect the price at which firms sell their goods?
- **Type:** Compulsory
- **ECTS:** 6
- **Year and semester:** 3rd year, 1st semester
- **Language:** English
- **Type of degree:** Degree in Economics (ELG & ECOB+D); Degree in Management (ADEb+D)
- **Module:** Economic Theory (Degree in Economics); Economic Environment (Degree in Management)
- **Area/Subject:** Macroeconomics (Degree in Economics); Economic Environment (Degree in Management)
- **Professor in charge:** Tommaso Trani ([ttrani@unav.es](mailto:ttrani@unav.es))
- **Professors:** Tommaso Trani (this group); Miguel Ángel Borrella Mas and Federico Mario Accursi Lembo (other groups)

- **Time(s) & venue(s):**
  - Students who are on campus (\*):
    - Monday, 8:00-10:00, Room 1; Friday, 10:00-12:00, Room 6. Please consult the university's website to double-check this information
    - (\*) Please avoid coming to the University if you are experiencing symptoms typical of the COVID-19 or have been in contact with someone who has contracted such a virus. In any of these circumstances, you will be able to follow the sessions online (see details below)
  - Students who are off-campus (only with the approval of "Dirección de Estudios"):
    - Off-campus students are expected to attend the (on-campus) sessions online (using Zoom) if their local time is compatible with that of the regular sessions in Spain (GMT+2). These students will have the chance to participate in the sessions and ask questions as if they were on campus
    - Some (on-campus) sessions will be recorded and will be available for off-campus students located in incompatible time zones
    - For these students, there will be specific online sessions (using Zoom) arranged at convenient times
- **Special education needs: students with special needs should contact the professor of the course**

## **Competences**

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

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

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

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

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

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

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

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

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

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

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

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

### Specific Competencies (Management)

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

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

## Program (Outline)

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

Part	Topic	Reference
	Introduction	Appendix 1 in AulaVirtual ADI
1. Economic Growth in the Very Long Run	Aggregate production of goods and services	[Ch. 3.1-3.2]; Ch. 8.1 ( <i>the supply and demand for goods</i> ); Appendix to Ch. 9
	The Solow model <ul style="list-style-type: none"> <li>• Capital accumulation &amp; population growth</li> <li>• Technological progress</li> <li>• Golden rule</li> </ul>	Ch. 8 (remaining sections); Ch. 9.1, 9.3 ( <i>evaluating the rate of saving and changing the rate of saving</i> );
	Notions of growth policy and endogenous growth	Ch. 9.2 ( <i>convergence</i> ), 9.4



<b>2. Markets &amp; Long-Run Equilibrium</b>	<p>Functioning and characterization of the long-run equilibrium on the:</p> <ul style="list-style-type: none"> <li>• goods and services market</li> <li>• financial/money market</li> </ul>	Ch. 3.3-3.4; Ch. 5.1-5.4, 5.7; [ABC 7.4]
	Intertemporal Consumers' Choices	Ch. 16.1-16.2
<b>3. Short-Run Fluctuations &amp; Macroeconomic Policy</b>	Business cycles: definition and facts	Ch. 10.1
	<p>The IS-LM model</p> <ul style="list-style-type: none"> <li>• Goods market &amp; money market in the short run</li> <li>• Equilibrium &amp; macroeconomic policy</li> <li>• Determination of the AD curve</li> </ul>	Ch. 11-12; [18.1 (the <i>lags in the implementation and effects of policies</i> )]; Appendix 2 in AulaVirtual ADI
	<p>The AD-AS Model</p> <ul style="list-style-type: none"> <li>• Nominal rigidities and the AS curve</li> <li>• Stabilization policy and the inflation-unemployment trade-off</li> </ul>	Ch. 10.2, 14 (the <i>implications</i> ); [BW 12.4.1-12.4.4]
<b>4. Extensions</b>	<p>Financial Markets: Risk</p> <ul style="list-style-type: none"> <li>• Definition and determination</li> <li>• Role in short-run fluctuations and policy</li> </ul>	Handout; [Ch. 4.2 ( <i>bank capital, leverage, and capital requirement</i> )-4.3]; [BAG 20.3-20.6]
	<p>The Open Economy</p> <ul style="list-style-type: none"> <li>• Long-run model</li> <li>• The short-run Mundell-Fleming model</li> </ul>	Ch. 6; Ch. 13.1-13.3; Appendix 3 in AulaVirtual ADI

## Educational activities

The course is broken down into four parts. The first three parts are devoted to the analysis of long-run trends and short-run cycles in closed economy. In particular, Part 1 describes the production of goods and services as well as how economies grow over the long run. Part 2 presents the goods and money

markets, completing the preceding analysis (characterization of the long-run equilibrium) and setting the basis for the next chapter (short-run fluctuations). Part 3 is about business cycles, and its focus is on both how to interpret such cycles and how policymakers can intervene (stabilization **policies**). The last part, Part 4, extends our perspective in two ways: 1) introducing financial risk (i.e., risk premia) in the study of closed-economy business cycles; 2) recognizing the importance of international trade and exchange rates for the long-run and short-run performance of an open economy.

### **CLASS ATTENDANCE AND PARTICIPATION**

Students are expected to attend classes and participate both passively (taking notes, listening) and actively (working ahead of time, asking questions, solving exercises, thinking about the possible implications and the possible extensions). Debates, the analysis of cases and the solution of problems are especially important occasions to participate. There will be pop quizzes throughout the semester.

**Practical classes:** such classes will be devoted to the solution of the exercises, and students should contribute during these classes. There will be assignments to hand in (individually) *by* the announced deadlines.

Announcements will be sent throughout the semester, and a tentative schedule will be available in the intranet.

### **EXAMS**

Besides the problem sets and pop quizzes, there will be 2 exams (midterm and final exam). It is important to put effort in studying the material and solving quizzes and problem sets to prepare for all the exams.

- Midterm exam: 19 October 2020, coinciding with that Monday's lecture (\*)
- Final exam: 18 December 2020 at 16:00, in accordance with the School's exams timetable (\*)
- (\*) Time potentially subject to adjustments in the case of off-campus students located in time zones different from that of Spain

### **TIME DISTRIBUTION**

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

- Lectures, including practical classes (\*) = 58 hours: take notes and participate in the solution of exercises

(\*) Off-campus students are expected to attend the (on-campus) classes online (using Zoom) if their local time is compatible with that of the regular sessions in Spain (GMT+2). Some (on-



campus) sessions will be recorded and made available for off-campus students located in incompatible time zones. For these students, there will be specific online sessions (using Zoom) arranged at convenient times

- Personal and team work = 86 hours: study of the theory (class notes, lecture notes available through ADI and textbook), work on exercises, attendance at office hours
- Evaluation = 6 hours

## **Assessment**

### **GRADING IN DECEMBER (out of 10)**

- Participation and pop quizzes (\*): 8%
- Problem sets: 15%
- Midterm: 27%
- Final: 50%

### **GRADING IN JUNE (out of 10)**

- Final: 70%
- All of the grades earned during the course, except for the one of the final exam in December: 30%
  - Participation and pop quizzes (\*) = 5%
  - Problem sets = 9%
  - Midterm = 16%

**(\*) Students who are off-campus (*only with the approval of “Dirección de Estudios”*)**: for the students who are located in time zones different from that of Spain, this percentage will be added to that of the problem sets, provided that the students attend specific online sessions (using Zoom) dedicated to doubts about the theory and the preparation for the multiple choice questions asked during exams

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

## **DETAILS**

Although small modifications are possible, there are generally 5 problem sets throughout the semester. Pop quizzes are made of multiple choice questions (besides possible exceptions) asked without previous notice.

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

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

The midterm exam is cumulative but shorter than the final exam. The duration of the former is between 1H and 2H (e.g., 1H20), and the one of the latter is approximately 2H (included a bit longer).

The final exam is comprehensive. *In this case, a minimum of 3.8/10 is required.*

It is possible that the exams will take place online.

## HONESTY IS THE BEST POLICY

*(Ethics Committee Provisions Against Plagiarism and Copying)*

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

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

Sanctions include:

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

## Bibliography and Resources

### STUDY MATERIAL

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

- **Textbook.** See the outline page.

## REFERENCES

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

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

## OTHER REFERENCES

### Cited in the outline

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

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

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

### Not cited in the outline

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

## To review the material from previous courses

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

## LINKS OF INTEREST

### Journals

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

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

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

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

### **Statistical resources**

Samples of useful databases for studying trends and fluctuations are:

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

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

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

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

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

### **Office hours**

Tommaso Trani

- Office No. 2240 (hilera, 2nd floor)
- Office hours either in the office (taking all the sanitary precautions against COVID-19) or via Zoom
  - Monday from 10:30-11:45 (especially ADEb+D & ECOb+D)
  - Friday 8:30-9:45 (especially ELG)
- Office hours via Zoom at convenient times (TBD) in the case of off-campus students located in time zones different from that of Spain
- Please notify your attendance at office hours *in advance* (essential in the case of those via Zoom)



**Asignatura: Econometrics I (F.Económicas)***Guía Docente**Curso académico: 2020-21***Presentación**<http://www.unav.edu/asignatura/econometriabasicbeconom/>**Econometrics I (F.Económicas)**

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**Name of the course:** Econometrics**Year:** Third (or fourth in double degree)**Semester:** First**Credits (ECTS):** 6**Type of course:** Required**Language:** English**Departament:** Economics**Degrees:** Economics, ADE**School:** Economics**Professor:** Juan Equiza Goñi : [jequizag@unav.es](mailto:jequizag@unav.es)**Assistant:** not available**Lecture Schedule:** Tuesday from 6pm to 8pm in Room B1Thursday from 8 to 10am in Room 12**Competencias**

This course introduces students to multiple regression methods for analyzing data in economics and related disciplines. Extensions include regression with discrete random variables, instrumental variables regression, analysis of random experiments and quasi-experiments. Regression with time series data is covered in a more advanced course. The objective of the course is for the students to learn how to conduct -and how to critique- empirical studies in economics and related fields. Accordingly, the emphasis of the course is on empirical applications, using STATA or Gretl software in many cases.

## **Grade Competences**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Course competences**

- Using mathematical reasoning and quantitative tools to analyze the economic context (SC10)
- Properly using software applications in quantitative analysis of economic questions (SC11)

- Knowing how to combine economic reasoning with other disciplines (SC17)

## **Programa**

1. Economic Questions and Data

2. Review of Probability

3. Review of Statistics

4. Linear Regression with One Regressor

5. Regression with a Single Regressor: Hypothesis Tests and Confidence Intervals

6. Linear Regression with Multiple Regressors

7. Hypothesis Tests and Confidence Intervals in Multiple Regression

8. Nonlinear Regression Functions

## **Actividades formativas**

Lectures, exercises in groups and a personal project to do on your own (or in pairs)

Our lectures will be shown "live" in ZOOM and I then left recorded on ADI for the following 24 hours

## **Evaluación**

40% *based on* FINAL EXAM (comprehensive)

20% MIDTERM EXAM (October 6<sup>th</sup>)

10% participation, individual quizzes...

15% assignments (in groups)

15% research project (optionally, in pairs)

+5% if the project is very good

\* The points in exercises and projects will only count IF you obtain a minimum grade (lower than 5) in the final exam. A similar policy will be followed in June.

## **Bibliografía y recursos**

### **Bibliography**

#### **Basic**





Universidad  
de Navarra

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

### **Complementary**

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

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

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

### **Horarios de atención**

Esta información estará disponible para finales de agosto

**Asignatura: International Organizations (F. Económicas)***Guía Docente**Curso académico: 2020-21***Introduction**<http://www.unav.edu/asignatura/orginterecon/>**International Organizations**

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- **Description:** This course is intended as an introduction to the field of international organizations and their role in the international sphere, as well as their importance for the domestic policy process. Its purpose is to give you both a sense of the general theoretical concepts used in the field, and how they apply to a group of international organizations that can be deemed as highly relevant in their respective areas. To that end, it will cover a scope of these organizations in some detail, ranging from truly "global" organizations like the United Nations, the World Trade Organization, and the World Bank to more "regional" organization like NATO, USMCA, or Mercosur. In that context, the course will also treat the potential emerging conflict between globalism and regionalism in international organization.
- **Type:** Compulsory
- **ECTS:** 3 (75 hours)
- **Year & Semester:** 3<sup>rd</sup> year, 2<sup>nd</sup> semester
- **Language:** English
- **Degree:** Economics Leadership & Governance (ELG)
- **Professor in charge:** Martin Rode ([martinrode@unav.es](mailto:martinrode@unav.es))
- **Time:** Monday 10:00-12:00
- **Venue:** M3

**Competences****Competences of the degree**

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

**Competences of the subject**

- Acquire theoretical and applied knowledge of basic methods and concepts in the field of international organization.

- In-depth knowledge of how the policy process of international organizations work, given their respective institutional structure, and the outcomes they produce.
- Understand the logic of the political process in international organizations.
- Carry out literature search and resume the findings in a rigorous way.
- Discuss and develop a basic understanding of concepts in the field.

### **Learning results**

- Demonstrate understanding of international organizations from a legal and political perspective before a class audience.
- Capability of analyzing specific organizations via the selection of an articles that exemplifies important topics in the area.
- Ability to understand the legal base, functioning, and outcomes produced by the international organizations covered in class, as demonstrated in an exam.

## **Program**

### **Part 1: Introduction and Theory**

- 11.1.2021: Introduction
- 18.1.2021: Lecture
- 25.1.2021: Lecture

### **Part 2: Presentations and Discussion**

- 01.2.2021: United Nations (UN)
- 08.2.2021: World Trade Organization (WTO)
- 15.2.2021: International Monetary Fund (IMF)
- 22.2.2021: World Bank
- 01.3.2021: NATO
- 08.3.2021: NAFTA / USMCA
- 15.3.2021: ASEAN / RCEP
- 22.3.2021: OAU / AU
- 12.4.2021: Mercosur

### **Part 3: Synthesis and Conclusion**

- 19.4.2021: Lecture
- 26.4.2021: Lecture

## **Activities**

### **Required activities:**



- Class participation (in-person/online)
- Presentation and discussion
- Text search and selection
- Exam

## **Assessment**

### **Evaluation**

- Grade composition
  - *Presentation: 45%*
  - *Pick a text: 15%*
  - *Final exam: 25%*
  - *Contributions in class: 15%*

Theoretical lectures are imparted and compulsory!

*Presentations* are to be given in groups of two or three students on a specific international organization, which is assigned by the teacher at random. Presentations should employ the analytical tools covered in class. Presentations will be 40 to 45 minutes each, followed by 5 to 10 minutes of questions from the teacher, and a 30 minute round-off discussion in class.

Groups are expected to *pick a text* of high-quality journalism or a research article, covering their respective organization, broadly exemplifying one (or several) of the analytical concepts covered in the presentation. The text should be handed-in to the teacher via email on the day of your presentation.

The *final exam* will be based on the group presentations and texts. All texts and presentations will be made available on ADI.

*Contributions in class* are evaluated with 1,5 points towards the final mark. Students are expected to actively participate in the lectures and debates.

**Final exam:** 7.05.2021, 12:00-14:00

**Presentation dates:** Consult individual presentation groups.

### **Students off-campus:**

Evaluation for students off-campus is identical.

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

On-campus lectures will be recorded and available for off-campus students located in other time zones

## **Bibliography**

Hurd, Ian (2020). *International Organizations: Politics, Law, Practice*. Cambridge University Press, 4<sup>th</sup> edition. [Localízalo en la Biblioteca](#)

Oatley, Thomas (2019). *International Political Economy*. Routledge, 6<sup>th</sup> edition. [Localízalo en la Biblioteca](#)

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

## **Office hours**

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

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

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



**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**

**Departament:** 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 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)

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

### **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.





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

*Guía Docente*

*Curso académico: 2020-21*

## **Presentación**

<http://www.unav.edu/asignatura/regiones1econ/>

## **Regiones 1 - América**

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

### **Objetivos del curso:**

- Fomentar y fortalecer, en el estudiante, la habilidad de analizar de manera crítica y comprender las condiciones sociales, políticas y económicas de la América contemporánea.
- Captar las condiciones de los procesos de regionalismo tanto en Norte América como en América Latina, identificando las principales diferencias y similitudes entre los países de la región.
- Reflexionar sobre las oportunidades de cambio y generar propuestas para disminuir las vulnerabilidades que enfrenta la región a través de criterios definidos por el propio alumno y fundamentados en los conocimientos adquiridos en la asignatura.

**Profesor encargado:** Germán Ríos

**Formato de clases:** Habrá 3 bloques de clases presenciales de 5 horas, en martes de 5 a 7 y miércoles de 9 a 12 (el 19 y 20 enero, y las otras dos en febrero y marzo, fecha por anunciar).

El resto de las clases serán en remoto, los martes de 9 a 11

**Horario de clases:** martes, de 9 a 11 (cuando la clase es en remoto), martes de 5 a 7 y miércoles de 9 a 12 cuando es presencial (se anunciará aula).



## **Competencias**

Esta información debe estar disponible para el 8 de junio.

Copie y pegue las competencias de la asignatura del año pasado.

Para nuevas asignaturas, consulte la Memoria oficial.

## **Programa**

### **Programa**

#### **Semana 1 y 2:**

#### **Temas:**

- Introducción a la asignatura.
- Norte América y América Latina.
- América Latina y el Caribe: en búsqueda del crecimiento inclusivo perdido.

#### **Objetivos:**

- Conocer las actividades a realizar durante el curso.
- Aprender sobre las condiciones por las que se considera a Norte América como una región.
- ¿Cómo se define actualmente América Latina en el contexto internacional?
- Introducción del continente americano desde un punto de vista demográfico, económico, social, cultural y político.
- Entender el proceso de convergencia parcial de las economías latinoamericanas con el ingreso per cápita de las economías desarrolladas. También se explicará la evolución de la pobreza, la desigualdad, las instituciones y el desarrollo humano. Compararemos los resultados con los obtenidos por Asia y Africa.

#### **Semana 3 y 4:**



Universidad  
de Navarra

### **Temas:**

- La historia económica y política de América Latina y el Caribe.
- El desarrollo económico de Latinoamérica.
- Las instituciones de América Latina y el Caribe.

### **Objetivos:**

- Entender el lento proceso de desarrollo de América Latina con el fin de complementar los factores económicos identificados en las sesiones anteriores.
- Conocer las raíces históricas de algunas de las debilidades que tradicionalmente se han identificado y previenen un crecimiento más rápido de Latinoamérica.
- Analizar el papel del populismo.

### **Semanas 5 y 6**

#### **Temas:**

- Los mercados laborales en América Latina y el Caribe.
- Le economía informal en Latinoamérica.
- El ecosistema empresarial.
- El capital humano en la región.

#### **Objetivos**

- Analizar la contribución del trabajo al crecimiento del PIB
- Entender las tendencias demográficas (esperanza de vida, tasas de fecundidad y migración) en la fuerza laboral activa
- Estudiar el porque de la existencia de una gran proporción de empleos informales y el dominio de empresas muy pequeñas en la economía.
- Conocer sobre el sistema educativo latinoamericano.

### **Semanas 7 y 8**

#### **Temas**

- Inversión



- Ahorro
- Endeudamiento

### **Objetivos**

- Entender los bajos niveles de ahorro de Latinoamérica comparado con otras regiones del mundo, por ejemplo, Asia
- Analizar la inversión y su importancia para el crecimiento de largo plazo
- Conocer las razones de la crisis de la deuda y su relación con el ahorro y la inversión domésticos

### **Semanas 9 y 10**

#### **Temas**

- Volatilidad macroeconómica
- Programas de estabilización macroeconómica
- Programas de ajuste estructural

### **Objetivos**

- Entender el papel de la dependencia de los recursos naturales en Latinoamérica y su relación con la volatilidad macroeconómica.
- Conocer las principales crisis macroeconómicas por las que ha pasado la región.
- Explorar los diversos programas de estabilización macroeconómica y ajuste estructural que se han implementado en América Latina y el Caribe.

### **Semanas 11 y 12**

#### **Temas**

- Argentina.
- Brasil.
- México.
- Colombia.
- Perú.
- Chile.
- Centroamérica.
- El Caribe.

### **Objetivo**

- Entender las principales características políticas, económicas e institucionales

de los principales países y subregiones de América Latina y el Caribe.

## **Semanas 13 y 14**

### **Temas**

- Descontento social y protestas.
- La calidad de la democracia y de otras instituciones políticas.
- Desarrollo de mercados e imperfecciones.
- Características de los sistemas políticos.

### **Objetivos**

- Analizar las recientes protestas en Latinoamérica
- Estudiar la efectividad de las políticas públicas para promover la movilidad social
- Conocer sobre regulaciones económicas y como afectan a los mercados
- Entender el funcionamiento de la democracia y las instituciones políticas.

## **Semana 15**

### **Tema**

- El futuro de América Latina y El Caribe

### **Objetivos**

- Analizar el progreso de la región en los últimos 30 años en varios frentes.
- Explorar las reformas necesarias para generar un crecimiento sostenible, sustentable e incluyente, que permita mejorar la calidad de vida de la población.

## **Actividades formativas**

### **Lecturas**

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

### **Presentaciones en equipo**

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

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

### **Trabajo Final**

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

### **Actividades no obligatorias**

Los alumnos tendrán a su disposición documentales y videos seleccionados por el profesor que profundizan en diversos temas que se estudiarán durante la asignatura. Si hay un tema de principal interés para los alumnos, tendrán la oportunidad de verlos de manera individual y responder a un cuestionario.

### **Evaluación**

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

### **Bibliografía y recursos**

#### **Bibliografía recomendada**

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

Algunos libros que se pueden consultar son:



- Bulmer-Thomas, V., La historia económica de América Latina desde la independencia / Víctor Bulmer-Thomas; traductor Mónica Utrilla de Neira. México : FCE, México, 1998. [Localízalo en la Biblioteca](#)
- Dabène, Olivier, América Latina en el siglo XX / Olivier Dabène; traducción al castellano de Pablo Bustelo Gómez., Madrid : Síntesis, 2000. [Localízalo en la Biblioteca](#)
- Michael Reid, Forgotten Continent. A History of the New Latin America. Yale University Press. 2017 edition.
- Sebastian Edwards. Left Behind - Latin America and the False Promise of Populism. University of Chicago Press. 2012.
- Ríos et al. Macroeconomics and Natural Resources. KendalHunt. 2020  
<https://he.kendallhunt.com/product/macroeconomics-and-natural-resources-preliminary-edition>

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

## **Horarios de atención**

Esta información estará disponible para finales de agosto







**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 -invadida 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 Eunote, 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 su conclusiones más importantes. En la segunda parte, se deberá dar una visión de síntesis de la obra en su conjunto, concluyendo con los 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](#)
- CAMERON, R., Historia económica mundial, Alianza, Madrid, 2010 [Localízalo en la Biblioteca](#) (versión electrónica) [Localízalo en la Biblioteca](#) (versión impresa)
- CAMERON, Rondo and Larry NEAL, A concise Economic History of the World, Oxford, Oxford University Press, 2003. [Localízalo en la Biblioteca](#)
- SCHULTZ, Helga (2001), Historia económica de Europa. Artesanos, mercaderes y banqueros. 1500-1800, Siglo XXI, Madrid [Localízalo en la Biblioteca](#)

### **Bibliografía complementaria:**

#### **I. MODERNA**

##### **MUNDIAL**

- BEAUD, M., Historia del capitalismo. De 1500 a nuestros días. Ariel, Barcelona, 1986. [Localízalo en la Biblioteca](#)
- CAMERON, R., Historia económica mundial, Alianza, Madrid, 1990 [Localízalo en la Biblioteca](#) (versión electrónica) [Localízalo en la Biblioteca](#) (versión impresa)
- CHAUNU, P. Historia, Ciencia Social, Ed. Encuentro, Madrid, 1985. [Localízalo en la Biblioteca](#)
- CIPOLLA, C.M. (ed.) Historia económica de Europa, Tomos 2 a 3, Ariel, Barcelona, 1979. [Localízalo en la Biblioteca](#) (vol. 2) [Localízalo en la Biblioteca](#) (vol. 3)
- CLOUGH, Sh.B. y RAPP, R.T., Historia económica de Europa, Omega, Barcelona, 1986. [Localízalo en la Biblioteca](#)
- DAVIS, R., La Europa atlántica desde los descubrimientos hasta la industrialización, sXXI, 1988. [Localízalo en la Biblioteca](#)
- DEANE, P. La primera revolución industrial, Península, Barcelona, 1977. [Localízalo en la Biblioteca](#)
- DE VRIES, J., La economía de Europa en un período de crisis 1600-1750, Madrid, 1979 [Localízalo en la Biblioteca](#)
- Historia Económica de Europa, (HEE) tomos IV y V, Universidad de Cambridge, EDESA, 1977.
- IMBERT, J. Historia económica. De los orígenes a 1789, Vicens, Barcelona, 1983. [Localízalo en la Biblioteca](#)
- KELLENBENZ, H., El desarrollo económico de la Europa continental (1500-1750), Madrid, 1977.

### [Localízalo en la Biblioteca](#)

KENWOOD, A.G, Historia del desarrollo económico internacional, Istmo, Madrid, 1989. [Localízalo en la Biblioteca](#)

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

LEON, P.(ed.), Historia Económica y Social del Mundo, Tomos 3 a 4. Encuentro, Madrid, 1980. [Localízalo en la Biblioteca](#) (vol. 3)

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

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

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

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

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

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

## ESPAÑA

GONZALEZ ENCISO, Agustín - DE VICENTE ALGUERO, Felipe-José, -FLORISTAN IMIZCOZ, Alfredo, TORRES SANCHEZ, Rafael, Historia económica de la España Moderna. Ed Actas, Madrid, 1992

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

GONZÁLEZ ENCISO, Agustín, Felipe V: la renovación de España: sociedad y economía en el reinado del primer Borbón, Pamplona, EUNSA, 2003 [Localízalo en la Biblioteca](#)

VAZQUEZ DE PRADA, V. (ed) Historia económica y social de España, III tomo, Confederación española de Cajas de Ahorro, Madrid, 1973-78. [Localízalo en la Biblioteca](#)

VICENS VIVES, J., Historia económica de España, Vicens, Barcelona, ed.1989. [Localízalo en la Biblioteca](#)

## II. CONTEMPORÁNEA

### MUNDIAL

CAMERON, R, Larry Neal (2002) /A Concise Economic History of the World: From Paleolithic Times to the Present, /Oxford University Press. [Localízalo en la Biblioteca](#)

CANTERBURY, E. Ray (2001) /A Brief History of Economics/, World Scientific. [Localízalo en la Biblioteca](#)

FINDLAY, Ronald, Kevin H. O'Rourke (2008): /Power and Plenty: Trade, War, and the World Economy in the Second Millennium, / Princeton University Press, [Localízalo en la Biblioteca](#)

FLOUD Roderick and PAUL Johnson edited by. (2004): /The Cambridge economic history of modern Britain Cambridge/, Cambridge University Press. [Localízalo en la Biblioteca](#)

FOREMAN-PECK, James (1994): /History World Economy/, Pearson Education. [Localízalo en la Biblioteca](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Biblioteca](#) | [Catálogo](#) | [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)





**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 Bañón**

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%

- Connect assignments
  - 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%

- Connect assignments
  - 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](#)



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de Navarra

- 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)

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#### 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



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

*Guía Docente*

*Curso académico: 2020-21*

**Introduction**

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

**Demography: the population study**

**Context**

- Degree:  
3<sup>rd</sup> Economy,  
Leadership and  
Governance
- Semester: 1<sup>st</sup>
- Type of subject:  
Required, 3 ECTS
- Language: English
- Associated  
workload: 75  
hours
- Schedule:  
Tuesday, 12:00-  
14:00, Aula M3
- Online office hours  
(zoom): Thursday  
16:00-17:15
- Professor: Dr.  
Guillem Ripoll  
(Office 4090)
- E-mail:  
gripollp@unav.es

**Outline**

Demography is the study of human populations.

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



decisions and actions.

**Pre-requisite knowledge**

None.

**Skills**

**Associated skills**

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

**Structure**

**Structure**

- 01 / 09 – Unit 1: Introduction – Group A
- 08 / 09 – Team project – Group B
- 15 / 09 – Unit 2: Comparative Demography – Group A
- 22 / 09 – Unit 3: Fertility 1, advanced societies and poor countries – Group B
- 29 / 09 – Unit 3: Fertility 2, China – Group A
- 06 / 10 – Team project – Group B
- 13 / 09 – Unit 3: Fertility 3, crisis and fertility – Group A
- 20 / 10 – Unit 4: Mortality 1, the epidemiologic transition – Group B
- 27 / 10 – Unit 4: Mortality 2, Covid 19 – Group A
- 03 / 11 – Unit 4: Mortality 3, pension systems – Group B



- 10 / 11 – Unit 5: Migration 1, an overview – Group A
- 17 / 11 – Unit 4: Migration 2, Covid 19 – Group B
- 24 / 11 – Unit 4: Migration 3, Nazi Germany – Group A
- 01 / 12 – Unit 5: Population and the environment – Group B

## **Learning activities**

### **Students required activities**

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

## **Evaluation of students' progress**

### **Evaluation**

- Exercises (7) 20%
- Team project 55%
- Exam 25%
- Extra 5% (written assignment or coordination)
- Other conditions: participate in the team project, minimum note in the exam is a 4, and class attendance may subtract up to 1 point

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

- Exercises (7) 20% (same results than in December)
- Individual demographic analysis 55% (new)
- Exam 25% (new)
- Extra 5% (written assignment or coordination) (same results than in December)
- Other conditions: minimum note in the exam is a 4

### **Students that are off campus**

- The evaluation is the same than for those who are on campus
- Off-campus students are expected to attend the (on-campus) sessions online (by Zoom) if their local time is compatible. Students will have the chance to participate in the sessions and ask questions in the same conditions as on-campus students
- On-campus sessions will be recorded and will be available for off-campus

students located in time zones not compatible with the regular time of the sessions

## **References**

### **References**

- Baizan, Pau, Bruno Arpino, and Carlos Eric Delclòs. 2016. 'The Effect of Gender Policies on Fertility: The Moderating Role of Education and Normative Context'. *European Journal of Population* 32 (1): 1–30. [Localízalo en la Biblioteca](#)
- Baizán, Pau, and Amparo González-Ferrer. 2016. 'What Drives Senegalese Migration to Europe? The Role of Economic Restructuring, Labor Demand, and the Multiplier Effect of Networks'. *Demographic Research* 35 (13): 339–80. [Localízalo en la Biblioteca](#)
- Carmichael, Gordon A. 2016. *Fundamentals of Demographic Analysis: Concepts, Measures and Methods*. The Springer Series on Demographic Methods and Population Analysis. Springer International Publishing. [Localízalo en la Biblioteca](#)
- Costanza, David P., Jessica M. Badger, Rebecca L. Fraser, Jamie B. Severt, and Paul A. Gade. 2012. 'Generational Differences in Work-Related Attitudes: A Meta-Analysis'. *Journal of Business and Psychology* 27 (4): 375–94. [Localízalo en la Biblioteca](#)
- Massey, Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, and J. Edward Taylor. 1993. 'Theories of International Migration: A Review and Appraisal'. *Population and Development Review* 19 (3): 431–66. [Localízalo en la Biblioteca](#)
- McCartney, Gerry, Wendy Hearty, Julie Arnot, Frank Popham, Andrew Cumbers, and Robert McMaster. 2019. 'Impact of Political Economy on Population Health: A Systematic Review of Reviews'. *American Journal of Public Health* 109 (6): e1–12. [Localízalo en la Biblioteca](#)
- McDonald, Peter F. 2013. 'Societal Foundations for Explaining Fertility: Gender Equity'. *Demographic Research* S16 (34): 981–94. [Localízalo en la Biblioteca](#)
- Livi-Bacci, Massimo. 2017. *A Concise History of World Population*. 6th ed. John Wiley & Sons, Ltd. [Localízalo en la Biblioteca](#)
- Lam, David. 2011. 'How the World Survived the Population Bomb: Lessons From 50 Years of Extraordinary Demographic History'. *Demography* 48 (4): 1231–62. [Localízalo en la Biblioteca](#)
- Lee, Ronald. 2003. 'The Demographic Transition: Three Centuries of Fundamental Change'. *Journal of Economic Perspectives* 17 (4): 167–90. [Localízalo en la Biblioteca](#)
- Rowland, Donald T. 2003. *Demographic Methods and Concepts*. Oxford, New York: Oxford University Press. [Localízalo en la Biblioteca](#)



- Verdugo, Richard R. 2006. 'Workers, Workers' Productivity and the Dependency Ratio in Germany: Analysis with Implications for Social Policy'. Population Research and Policy Review 25 (5): 547–65. [Localízalo en la Biblioteca](#)

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## **Additional notes**

### **Some additional notes**

#### **Some notes**

- Students must respect the opinions of their peers as well as the ones of the authors they learn. Criticism is encouraged, and self-criticism an asset. To respect the difference is required
- It is prohibited to use others' ideas without quoting them. And, it is also prohibited to copy peers' work when submitting the team project or doing the exam. If a student commits plagiarism, the mark for this exercise or exam will be a 0
- It is prohibited to use mobile phones in class. Please, keep them in silence mode or (better) switched off. Constant misuse will be penalized in the final mark.
- In case of using a laptop to take notes, it is prohibited to use it for personal or non-related academic purposes during class. Constant misuse (e.g. multi-tasking) will be penalized in the final mark
- Class attendance is mandatory. Absence will be penalized in the final mark
- The following conditions are necessary to pass the subject:
  - To have a mark in all activities (exercises, essay and exam)
  - Compulsory attendance to receive the feedback of the team project
  - Minimum note in the exam: 4
- If you do not want to share your notes, you do not have to do it. However, to share non-processed material (e.g. readings or presentations) is mandatory
- In case of doubts about any these notes, please ask me. I will be happy to help you





Universidad  
de Navarra

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

*Guía Docente*

*Curso académico: 2020-21*

## **Presentación**

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

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

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

Professor: Marcel Meyer

Semester: First semester (3rd course)

Schedule, Classroom: Monday (10.00 to 12.00); the classroom is soon to be announced

ECTS: 3

Subject: Mandatory

Requirements: None

Degree: Economics, Leadership and Governance

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

Language: English.

Tutor Sessions: soon to be announced

## **Competencias**

The main goal of the course is to discuss about the essential features of a leader. It encourages students to think on their own independently, critically, and responsibly. Being a leader is not just a matter of charisma, although some of it is necessary. It is

more a set of virtues and skills that are acquired throughout life. Knowing what a good management implies makes the road towards genuine leadership easier to follow.

### **Specific competences**

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

### **General competences**

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

## **Programa**

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

Mandatory Reading:

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

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

Mandatory readings:

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

Mandatory Video:

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

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

Mandatory Reading:

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

Mandatory Video:

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

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

Mandatory Preparation (Presentation):

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

Mandatory Reading:

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

Mandatory Video:

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

**Session 5: The concept of POWER**

#### Mandatory Reading:

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

#### Mandatory Video:

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

#### Mandatory Preparation (Presentation):

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

### **Session 6: Personality / Temperament / Identity**

#### Mandatory Preparation:

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

### **Session 7: Feedback.**

- Invited Speaker

### **Session 8: Higher Purpose.**

#### Mandatory Reading:

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

### **Session 9: Innovation.**

#### Mandatory Preparation (Preparation):

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

- Invited Speaker

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

#### Mandatory Preparation:

None

### **Actividades formativas**

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

A course blog is available for information sharing and discussion.

The subject accounts for 3 ECTS credits.

### **Evaluación**

The assessment strategy consists of **three components**. On the one hand, students must pass a **final exam**. This exam is based on the course content. It is multiple choice. The exam accounts for 50% of the overall grade. It must be passed with a minimum grade of 4.5. On the other hand, students are expected to hand in a **written individual assignment** towards the end of the course. This written assignment counts for 25% of the overall grade. The course also contains **two (mid-term) group presentations**. These oral presentations accounts for another 25% of the overall grade.

### **Bibliografía y recursos**

#### **BIBLIOGRAPHY**

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

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

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

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



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

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

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

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

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

#### SUPPLEMENTARY BIBLIOGRAPHY

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

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#### Horarios de atención

Tutor Sessions are available on the following days:

- Tuesday from 10.30 to 12.30.

- Wednesday from 12.00 to 14.00.



