



<i>Asignaturas</i>

Gestión pública (F. Económicas)

Global Political Economy A (F. ECONÓMICAS)

International Trade (F. ECONÓMICAS)

International Finance (F. ECONÓMICAS)

International Seminar II: Leadership (F. Económicas)

Managing people (F. Económicas)

Negotiation and diplomatic practice (F. Económicas)

Prácticas en Empresa (F. Económicas, Economía)

Regions II. Asia (F. Económicas)

Teoría Impositiva (F. ECONÓMICAS)



Asignatura: Gestión pública (F. Económicas)

Guía Docente

Curso académico: 2021-22

Introduction

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

Gestión pública (F. Económicas)

Context

- Degree: 4th Economy, Leadership and Governance
- Semester: 2nd
- Type of subject: Required, 3 ECTS
- Language: English
- Associated workload: 75 hours
- Schedule: Thursday, 12:00-14:00, Aula M3
- Office hours: Tuesday, 16:00-17:15
- Professor: Dr. Guillem Ripoll (Office 4090)
- E-mail: gripollp@unav.es

Outline

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

Pre-requisite knowledge

None.

Skills

Associated skills

- Students will be able to identify the public sphere
- Students will be able to know the theory behind policies formation
- Students will be able to understand the role of politics in developing policies
- Students will be able to know the theory and methods behind public policy



analysis and evaluation

- Students will be able to manage, analyse and synthesize data and information for public policy analyses, and to have access to contemporary research in public management
- Students will be able to understand the most important changes in public management: from old to new public managements
- Students will be able to develop and interpret governance indicators
- Students will be able to identify unresolved or conflicting questions about macro and micro issues in public management
- Students will be able to identify Human Resources Management practices that are applicable to the public sphere
- 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...)
- Students will be encouraged to learn how to apply theoretical and methodological models in order to carry out research in this field.
- Students will be encouraged to acquire (or further develop) the knowledge and the necessary skills to work within organizational environments in the field of politics and public management.

Structure

Structure

1. 13 / 01 – Unit 1: An introduction to Public Management
2. 20 / 01 – Unit 2: Policies: description, process and evaluation
3. 27 / 01 – Unit 3: Policy evaluation, basic needs
4. 03 / 02 – Unit 3: Policy evaluation, design
5. 10 / 02 – Unit 3: Policy evaluation, implementation
6. 17 / 02 – Unit 3: Policy evaluation, impact
7. 24 / 02 – Unit 3: Policy evaluation, economic
8. 03 / 03 – Unit 4: Politics, public administration, efficiency and corruption
9. 10 / 03 – Unit 5: Administrative burden: definition, problems and solutions
10. 17 / 03 – Unit 6: Public accountability and citizens' participation
11. 24 / 03 – Unit 7: Negotiation in the public sphere
12. 31 / 03 – Unit 8: Leadership in the public sphere
13. 07 / 04 – Unit 9: Motivation in the public sphere
14. 28 / 04 – Unit 10: Ethics in the public sphere
15. Other topics that will be covered if possible:
 1. Performance indicators and performance management
 2. Public management and covid-19

Learning activities



Students required activities

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

Evaluation of students' progress

Evaluation

- Presentation 12%
- Follow-class quizzes (13) 13%
- Team project 55%
 - Submission 1: 5%
 - Submission 2: 12.5%
 - Submission 3: 15%
 - Final submission: 22.5%
- Exam 20%
- Extra (written assignment) 5%
- Other conditions: attendance to receive feedback of the team project, minimum note in the exam is a 3.5, and class attendance may subtract up to 1 point

June Evaluation (resit)

- Presentation 12% (same results than in May)
- Follow-class quizzes (13) 13% (same results than in May)
- Team project 55% (same results than in May)
 - Submission 1: 5%
 - Submission 2: 12.5%
 - Submission 3: 15%
 - Final submission: 22.5%
- Exam 20% (new)
- Extra (written assignment) 5% (same results than in May)
- Other conditions: minimum note in the exam is a 3.5

Key dates

Key dates

- Presentation à 12 %
 - One per week, in pairs or alone, to be selected
- Follow-class quizzes à 1% each (13%)
 - Every Friday. Submission time: 11:59pm (23:59)



- Team project à 55% (5 – 12.5 – 15 – 22.5)
 - 27/01 – 24/02 – 24/03 – 28/04. Time 11:59pm (23:59)
- Written assignment (same day than the exam) à 5 % (extra)
- Exam à 20%
 - 10/05. Time: 12:00am-02:00pm
- Resit evaluation:
 - 14/06. Time: 12:00am-02:00pm

References

References

Unit 1 – Public Management: an introduction

- Pollit, C. (2003). *The essential public manager*. UK: McGraw-Hill Education, pp. 1-25 [Localízalo en la Biblioteca](#) (ebook)
- Stewart, J. and Ranson, S. (1988). Management in the public domain. *Public Money and Management* 8: 13-19 [Localízalo en la Biblioteca](#)

Unit 2 – Policies: description, process and evaluation

- Easton, D. (1957). An approach to the analysis of political systems. *World Politics* 9 (3): 383-400 [Localízalo en la Biblioteca](#)
- Majone, G. (2008). Agenda setting. In *The Oxford handbook of public policy*. Oxford: Oxford University Press, pp. 229-250

Unit 3 – Basic needs

- IERMB. (2019). *¿Quién duerme en la calle en Barcelona? Características de la población sin techo de la ciudad, según los datos de los equipos municipales de intervención social en el espacio público*. Barcelona, Spain: City Hall of Barcelona
- Cabera, P., Rubio, M. J. and Blasco, J. (2008). ¿Quién duerme en la calle? Una investigación social y ciudadana sobre las personas sin techo. pp. 71-80
- Recommended as further reading: Guía práctica – 2 Evaluación de necesidades sociales. (2009).
http://www.ivalua.cat/documents/1/19_03_2010_13_17_21_Guia2_Necesidades_octubre2009.pdf
- Recommended as further reading: Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2018). *Evaluation: A systematic approach*. Sage publications, pp. 93-119
[Localízalo en la Biblioteca](#)

Unit 3 – Design

- AEVAL. (2015). Evaluación del Plan de Calidad de los Recursos Humanos de



los Servicios Generales de la Administración de la Comunidad Autónoma de las Illes Balears. pp, 23-87

http://www.aeval.es/es/difusion_y_comunicacion/publicaciones/Informes/Informes_de_Evaluacion/Evaluaciones_2015/E40.html

- Recommended as further reading: Guía práctica – 3 Evaluación del diseño. (2009). https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/ipr/fcp1420/e/Documents/Guia3_Evaluacion_de_dise%C3%B1o_ivalua.pdf
- Recommended as further reading: Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2018). *Evaluation: A systematic approach*. Sage publications, pp. 120-149

Unit 3 – Implementation

- AEVAL. (2017). Evaluación de la implementación del Programa Nacional de Desarrollo Rural 2014-2020. pp, 15-63.
http://www.aeval.es/es/difusion_y_comunicacion/publicaciones/Informes/Informes_de_Evaluacion/Evaluaciones_2016/E43.html
- Recommended as further reading: Guía práctica – 4 Evaluación de la implementación. (2009). https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/ipr/fcp1420/e/Documents/Guia3_Evaluacion_de_implementacion_ivalua.pdf
- Recommended as further reading: Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2018). *Evaluation: A systematic approach*. Sage publications, pp. 150-176
[Localízalo en la Biblioteca](#)

Unit 3 – Impact

- AEVAL. (2013). Evaluación del Plan de Medidas para la Mejora de los Servicios de Sanidad Exterior. pp, 21-48 and 74-123
http://www.aeval.es/es/difusion_y_comunicacion/publicaciones/Informes/Informes_de_Evaluacion/Evaluaciones_2013/E36.html
- Recommended as further reading: Guía práctica – 5 Evaluación de impacto. (2009). https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/ipr/fcp1420/e/Documents/Guia4_Evaluacion_e_impacto_valu.pdf
- Recommended as further reading: Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2018). *Evaluation: A systematic approach*. Sage publications, pp. 177-282
[Localízalo en la Biblioteca](#)

Unit 3 – Economic

- AEVAL. (2013) Evaluación del Plan de Ahorro y Eficiencia Energética 2008–2012. pp, 19-52, 132-136
http://www.aeval.es/es/difusion_y_comunicacion/publicaciones/Informes/Informes_de_Evaluacion/Evaluaciones_2013/E34.html
- Recommended as further reading: Guía práctica – 3 Evaluación económica.



(2009). https://www.dgfc.sepg.hacienda.gob.es/sitios/dgfc/es-ES/ipr/fcp1420/e/Documents/Guia6_Evaluacion_economica_ivalua.pdf

- Recommended as further reading: Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2018). *Evaluation: A systematic approach*. Sage publications, pp. 283-314
[Localízalo en la Biblioteca](#)

Unit 4 – Politics, public administration, efficiency and corruption

- Dahlström, C., and Lapuente, V. (2017). Corruption. In *Organizing Leviathan: Politicians, Bureaucrats, and the Making of Good Government* (pp. 89-127). Cambridge: Cambridge University Press. [Localízalo en la Biblioteca](#)
- Dahlström, C., and Lapuente, V. (2017). Effectiveness. In *Organizing Leviathan: Politicians, Bureaucrats, and the Making of Good Government* (pp. 128-154). Cambridge: Cambridge University Press. [Localízalo en la Biblioteca](#)
- Recommended as further reading: Dahlström, C., and Lapuente, V. (2017). *Organizing Leviathan: Politicians, Bureaucrats, and the Making of Good Government*. Cambridge: Cambridge University Press, pp. 1-54 [Localízalo en la Biblioteca](#)

Unit 5 – Administrative burden: definition, problems and solutions

- Herd, P., and Moynihan, D. P. (2019). Mending Medicaid: The Politics of Shifting Burdens at the State Level. In *Administrative burden: Policymaking by other means*. New York: Russell Sage Foundation.
- Herd, P., and Moynihan, D. P. (2019). Social Security: How the Biggest Bookkeeping Organization in the World Banished Burdens. In *Administrative burden: Policymaking by other means*. New York: Russell Sage Foundation.
- Recommended as further reading: Herd, P., and Moynihan, D. P. (2019). *Administrative burden: Policymaking by other means*. New York: Russell Sage Foundation, pp. 1-41
- Recommended as further reading: Tummers, L., Weske, U., Bouwman, R., and Grimmelikhuijsen, S. (2016). The impact of red tape on citizen satisfaction: An experimental study. *International Public Management Journal*, 19(3): 320-341.

Unit 6 – Public accountability and citizens' participation

- Font, J., and Navarro, C. (2013). Personal Experience and the Evaluation of Participatory Instruments in Spanish Cities. *Public Administration*, 91(3):616-631
- Van Damme, J. and Brans, M. (2012). Managing Public Consultation: a Conceptual Framework and Empirical Findings from Belgian Case Studies. *Public Administration*, 90(4):1047-1066
- Change one of the further reading for an empirical article
- Recommended as further reading: Bovens, M. (2005). Public accountability. In



The Oxford handbook of public management, eds. E. Ferlie, L. E. Lynn Jr, and C. Pollit. New York: Oxford University Press.

- Recommended as further reading: McCarthy-Cotter, L. M., & Flinders, M. (2018). Accountability in Liberal Democratic, Parliamentary Systems. In *The Palgrave Handbook of Public Administration and Management in Europe*, eds. E. Ongaro and S. van Thiel. London: Palgrave Macmillan.

Unit 7 – Negotiation in the public sphere

- Hardin, G. (1968). The tragedy of the commons. *Science*, 162(3859), 1243-1248.
- Ostrom, E. (1990). Reflections on the commons. In *Governing the commons: The evolution of institutions for collective action*. Cambridge: Cambridge university press.
- Ostrom, E. (1990). Analyzing long-enduring, self-organized, and self-governed CPRs. In *Governing the commons: The evolution of institutions for collective action*. Cambridge: Cambridge university press.
- Recommended as further reading: Fisher, R., Ury, W. L., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in*. New York: Penguin.

Unit 8 – Leadership in the public sphere

- Antonakis, J., Fenley, M., and Liechti, S. (2011). Can charisma be taught? Tests of two interventions. *Academy of Management Learning & Education*, 10(3): 374-396.
- Shamir, B., House, R. J., and Arthur, M. B. (1993). The motivational effects of charismatic leadership: A self-concept based theory. *Organization science*, 4(4): 577-594.
- Recommended as further reading: Park, S. M., and Rainey, H. G. (2008). Leadership and Public Service Motivation in U.S. Federal Agencies. *International Public Management Journal*, 11(1): 109-142.
- Recommended as further reading: Denis, J-L., Langley, A. and Rouleau, L. (2005). Rethinking leadership in public organizations. In *The Oxford handbook of public management*, eds. E. Ferlie, L. E. Lynn Jr, and C. Pollit. New York: Oxford University Press.
- Recommended as further reading: Drumaux, A., & Joyce, P. (2018). Leadership in Europe's public sector. In *The Palgrave Handbook of Public Administration and Management in Europe*, eds. E. Ongaro and S. van Thiel. London: Palgrave Macmillan.

Unit 9 – Motivation in the public sphere

- Gagné, M., et al. (2015). The Multidimensional Work Motivation Scale:



Validation evidence in seven languages and nine countries. *European Journal of Work and Organizational Psychology*, 24(2): 178-196.

- Jensen, U. T., & Bro, L. L. (2018). How transformational leadership supports intrinsic motivation and public service motivation: The mediating role of basic need satisfaction. *The American Review of Public Administration*, 48(6), 535-549.
- Vandenberghe, W. (2008). Government Calling: Public Service Motivation as an Element in Selecting Government as an Employer of Choice. *Public Administration*, 86(4): 1089-1105.
- Recommended as further reading: Esteve, M., and Schuster, C. (2019). The art of motivating public employees in practice: lessons from and for public administration research. In *Motivating public employees* (pp. 57-72). Cambridge, MA: Cambridge University Press.

Unit 10 – Ethics in the public sphere

- Ripoll, G., and Braugh, J. (2019). At their wits' end? Economic stress, motivation and unethical judgement of public servants. *Public Management Review*, 21(10): 1516-1537.
- Ripoll, G. (2019). In charge of safeguarding the public interest: The role of goal clarity in shaping public service motivation and the acceptance of unethical behaviours. *International Review of Administrative Sciences*.
- Ripoll, G. (2019). Disentangling the relationship between public service motivation and ethics: An interdisciplinary approach. *Perspectives on Public Management and Governance*, 2(1), 21-37.
- Recommended as further reading: Huberts, L. W. J. C. (2018). Integrity: What it is and Why it is Important. *Public Integrity*, 20(1): S18-S32.
- Recommended as further reading: Lasthuizen, K., Huberts, L., & Heres, L. (2011). How to Measure Integrity Violations. *Public Management Review*, 13(3): 383-408.

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

Additional notes

Some notes

- Students must respect the opinions of their peers as well as the ones of the authors they learn. Criticism is encouraged, and self-criticism an asset. To respect the difference is required
- It is prohibited to use others' ideas without quoting them. And, it is also



prohibited to copy peers' work when submitting the team project or doing the exam. If a student commits plagiarism, the mark for this exercise or exam will be a 0

- It is prohibited to use mobile phones in class. Please, keep them in silence mode or (better) switched off. Constant misuse will be penalized in the final mark.
- In case of using a laptop to take notes, it is prohibited to use it for personal or non-related academic purposes during class. Constant misuse (e.g. multi-tasking) will be penalized in the final mark
- Class attendance is mandatory. Absence will be penalized in the final mark
- The following additional conditions are necessary to pass the subject:
 - Compulsory attendance to receive the feedback of the team project
 - Minimum mark in the exam: 3.5
- 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: Global Political Economy A (F. ECONÓMICAS)

Guía Docente

Curso académico: 2021-22

Introduction

GLOBAL POLITICAL ECONOMY A

“Entorno Económico Global” (Global Political Economy) is an undergraduate course on international political economy which combines lectures, oral presentations and colloquium with student self-directed work.

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

It focuses on important issues in international political economy, such as globalization, development, trade or climate policy with a strong focus on sustainability. During the semester, students will be introduced to the complex issue of sustainability using the "3Ps" framework: prosperity, planet, people. Students already know about the first one, and this course will provide an introduction to the two latter ones. After finishing the course, students will have explored the role of institutions and markets in ensuring a sustainable path for growth. Also, the course will challenge students to reflect on their own perceptions, attitudes and actions to help students develop a critical understanding of the course content.

Departament: Economics



School: Economics and Business.

Degrees: Economics and Business Administration

Year: 2nd

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

Organisation: Second semester (January - May)

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

Course type: Basic.

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

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

Lecture Times and Room:

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

Competences

DEGREE IN ECONOMICS

Basic Competencies (Economics)

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

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

General Competencies (Economics)

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

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

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



Specific Competencies (Economics)

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

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

DEGREE IN MANAGEMENT

Basic Competencies (Management)

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

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

General Competencies (Management)

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

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

Specific Competencies (Management)

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

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

Program

Objectives

This course aims to provide an updated view of the world economy. It will provide stylized facts about integration of the world economy, providing context to the movements of people and goods, inequality, poverty and sustainability. We will discuss the Sustainable Development Goals and use them as benchmark during the semester.

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

1: Current situation and forecasts

1.1 Analysis of the IMF outlook

2: Globalization and international trade:

2.1 Definition, evolution and determinants of globalization



- 2.2 Stylized facts in international trade
- 2.3 Multilateralism and bilateralism
- 2.4 Financial flows in a globalized world
- 2.5 Perspectives
- 3: Population and migration
 - 3.1 Demographic structures: country comparisons
 - 3.2 Demographic trends: population growth and demographic transition
 - 3.3 Stylized facts in international migrations
 - 3.4 Perspectives
- 4: Poverty and sustainable development :
 - 4.1 Poverty: Definition
 - 4.2 Poverty: Indicators
 - 4.3 Development: Definition
 - 4.4 Development: Indicators
 - 4.5 Inequality: Indicators
 - 4.6 The role of climate change in sustainable development
 - 4.7 Perspectives
- 5: Sustainability and limits to growth
 - 5.1 Definition and pillars of sustainability
 - 5.2 Sustainability: indicators
 - 5.3 The role of the public sector
 - 5.4 Perspectives

Through the course we will use graphs to analyze the data available on the topics of the course. Being able to understand and even produce graphs in this context is an important skill, to which we will devote some time during the semester.

Educational activities

NOTE FOR STUDENTS WITH SPECIAL NEEDS: if any adaptations are needed, please get in touch with the professor in the first two weeks of class

- **Lectures** : The teacher will explain the contents of the program, always encouraging the active participation with questions. These contents will be material for the examinations. In some cases, depending on the time, the instructor will assign readings so that each student can work on his/her own and can answer any questions with the teacher during office hours. The lectures will include activities such as concept maps, kahoots or online games to improve understanding and create discussion

COIL (collaborative online international learning) assignment: U of Navarra students work in teams with students from IPMI International Business School (Indonesia) and the University of Guelph (Canada) to write critical reflections on innovative flourishing businesses in the context of the UN Sustainable Development Goals with a cross-cultural perspective. (NOTE: students who show low levels of engagement may not be allowed to participate in this activity with an international team. They will be assigned to a U of Navarra-only team to do the same project without the COIL dimension)



- **Discussion Items** : articles/videos/podcasts and other materials may be assigned for classroom discussion. The article items will be distributed in advance for students to prepare. The contents of these discussion items will be part of the assessments.
- **Assigned work:** this item includes work that must be completed individually by the student before the class lecture. It will be made available in ADI. It may include recorded lecture-like short videos, articles, multi-media content, serious games etc. These will be part of the assessments.
- **Simulations: simulations and online games will be used to facilitate experiential learning and to approximate real-life decision making on relevant course topics. A rubric for evaluation will be made available.**
- **WikiRate assignment: Students use public documents to gather data on corporate sustainability performance. This experiential learning opportunity allows students to learn more about how data is obscured, nuanced and difficult to compare, and think about the challenges of gathering data to understand how companies impact the SDG objectives.**
- **Exams, there will be one final exam, as scheduled by the School. It will cover all the material included in the course.**
- **Tutorials** : the teacher will be available to students during office hours and outside of the class to answer questions or to provide support for course-related activities.
- Need for hours of **study outside the classroom** : individual study, presentation of papers, group meetings, etc.

TRAINING ACTIVITIES ("actividades formativas")

af1. In-class lectures (theory / practice) Lectures and in class discussions and presentations: aprox. 54 hours.

af2 Directed work (personal / in group): searching for information, preparing presentations/simulations: aprox 24 hours.

af3. Individual work (studying, preparing materials...) : aprox 60 hours

af4. Consulting with the teacher (attending office hours, follow-ups, etc.): aprox 2 hours

af5. Examinations: aprox 2 hours

af7. Discussion / study of practical cases: engaging in experiential learning, simulations, cases: aprox 8 hours

TOTAL WORK HOURS : 150 hours (6 ects).



Bibliography and resources

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

Some recommended readings:

The age of sustainable development (by J Sachs)

Economy, society & public policy (Core team)

World Development Report 2021: Data for Better Lives (World Bank)

Through the course we will use graphs to analyze the data available on the topics of the course. Being able to understand and even produce graphs in this context is an important skill.

Some recommended books for visualization:

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

[Find it in the Library](#)

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

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

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

Office hours

Usual office hours are Wednesdays 1 to 2 and Thursdays 10-11:30. Please email the professor (isabelrt@unav.es) to make an appointment before coming to office hours.

Also, note the professor follows an open door policy and is available through the week. Just email (isabelrt@unav.es) to check for availability

NOTE FOR STUDENTS WITH SPECIAL NEEDS: if any adaptations are needed, please get in touch with the professor in the first two weeks of class



Asignatura: International Trade (F. ECONÓMICAS)

Guía Docente

Curso académico: 2021-22

Introduction

International Trade (School of Economics)

- **Brief description of the course:** The course is focused on the study of international trade. First of all, we will pay attention to the evidence on countries' behaviour regarding foreign trade that, joint with the study of different economic theories on this topic, will allow the student to understand the pattern of trade between countries, trade policy and the way international trade is changing due to the new technologies.
- **Type:** Obligatoria (for the degree in Economics, the double degree in Economics + Law and the degree on Economics, Leadership & Governance) Optativa (for the degree in Business Administration and the double degree in Business Administration + Law)
- **ECTS:** 6
- **Semester:** 1st (Fall term)
- **Language:** English
- **Title:** International Trade
- **Módulo y materia de la asignatura:** Módulo 2: Economía Aplicada. Materia 2: Economía internacional
- **Professor in charge of the course:**
 - Javier Elizalde
 - Website: <https://www.unav.edu/web/investigacion/nuestros-investigadores/detalle-investigadores-cv?investigadorId=66467&investigador=Elizalde%20Blasco,%20Javier>
 - Email: jelizalde@unav.es
 - Office hours:
 - Mondays, 4-5 pm
 - Tuesdays, 4-5 pm
 - Fridays, 4-5 pm
 - Office: 2190 Edificio Amigos



• **Timetable of lectures and rooms:**

- Group 1: Tuesday, 12 noon-1.45 pm. Room M2, Amigos Building
 - Group 2: Friday, 12 noon-1.45 pm. Room 6, Amigos Building
- Each student can only attend the lectures of his/her group

Competences

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

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

Basic Competencies (Management and Economics)

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

General Competencies (Management and Economics)

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

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

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

Specific Competencies (Economics)

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

Specific Competencies for Elective Subjects (Management)

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

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

Program

1. Introduction to International Trade

1.1 Motivation and key concepts

1.2. Evidence on countries' behaviour regarding international trade

1.2.1. Merchandise trade



- 1.2.2. Trade in services
 - 1.3. Main patterns of trade: Gravity model
 - 1.4. History of international trade
 - 1.5. Protectionist policies
 - 1.6. The process of integration of international trade (trade rounds, GATT and WTO)
 - 1.7. Regional integration arrangements
 - 1.7.1. Preferential trading agreements
 - 1.7.2. Free trade agreements
 - 1.7.3. Customs unions
2. Specialisation and gains from international trade (Ricardian model)
 - 2.1. Model's insights
 - 2.2. Production possibility frontier
 - 2.3. Relative price and choice of product
 - 2.4. Model with two countries
 - 2.4.1. Relative supply function
 - 2.4.2. Relative demand function
 - 2.4.3. Equilibrium
 - 2.5. Gains from trade
 - 2.6. Relative wage
3. Who gains and who loses from international trade (Specific factors model)
 - 3.1. Model's insights
 - 3.1.1. Types of factors: mobile factors and specific factors
 - 3.1.2. Production functions. Property of diminishing marginal returns
 - 3.1.3. Labour supply constraint
 - 3.2. Production possibility frontier
 - 3.3. Equilibrium in the economy
 - 3.3.1. Labour market in the specific factors model
 - 3.3.2. Labour demand
 - 3.3.3. Labour supply
 - 3.3.4. Labour market equilibrium
 - 3.3.5. Equilibrium condition of the production possibility frontier
 - 3.4. Welfare analysis in the one-country model
 - 3.5. Changes in equilibrium
 - 3.5.1. Proportional changes in the prices of apples and cars



- 3.5.2. Change in the relative price of cars in terms of apples
 - 3.5.3. Relative supply function and equilibrium
 - 3.5.4. Comparison of equilibria with different endowments of a specific factor
- 3.6. International trade in the specific factors model
 - 3.6.1. Equilibrium in the two-country model
 - 3.6.2. Effect of international trade on welfare and specialisation
- 4. Trade policy and protectionism
 - 4.1. Problem of distribution of rents
 - 4.2. Budget constraint of a country. The terms of trade
 - 4.3. Model of trade with one good
 - 4.3.1. Import demand function and export supply function
 - 4.3.2. Free trade
 - 4.4. Trade with an import tariff
 - 4.4.1. Equilibrium with a tariff
 - 4.4.2. Effect of the tariff on welfare
 - 4.4.3. Tariff in a small country
 - 4.5. Trade with an export subsidy
 - 4.6. Trade with an import quota
 - 4.7. The model with one national firm
 - 4.7.1. National monopoly (no international trade)
 - 4.7.2. Free trade with one national firm
 - 4.7.3. Tariff with one national firm
 - 4.7.4. Quota with one national firm
 - 4.8. Economies of scale
 - 4.8.1. Internal economies of scale
 - 4.8.2. External economies of scale
 - 4.8.3. The infant industry argument
 - 4.9. Product differentiation: interindustry and intraindustry trade
 - 4.10. Multinationals

Educational Activities

1. Lectures

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

The dynamics of the course is mainly based on the study of the most important models developed by the economic theory to explain the relevance of international



trade and the consequences of both free trade and protectionist policies on the welfare of a country and the different groups of individuals within that country.

The lecturer will foster the student's active participation in the lectures through questions, comments and discussions of both theoretical and applied aspects, evaluating the rigour and originality of the interventions. The student's active participation (**not the mere attendance**) is worth 10% of the final grade.

2. Panopto videos

Due to the splitting of groups, the part of the course material which is not covered in lectures will be uploaded in ADI through videos recorded with Panopto. In the folder of the corresponding week you will find

–The Panopto video of the week (notice that not all the weeks have one)

–The slides of that Panopto video

You must watch the videos no later than the week to which it corresponds as, in most cases, the assignment of the week will ask you questions on the material covered in the video.

3. Assignments

The students have to complete assignments, which have to be submitted on a weekly basis. The assignment of each week corresponds (with some exceptions) to the material covered in the lectures of that week and has to be submitted before 4 pm of Monday of the following week (except the problem sets, whose dealines are on Tuesdays at 10 am).

There are three types of assignments:

- One video about the international trade behaviour of the student's country (assignment 1) which have to be recorded and uploaded following the lecturer's guidelines.
- Eight questionnaires (assignments 2, 3, 5, 6, 7, 8, 10 and 12) with multiple choice



questions about the topics and theories covered in lectures.

- Three problem sets (assignments 4, 9 and 11) where the student has to solve a few problems based on the theories of Chapter 2 (Ricardian model), Chapter 3 (Specific factors model) and Chapter 4 (Trade policy and protectionism).

The video and the questionnaires are jointly worth 25% of the course's final grade, while the problem sets are worth an additional 25% of the course's final grade.

After the deadlines (all of them during the period of lectures) there are no extra assignments to improve the grade.

4. Office hours

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

5. Personal study

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

6. Exam

There is one written exam (in the December exam period) which is worth 40% of the final grade. It has two parts:

- The first one is a multiple-choice test with 15 questions, each with four choices and one valid answer. Each correct answer adds one point and each incorrect answer deducts one quarter of a point.

- The second part consists of two practical exercises corresponding to two of the



models studied.

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

Assessment

ORDINARY ASSESSMENT (DECEMBER):

- Active classroom participation: 10%.
- Assignments (video and questionnaires): 25%.
- Assignments (exercises): 25%.
- Written exam (December, date & time TBA): 40%.*

EXTRAORDINARY ASSESSMENT (JUNE):

- Active classroom participation: 5%.**
- Assignments (video and questionnaires): 10%.**
- Assignments (exercises): 10%.**
- Written exam (June, date & time TBA): 75%.*

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

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

HONESTY IS THE BEST POLICY

(Ethics Committee Provisions Against Plagiarism and Copying)

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

Sanctions include:



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

Bibliography and resources

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

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

As an additional material, the following books are suggested:

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

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

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

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

Office hours

The timetable of office hours is:

- Mondays, 4-5 pm
- Tuesdays, 4-5 pm
- Fridays, 4-5 pm

The venue is Office 2190 in Edificio Amigos.

As professors have many tasks, it is likely that, if you don't previously book an appointment, you may not find the professor in the office even during office hours. So, **you should always send an e-mail in advance to jelizalde@unav.es to book an appointment.**

Composition of groups

Composition of Group 1 (lectures: Tuesdays, 12-1.45 pm, Room M2,



Edificio Amigos):

Surname	First name
Apaolaza Aramendi	Mikel
Ayesa Barros	Alejandra
Borghardt	Johannes
Briz Paredes	Jose Antonio
Cabiten	Nastassia
Cañada Baqué	Pablo
Chávez Rey	Ana Paula
Coolen	Roos
Cornelis	William Herve
Diego Crespo	Sofía
Donnelly	Matthew
Escobar Paniagua	Octavio
Estrada Ploegmakers	Félix María
Fabro	Chermae Gabay
Filipe	Lylou Jody Christiane Marie-France
García Pérez	Julián
Gomez Parra	Santiago
Guevara Medranda	María Camila
Guggiari Poka	Paulo Gianluca
Hube	Vivien
Hyeon Parraga	Jose Antonio
Ku	Hyeji
Lagarde	Valentine
Lourenço Alfaiate	Joana Filipa
Mancho Gochi	Irene
Marques Carrillo	Andrea
Miranda Baduell	Ana María
Osácar Larequi	Juan



Universidad
de Navarra

Silva André Rocha
Gouveia

Inês

Thomassen

Erik Myhre

Composition of Group 2 (lectures: Fridays, 12-1.45 pm, Room 6, Edificio Amigos):

Surname	First name
Ahís Doménech	Ana
Alfaro	Javier Andrés
Bosch Llovera	Helena
Bringué Serret	Xavier
Cabrera Kloth	Eduardo Ignacio
Centeno Bazan	Hector
Encinar Vilanova	Clara
García Reinoso	Laura
Luna Araúz	Rafael
Mata Sueiro	Alejandro
Matji Cabello	Nicolas
Mcquiggan-Smith	Ellie
Melnicenco	Eduard
Meyer	Esther
Miniel Guadalamar	Gabriela Maria
Muro Leyun	Natalia
Negri Fernández	Fiorella Andrea
Ortega Carrión	María de los Ángeles
Pansier	Paul
Phillips Pareja	Richard Andrew
Pinargote Escudero	Daniel
Pschera	Pauline Marie Charlotte
Puente Silva	Diego Antonio



Riera Contreras	Ignacio Pastor
Roca Chávez	Diego
Rodríguez dos Santos	Marcos
Rubio Bezares	Ana
Salas Soley	Valeria
Santos Carbajal	Annette Cristina
Schutz	Marion
Terreros Llopart	María
Unceta Carrión	Rodrigo
Vanderbyse	Elodie
Vélez Klumpp	Sofía Carlota
Wafula Wafula	Anne Sifa Vakhoya
van Spanje	Roger Jacobus

Schedule and work plan

- Week 1 (Sep 6-12)
 - Lecture Tue Sep 7 (group 1) & Fri Sep 10 (group 2): Information of the course and Chapter 1 (Introduction)
 - Panopto video: Chapter 1 (Statistics merchandise trade)
 - Assignment 1: video on the international trade behaviour of the student's country
 - Assignment's deadline: Mon Sep 13 at 4 pm
- Week 2 (Sep 13-19)
 - Lecture Tue Sep 14 (group 1) & Fri Sep 17 (group 2): Chapter 1 (Statistics trade in services, gravity model)
 - Panopto video: Chapter 1 (trade history, protectionism, integration process)
 - Assignment 2: questionnaire on Chapter 1
 - Assignment's deadline: Wed Sep 22 at 4 pm
- Week 3 (Sep 20-26)
 - Lecture Tue Sep 21 (group 1) & Fri Sep 24 (group 2): Chapter 2 (Ricardian model I)
 - Panopto video: Chapter 2 (Ricardian model II)
 - Assignment 3: questionnaire on Chapter 2 (Ricardian model I and II)
 - Assignment's deadline: Wed Sep 29 at 4 pm
- Week 4 (Sep 27-Oct 3)
 - Lecture Tue Sep 28 (in classroom for group 1, via Zoom for group 2): Chapter 2 (Ricardian model III)
 - Lecture Fri Oct 1 (in classroom for group 2, via Zoom for group 1): Explanatory session previous to Assignment 4 (problem set)



- Panopto video: no video this week
- Assignment 4: problem set on Chapter 2 (Ricardian model)
- Assignment's deadline: Wed Oct 6 at 4 pm

- Week 5 (Oct 4-10)
 - Lecture Tue Oct 5 (group 1) & Fri Oct 8 (group 2): Chapter 3 (Specific factors model I)
 - Panopto video: Chapter 3 (Specific factors model II)
 - Assignment 5: questionnaire on Chapter 3 (Specific factors model I)
 - Assignment's deadline: Wed Oct 13 at 4 pm

- Week 6 (Oct 11-17)
 - Tue Oct 12: Holyday (no lectures)
 - Lecture Fri Oct 15 (in classroom for group 2, via Zoom for group 1): Resolution of Assignment 4 (problem set)
 - Panopto video: Chapter 3 (Specific factors model III)
 - Assignment 6: questionnaire on Chapter 3 (Specific factors model II and III)
 - Assignment's deadline: Wed Oct 20 at 4 pm

- Week 7 (Oct 18-24)
 - Lecture Tue Oct 19 (group 1) & Fri Oct 22 (group 2): Chapter 3 (Specific factors model IV)
 - Panopto video: Chapter 3 (Specific factors model V)
 - Assignment 7: questionnaire on Chapter 3 (Specific factors model IV and V)
 - Assignment's deadline: Wed Oct 27 at 4 pm

- Week 8 (Oct 25-31)
 - Lecture Tue Oct 26 (group 1) & Fri Oct 29 (group 2): Chapter 3 (Specific factors model VI)
 - Panopto video: Chapter 3 (Specific factors model VII)
 - Assignment 8: questionnaire on Chapter 3 (Specific factors model VI and VII)
 - Assignment's deadline: Wed Nov 3 at 4 pm

- Week 9 (Nov 1-7)
 - Lecture Tue Nov 2 (in classroom for group 1, via Zoom for group 2): Chapter 3 (Specific factors model VIII)
 - Lecture Fri Nov 5 (in classroom for group 2, via Zoom for group 1): Explanatory session previous to Assignment 9 (problem set)
 - Panopto video: no video this week
 - Assignment 9: problem set on Chapter 3 (Specific factors model)
 - Assignment's deadline: Wed Nov 10 at 4 pm

- Week 10 (Nov 8-14)
 - Lecture Tue Nov 9 (group 1) & Fri Nov 12 (group 2): Chapter 4 (Trade policy I)
 - Panopto video: Chapter 4 (Trade policy II)
 - Assignment 10: questionnaire on Chapter 4 (Trade policy I and II)
 - Assignment's deadline: Wed Nov 17 at 4 pm



- Week 11 (Nov 15-21)
 - Lecture Tue Nov 16 (in classroom for group 1, via Zoom for group 2): Chapter 4 (Trade policy III)
 - Lecture Fri Nov 19 (in classroom for group 2, via Zoom for group 1): Explanatory session previous to Assignment 11 (problem set) and resolution of Assignment 9 (problem set)
 - Panopto video: no video this week
 - Assignment 11: problem set on Chapter 4 (Trade policy I, II and III)
 - Assignment's deadline: Wed Nov 24 at 4 pm

- Week 12 (Nov 22-28)
 - Lecture Tue Nov 23 (group 1) & Fri Nov 26 (group 2): Chapter 4 (Trade policy IV)
 - Panopto video: Chapter 4 (Trade policy V)
 - Assignment 12: questionnaire on Chapter 4 (Trade policy IV and V)
 - Assignment's deadline: Wed Dec 1 at 4 pm

- Week 13 (Nov 29-Dec 2)
 - Lecture Tue Nov 30 (in classroom for group 1, via Zoom for group 2): Resolution of Assignment 11 (problem set) and revision
 - Friday Dec 3: Holyday (no lectures)

Tutorials for submission of assignments



Universidad
de Navarra

Asignatura: International Finance (F. ECONÓMICAS)

Guía Docente

Curso académico: 2021-22

Presentation

<https://asignatura.unav.edu/ifineconom/>

International Finance (F. ECONÓMICAS)

Brief description of the course: International Finance (or International Macroeconomics) introduces the basic notions and tools for understanding of the behavior of exchange rates, the formation and welfare effects of financial globalization, the international transmission of shocks, the balance-of-payments crises and the policy measures that can be taken. Applications and examples refer to both advanced and emerging countries.

Type: Compulsory

ECTS: 6

Year and semester: 3rd/4th/5th year, 2nd semester

Language: English

Type of degree: Degree in Economics (ECO, ECO+G, ECO+D)

Module: 2. Applied Economics

Subject matter: 1. International Economics

Professor in charge: Tommaso Trani (ttrani@unav.es)

Time(s) & venue(s): Wednesday, 8:00-10:00; Thursday, 10:00-12:00; Room 12

Students with special education needs: please contact the professor of the course

Competences

Basic Competencies (Management and Economics)

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

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



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

General Competencies (Management and Economics)

-

Specific Competencies (Economics)

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

Specific Competencies for Elective Subjects (Management)

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

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

Program

1. The Balance of Payments and current account

- National income accounting and the Balance of Payments
- Current account
- Globalization

2. Financial/asset markets integration and exchange rate determination

- Exchange rates, interest rate parities and the demand for currencies
- Money market and the exchange rate
- The Law of One Price and Purchasing Power Parity

3. Economic policy

- Output and the exchange rate in the short run
- Short-run price rigidity and exchange rate overshooting
- Policy in a fixed exchange rate regime

4. Topics on exchange rate regimes

- Fixed vs. floating regimes
- Capital controls
- Crises



- Theory of optimum currency areas and the Euro

Note: the correspondence between the above program and the textbook(s) will be available in the intranet.

Educational activities

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:

a. Lectures, including practical classes = 58 hours

Students are encouraged to attend all classes, taking notes and participating in the solution of exercises.

In ADI, there will be two types of class materials: lecture notes (theoretical classes) and documents for practice (theoretical classes). Both will be posted in advance and will be covered during the lectures; students are invited to solve the problems on their own before attending the lectures. Further questions/applications may also be considered during the lectures.

Students will receive further indications (relationships program-bibliography, tentative class schedule, etc.) through the intranet. Possible adjustments to the program will be announced during the lectures.

b. Personal and team work = 86 hours

Study of the theory, work on exercises, attendance at office hours. Students are encouraged to use the latter to ask any questions on the material of the course

c. Assessment = 6 hours

Exams/tests/etc.

Final exam: 4 May 2022, 9:00 a.m. - 12:00 p.m. (Room TBA), in accordance with the School's timetable of exams

Assessment

GRADING IN MAY

- Quizzes: 16%
- Midterm: 24%
- Final: 60%



GRADING IN JUNE

- Final: 70%
- All the grades earned during the course, except for the one of the final exam in May: 30%
 - Quizzes = 12%
 - Midterm = 18%

DETAILS

Types of questions: multiple-choice questions, short-answer questions, problems. The exact structure of the exams will be announced during the course.

Midterm: takes place in the lecture room and during lecture hours, so its length cannot go beyond this time. Time and length will be announced during the course.

Final: takes place in accordance with the timetable of the School, and its length is more or less 2H.

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

Students with special education needs: please contact the professor of the course

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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



Textbooks

PAUL R. KRUGMAN, MAURICE OBSTFELD AND MARC J. MELITZ: International Economics: Theory and Policy, 11th ed. Pearson Series in Economics [Find it in the library](#) (10th ed.)

STEPHANIE SCHMITT-GROHÉ, MARTÍN URIBE AND MICHAEL D. WOODFORD: International Macroeconomics, Princeton University Press, in preparation.

Other books

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

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

Some articles and further readings

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

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

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

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

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

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

Rajan, R, [Fault Lines](#)

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

Shin, HS (2020): [Capital Flows to Emerging Market Economies \(COVID-20 Crisis\)](#)

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



2017): <https://www.newyorkfed.org/research/policy/rstar>

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

Caballero, Fahri, Gourinchas (2017) The Safe Assets Shortage Connundrum, Journal of Economic Perspectives—Volume 31, Number 3—Summer 2017—Pages 29–46

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

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

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

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

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

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

Office hours

Tommaso Trani

Office No. 2240 (*hilera*, 2nd floor, Ed. Amigos)

Hours

- on campus: Wednesday, 15:30-17:30^a
- off campus: Tuesday, 15:30-17:30

^aExcept February 2, which is replaced by February 1, 15:30-18:30



Universidad
de Navarra

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

Guía Docente

Curso académico: 2021-22



Asignatura: Managing people (F. Económicas)

Guía Docente

Curso académico: 2021-22

Presentación

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

Managing people (F. Económicas)

- **Breve descripción de la asignatura:** (poner un párrafo máximo)

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

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

- **Carácter:** Básica
- **ECTS:** 3
- **Curso y semestre:** 4º, 2º semestre
- **Idioma:** castellano
- **Título:** Managing people de la titulación Economía, Leadership y Governance
- **Módulo y materia de la asignatura:**
- **Profesor responsable de la asignatura:** María Beúnza
- **Profesores:** María Beunza y Belén Goñi
- **Horario:** Martes de 9 a 12
- **Aula:** Seminario 24, planta 1 edificio amigos

Programa

1. Introducción

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

2. El departamento de RRHH



- El jefe y el departamento de RRHH: distintas funciones
- Planificación, selección y desarrollo de personas
- Compensación y beneficios
- Negociación colectiva: los trabajadores sindicados

3. La cultura y la estructura en la organización

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

4. Equipos

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

5. Personalizando la gestión de personas

- Qué es la motivación: teorías y tipos
- Dinámicas del comportamiento
- Biología y conducta: avances en neurociencia
- Distorsiones de la motivación: paternalismo, manipulación...
- Cómo podemos motivar
- Gestión de la multiculturalidad
- El ejemplo arrastra ¿Cómo somos nosotros?
- Cierre: los cambios necesarios en el siglo XXI

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

Actividades formativas

Sesiones teóricas

Presenciales 1 horas

Sesiones prácticas



Presenciales 14 horas

Proyectos

Presenciales 4 horas

Trabajo personal y en equipo de estudio, práctica y realización de proyectos 56 horas

Competencias

Las competencias a desarrollar en la asignatura de managing people son:

- Trabajo en equipo
- Negociación
- Flexibilidad
- Resolución de conflictos
- Sensibilidad interpersonal
- Creatividad
- Capacidad de aprendizaje
- Comunicación
- Espíritu crítico

Evaluación

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

a) Convocatoria ordinaria

Proyecto en equipo

- **Modo Trabajo en equipo: Dirigir personas y gestionar RRHH en organizaciones reales:**
- **Criterio de evaluación: según la rúbrica detallada en la definición del proyecto**
- **Peso en la nota final: 40% de la nota: 35% trabajo (equipo) y 5% evaluación de pares(personal)**

Participación en clase

- **Modo: *Participación en clase***
- **Criterio de evaluación: se valorará entre otros aspectos el contenido, la claridad y la concreción de las intervenciones así como el estudio previo (mediante los tests al inicio de clase) y la preparación de los casos**
- **Peso en la nota final: 30% de la nota.**



Examen de conocimientos

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

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

b) Convocatoria extraordinaria

Proyecto en equipo

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

Examen de conocimientos

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

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

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

POLÍTICA SOBRE LA HONRADEZ

(Comité ético de prevención del plagio y copiado)

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

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

Las sanciones incluyen:

- amonestaciones formales
- expulsión de la Universidad durante un período



- pérdida de convocatoria de exámenes
- pérdida de becas
- suspenso en la nota del trabajo o de la asignatura

Bibliografía y recursos

Bibliografía básica

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

Recursos en internet

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

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

Horarios de atención

Se atenderá a los alumnoslos presencialmente al finalizar la clase. Online, cuando lo necesiten.



Universidad
de Navarra

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

Guía Docente

Curso académico: 2021-22



Universidad
de Navarra

Asignatura: Prácticas en Empresa (F. Económicas, Economía)

Guía Docente

Curso académico: 2021-22



Universidad
de Navarra

Asignatura: Regions II. Asia (F. Económicas)

Guía Docente

Curso académico: 2021-22



Asignatura: Teoría Impositiva (F. ECONÓMICAS)

Guía Docente

Curso académico: 2021-22

Presentación

<https://asignatura.unav.edu/timpositivaeconom/>

Teoría Impositiva

- **ECTS:** 6
- **Idioma:** Español
- **Profesor responsable de la asignatura:** Francesc Pujol, fpujol@unav.es
- **Horario y aula:** miércoles de 12 a 14h, aula 7; jueves de 10 a 12, aula 02

Programa

PARTE I. ANÁLISIS ECONÓMICO DE LA IMPOSICIÓN

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

(PARTE II. LA TÉCNICA FISCAL)

7. El impuesto sobre la renta
8. El impuesto de sociedades
9. Los impuestos sobre el patrimonio y la riqueza
10. El Impuesto sobre el Valor Añadido

Actividades formativas

AF1. Clases presenciales (60 horas)

AF2. Estudio y trabajo preparatoria a las clases presenciales (30 horas)



AF3. Proyecto de curso y seminario (15 horas)

AF3. Tutorías (2 horas)

Horario de atención indicado para resolver dudas y cuestiones sobre la asignatura, tanto individualmente como en pequeños grupos.

AF4. Estudio personal (50 horas)

Es fundamental para seguir bien las explicaciones de clase, estudiar regularmente los temas que se hayan visto, pues la asignatura avanza de un modo progresivo sobre los contenidos anteriores.

AF5. Evaluación (4 horas)

El progreso de cada estudiante en la adquisición de las competencias de la asignatura se evaluará con los sistemas de evaluación previstos. En concreto, habrá un examen parcial voluntario y un examen final.

Competencias

Competencias generales:

CG1. Conocer distintas áreas del análisis económico, tanto en su vertiente teórica como aplicada

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

Competencias específicas (Economía)

CE5 - Manejar conceptos, teorías y modelos que permitan formarse opiniones rigurosas sobre la realidad del entorno económico

CE6 - Conocer la lógica económica de la actividad del Sector Público y ser capaz de juzgar sus resultados.

CE18 - Plantear y responder preguntas relevantes sobre cuestiones económicas con una visión global de los conocimientos adquiridos

CE20 - Defender de manera crítica y bien argumentada las ideas propias sobre temas económicos

Competencias específicas optativas (ADE)

CE01) Conocer y/o profundizar conocimientos de macroeconomía y/o microeconomía

CE02) Conocer áreas más especializadas dentro de la teoría económica que puedan aplicarse a temas importantes para la sociedad y la empresa ligados a la fiscalidad.



Evaluación

Curso 2021-22

A. Contenidos de la asignatura / 70%

B. Proyecto de curso / 30%

A. Contenidos de la asignatura (70% de la nota final)

Evaluación al inicio de las sesiones de los miércoles 10% (evaluación individual vía Socrative)

Trabajo durante la sesión (miércoles) 5% (Evaluación grupal)

Ejercicio semanal (10% voluntario)

Examen parcial: 20% de la nota (si suma)

-Voluntario

-Con requisitos de participación

Examen final: entre 35 y 55% de la nota.

B. Proyecto de curso (30% de la nota final)

Análisis país de 3 medidas fiscales. Un país (de todo el mundo)

En grupos de 3



Universidad
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Común:

Análisis económico, político y social del país

Análisis políticas y gasto público y fiscalidad

(25% de la nota del proyecto, evaluación grupal)

Individual:

Análisis económico y de impacto de una medida fiscal

(60% de la nota del proyecto, evaluación individual)

Etapas a lo largo del semestre

2 sesiones de análisis y debate sobre medidas seleccionadas

(15% de la nota del proyecto)

Horarios de atención

Horario de atención de alumnos

•Miércoles de 16 a 18,

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

Pueden concertarse citas en otro horario, previa propuesta por
email: fpujol@unav.es

Bibliografía y recursos

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

Se puede completar con la consulta del siguiente manual:



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de Navarra

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

Puede consultarse como bibliografía de apoyo:

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

ALBI, Emilio, José M. GONZÁLEZ-PÁRAMO e Ignacio ZUBIRI (2018) Economía Pública II, Ed. Ariel [Localízalo en la Biblioteca](#) (versión impresa) [Localízalo en la Biblioteca](#) (versión electrónica 2017)

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

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

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

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