



**Asignatura: Gestión pública (F. Económicas)**

*Guía Docente*

*Curso académico: 2020-21*

## Introduction

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

## **Gestión pública (F. Económicas)**

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### **Context**

- Degree: 4<sup>th</sup> Economy, Leadership and Governance
- Semester: 2<sup>nd</sup>
- Type of subject: Required, 3 ECTS
- Language: English
- Associated workload: 75 hours
- Schedule: Tuesday, 10:00-12:00, Aula 09
- Office hours: Wednesday 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. 12 / 01 – Unit 1: An introduction to Public Management – Group A
2. 19 / 01 – Unit 2: Policies: description, process and evaluation – Group B
3. 26 / 01 – Unit 3: Policy evaluation, basic needs – Group A
4. 02 / 02 – Unit 3: Policy evaluation, design – Group B
5. 09 / 02 – Unit 3: Policy evaluation, implementation – Group A
6. 16 / 02 – Unit 3: Policy evaluation, impact – Group B
7. 23 / 02 – Unit 3: Policy evaluation, economic – Group A
8. 02 / 03 – Unit 4: Politics, public administration, efficiency and corruption – Group B



9. 09 / 03 – Unit 5: Administrative burden: definition, problems and solutions – Group A
10. 16 / 03 – Unit 6: Public accountability and citizens' participation – Group B
11. 23 / 03 – Unit 7: Negotiation in the public sphere – Group A
12. 13 / 04 – Unit 8: Leadership in the public sphere – Group B
13. 20 / 04 – Unit 9: Motivation in the public sphere – Group A
14. 27 / 04 – Unit 10: Ethics in the public sphere – Group B
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: 10%
  - Submission 2: 10%
  - Submission 3: 10%
  - Final submission: 25%
- Exam 20%
- Extra (written assignment) 5%
- Other conditions: 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: 10%
  - Submission 2: 10%
  - Submission 3: 10%
  - Final submission: 25%
- Exam 20% (new)
- Extra (written assignment) 5% (same results than in May)
- Other conditions: minimum note in the exam is a 3.5

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

The evaluation is the same than for those who are on campus

Off-campus students are expected to attend the (on-campus) sessions online (by Zoom) if their local time is compatible. Students will have the chance to participate in the sessions and ask questions in the same conditions as on-campus students

On-campus sessions will be recorded and will be available for off-campus students located in time zones not compatible with the regular time of the sessions

## **References**

### **References**

#### **Unit 1 – 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](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](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](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](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](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/Informe](http://www.aeval.es/es/difusion_y_comunicacion/publicaciones/Informes/Informe)



[s\\_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](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](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](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., Langlely, 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.
- Vandenabeele, 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 Breugh, 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 condition is necessary to pass the subject:
  - Compulsory attendance to receive the feedback of the team project
- 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



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

*Guía Docente*

*Curso académico: 2020-21*

## Introduction

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

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

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

## Competences

### **DEGREE IN ECONOMICS**

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

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



solving problems within their subject area.

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

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

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

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

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

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

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

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

### **DEGREE IN MANAGEMENT**

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

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

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

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

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

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

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

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

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

### **Program**

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

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

- **Crisis and outlook for 20-21**: An analysis of the origin, transmission and consequences of the financial and economic crisis which started in 2007-2008 as well as the policies chosen to tackle it and the prospects for the future. we will also discuss the effects of CoVid-19 on the global economy



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

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

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

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

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

## **Educational activities**

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



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

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

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

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

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

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

**af5.** Examinations: 2 hours

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

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

## **Assessment**

### **GRADING SCHEME:**

#### **May Total:**

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

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

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

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

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

#### **JUNE Total:**

Evaluations: 50%

Presentation: 50%

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

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

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

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

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

### **SPECIAL CASES :**

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

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

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

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### **ASSESSMENT ITEMS:**

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

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

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

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

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

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

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

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

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

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

will be reported and dealt with according to the regulations.

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

Sanctions include:

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

## **Bibliography**

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

Some recommended books for visualization:

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

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

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

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

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

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

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

## **Office hours**

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

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



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

*Guía Docente*

*Curso académico: 2020-21*

## Introduction

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

## **International Trade (School of Economics)**

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- **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 (also available in Spanish)
- **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: <http://www.unav.edu/web/facultad-de-ciencias-economicas-y-empresariales/javier-elizalde>
  - Email: [jelizalde@unav.es](mailto:jelizalde@unav.es)
  - Office hours:
    - Mondays, 3-4 pm
    - Thursdays, 12 noon-1 pm, 3-4 pm
  - Office: 2190 Edificio Amigos
    - Due to Covid-19, those meetings which don't need to be presencial will be done through Google Meet, under e-mail appointment
- **Timetable and room:**
  - Group 1: Monday, 8-9.45 am. Room B2 Amigos Building (capacity: 54 students)
  - Group 2: Friday, 8-9.45 am. Room 4 Amigos Building (capacity: 30 students)

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

## **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.

In order to satisfy the 50% of room capacity, the students in this course have been divided in two groups, so each student will attend two sessions per week, either on Monday at 8.00-9.45 or on Friday at 8.00-9.45. It is not the student's choice to attend one day or the other. Each student may only attend lectures on the day which has been allocated to him or her.

As some students are out of campus for either health or border-crossing issues, the lectures will be broadcasted via Zoom, recorded and uploaded in ADI.

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

The lecturer will foster the student's active participation in the lectures through questions, comments and discussions of both theoretical and applied aspects, evaluating the rigour and originality of the interventions. The student's active participation (not the mere attendance) is worth 20% of the final grade. Additionally, participation may be made through the panel discussion forum in ADI. This participation may give a little help to students with the grade of active classroom participation, specially those that cannot follow lectures live, but it never substitute the classroom participation for the rest of students.

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## **2. Homework**

As the presence of students in the classroom is reduced to half the one there was before the Covid-19 situation, classroom lectures are substituted by extra homework. The professor uploads Panopto videos in ADI with the explanations of the corresponding material. There is one piece of homework per week with its corresponding assignment. The student must watch those Panopto videos each week and submit the assignments on the specified deadline.

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## **3. Assignments**

As it has been mentioned in section 2, there is a piece of homework per week with its corresponding deadline, that the student must submit before the deadline. They will all be submitted through ADI. There are three types of assignments: one video (Assignment 1), three problem sets (Assignments 5, 10 and 12) and nine questionnaires (Assignments 2, 3, 4, 6, 7, 8, 9, 11 and 13).



The weight of assignments on the final grade is 50%: 25% for the problem sets and 25% for the questionnaires and the video.

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

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#### **4. Office hours**

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

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#### **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.

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#### **6. Exam**

There is one written exam (in the December exam period) which is worth 30% 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 participation: 20%.
- Assignments 1, 2, 3, 4, 6, 7, 8, 9, 11 and 13 (video and questionnaires): 25%.
- Assignments 5, 10 and 12 (problem sets): 25%.
- Written exam (December 15th, 4-6 pm): 30%.\*



### **EXTRAORDINARY ASSESSMENT (JUNE):**

- Active participation: 10%.\*\*
- Assignments 1, 2, 3, 4, 6, 7, 8, 9, 11 and 13 (video and questionnaires): 20%.\*\*
- Assignments 5, 10 and 12 (problem sets): 20%.\*\*
- Written exam (June, date TBA): 50%.\*

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

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

### **HONESTY IS THE BEST POLICY**

(Ethics Committee Provisions Against Plagiarism and Copying)

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

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

Sanctions include:

- formal warnings
- prohibition from entering University premises for a given period
- loss of admission rights to exams
- loss of scholarships
- A failing grade for th

### **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](#)



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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

Office hours:

- Mondays, 3-4 pm
- Thursdays, 12 noon-1 pm, 3-4 pm

Office: 2190 Edificio Amigos

- Due to Covid-19, those meetings which don't need to be presencial will be done through Google Meet, under e-mail appointment



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

*Guía Docente*

*Curso académico: 2020-21*

## **Presentación**

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

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

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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

## **Bibliografía y recursos**



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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



**Asignatura: Managing people (F. Económicas)**

*Guía Docente*

*Curso académico: 2020-21*

## **Presentación**

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

## **Managing people (F. Económicas)**

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- **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:**
- **Profesores:** María Beunza y Belén Goñi
- **Horario:** Lunes de 9 a 12
- **Aula:**

## **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

## 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

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

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

## **Horarios de atención**

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



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

*Guía Docente*

*Curso académico: 2020-21*

## **Presentación**

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

## **Negotiation and diplomatic practice (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:

## **Competencias Programa Actividades formativas Evaluación**

## **Bibliografía y recursos**

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

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

## **Horarios de atención**



Universidad  
de Navarra



**Asignatura: Regions II. Asia (F. Económicas)**

*Guía Docente*

*Curso académico: 2020-21*

## **Presentación**

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

## **Regiones 2 - Asia**

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El objetivo de la asignatura es llevar a los alumnos desde el escenario del reparto colonial dominado por las grandes potencias occidentales hasta las actuales dinámicas geopolíticas en Asia-Pacífico. Se adopta un enfoque de análisis histórico del proceso en combinación con los desafíos actuales que los diferentes decisores europeos -políticos, económicos y sociales- se enfrentan con el desplazamiento del eje del poder mundial a Asia Pacífico.

- Profesores: Andrés Herrera-Feligreras y Beatriz Simón Yarza
- Horario: Sesiones de Andrés Herrera-Feligreras: Presenciales. Martes de 4 a 6, aula M5. 9, 16, 23 de febrero, 2, 9 16 de marzo.
- Horario: Sesiones de Beatriz Simón Yarza: Remoto, desde Hong Kong. Se anunciará fechas y hora.

## **CompetenciasPrograma**

Parte Andrés Herrera-Feligreras

### **Bloque 1.**

#### **De escenario colonial a centro de poder mundial: el papel de Asia Pacífico en el Siglo XXI**

Seminarios:

- \*El “corto siglo XX chino” (1911-1992): claves para entender Asia-Pacífico hoy.
- \*Más allá de los Estados: el rol de los actores informales
- \*El siglo asiático: tendencias y desafíos en el mundo pos-coronavirus.

### **Bloque 2**



## **Arquitectura política, dinámicas económicas y prácticas de riesgo.**

Seminarios:

\*Gobernanza en Asia: Valores asiáticos y derechos humanos.

\*Estados Unidos ante el “siglo asiático”

\*De “Asia-Pacífico” al “Indo-Pacífico”: dinámicas geoestratégicas y nuevos conceptos.

Parte beatriz Simón Yarza

1. Ruta de la Seda

2. Relaciones internacionales: Filipinas, India, China, Koreas, Japón, Singapur

3. Nuevas organizaciones internacionales "asiáticas"

4. China hoy: tecnología, política exterior y comercio.

### **Actividades formativasEvaluación**

Se publicará en breve el sistema de evaluación

### **Bibliografía y recursos**

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

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

### **Horarios de atención**





**Asignatura: Teoría Impositiva (F. ECONÓMICAS)**

*Guía Docente*

*Curso académico: 2020-21*

## Presentación

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

## **Teoría Impositiva**

- **ECTS:** 6
- **Idioma:** Español
- **Profesor responsable de la asignatura:** Francesc Pujol, fpujol@unav.es
- **Horario y aula:** Martes, de 12 a 14h, aula B3. Miércoles de 10 a 12, aula B3.

## 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.



## 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 (30 horas)**

La asignatura se impartirá en una sesión de clase presencial por semana, de dos horas lectivas. Esas sesiones combinarán las explicaciones teóricas por parte del profesor/a y la resolución de ejercicios teórico-numéricos con debates/discusiones sobre temas relacionados con el programa.

### **AF2. Estudio y trabajo preparatoria a las clases presenciales (10 horas)**

Cada semana se deberán leer y analizar las fichas, apuntes y documentos previstos, como material y contenidos que se deberán llevar aprendidos antes de la clase correspondiente. Se hará evaluación de esos contenidos al inicio de la clase presencial.

### **AF3. Proyecto de curso y seminario (35 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.

## **Evaluación**

## **Bibliografía y recursos**

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

Se puede completar con la consulta del siguiente manual:

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

Puede consultarse como bibliografía de apoyo:

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

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

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

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

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



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## 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](mailto:fpujol@unav.es)





Universidad  
de Navarra

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

*Guía Docente*

*Curso académico: 2020-21*

## **Presentation**

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

# **International Finance' 2021**

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### **Professor:**

Antonio Moreno Ibáñez. **E-mail:** [antmoreno@unav.es](mailto:antmoreno@unav.es)

### **Teaching Assistant:**

Andrea Celico. E-mail: [acelico@unav.es](mailto:acelico@unav.es)

**Credits:** 6 ECTS

### **Class Schedule:**

GROUP 1 in-person, GROUP 2 on-line: Tuesdays 8-10 (Room 03 Amigos)

GROUP 2 in-person, GROUP 1 on-line: Wednesdays 12-2pm (Room 03 Amigos)

GROUPS are in alphabetical order:

GROUP 1: From Abadía de Medrano to Ibarrola Aycart

GROUP 2: From Kronfle Villaseñor to Álvarez Candela

\*\* Before each class, there will be a 10-minute Q&A section so that students that followed the previous class via streaming, can ask questions in-person about the materials of that class.

\*\* Classes will be recorded and shown in ADI until the Friday where the class was taught.

### **Office Hours**

Antonio Moreno Ibáñez: Wednesdays 9-12 or by appointment (2530 Amigos)

### **Requirements**

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

### **Description of the class**



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

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

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

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

## **Competences**

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

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

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

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

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

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

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

### **Specific Competencies for Elective Subjects (Management)**

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

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



## Program

Sections highlighted in yellow will be based on students' presentations.

### I. International Finance in the Global Economy

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

### II. Foreign Exchange Market (FOREX)

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





- a. Portfolio flows
- b. Dutch Disease
- c. Bubbles
- d. Non-economic models: News-based and chartism
- e. Semi-fixed and Fixed Exchange Rates

### **III. Open Economy Models**

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

### **IV. The Euro: Birth, Development and Difficulties**

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

### **V. Global Financial Crises since the 1980s**

1. Latin-America: early 80s
2. Mexico: 1994
3. East Asian: 1997
4. Argentina: 2001
5. United States: 2008
6. COVID-19: 2020

### **VI Current Issues in International Finance**

1. Global Liquidity Injections
  - a. Quantitative Easing (QE) Policies
  - b. Super low real and nominal interest rates
2. Currency Wars
3. Financial Globalization and Inequality



- a. Capital account liberalization and inequality
- b. Financial Crises and inequality
4. Macro-Prudential Policies and Financial Stability:
  - a. Capital controls
  - b. Banking Capital and Liquidity Buffers

## **Educational Activities**

In-person and online classes => Group 1 will attend in-person the first block of 2 classes (Tuesdays). Group 2 will attend in-person the second block (Wednesdays).

Exam-quizzes every 2/3 weeks via ADI: Dates will be announced.

Project presentations: Each group (3-4 persons) will prepare a presentation of the project. There will be a lottery. Those selected will present in-class. Those not-selected will prepare a video presentation of their project.

## **Grading**

6 Exam-quizzes: 10% of the final grade each:

1st quizz: January 27th

2nd quizz: February 10th

3rd quizz: March 3rd

4th quizz: March 24th

5th quizz: April 21st

6th quizz: April 28th

Project-presentations: grading will go from -10 points (if it is very bad) to 10 points (if it is very good)

Final exam: 40 points (IMPORTANT: A grade higher than 40% in the final exam is needed to pass this class)

NB: You can reach 110 points (over a 100) if you score perfectly. Thus you have extra-points opportunity.

## **Bibliography and Resources**

### **Bibliography, International Finance**



## Textbook

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

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

Other useful textbooks are:

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

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

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

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

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

## I. International Finance in the Global Economy

\* Krugman, Obstfeld and Melitz: chapters 13 and 21

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

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

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



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

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

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

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

## II. Foreign Exchange Market (FOREX)

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

## III. Open Economy Models

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

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

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

## IV. Global Financial Crises

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



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

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

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

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

Rajan, R, [Fault Lines](#)

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

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

## V. Current Issues in International Finance

### 1. Global Liquidity Injections

#### a. Quantitative Easing Policies

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

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

#### b. Super low real and nominal interest rates

Laubach and Williams (2003 y 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?](#)

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



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

## 2. Currency Wars

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

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

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

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

### 3. Financial Globalization and Inequality

#### a. Capital Account Liberalization and Inequality

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

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

#### b. Financial Crises and Inequality

## 4. Macro-prudential policies for financial stability

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

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

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

- Capital controls

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

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

- Banking Capital Buffers

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

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

## 5. Rodrik’s Globalization – Nation-State – Democracy Trilemma



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

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

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

## **Office Hours**

### **Office Hours**

Antonio Moreno Ibáñez: Wednesdays 9-12 or by appointment (2530 Amigos)

