

**INSTITUTE FOR
ADVANCED JESUIT STUDIES**

BOSTON COLLEGE

THE SPANISH SCHOOL OF THE XVI AND XVII CENTURIES

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ÁNGEL MANUEL FERNÁNDEZ ÁLVAREZ

Ángel Manuel Fernández Álvarez



Fernández Álvarez is author of *La Escuela Española de Economía* (2017) and editor and coordinator of *Salvemos Venezuela* (Saving Venezuela) (2018). He holds a PhD in Economic and Business Sciences, an International MBA and a Master and Grade in Engineering. Currently, he works in the Ministry of Finance of Spain.

His research focuses on the importance of the institutional framework for the socio-cultural and economic development of countries, the history of economic thought, and, in particular, the legacy of the authors of the sixteenth and seventeenth centuries and their influence in Europe and America. In addition, he researches on the evolution of public budgets and structural reforms for the stability of the economy and the financial sustainability of public accounts in the countries.

He is a member of the Research Group on the History of Economic Thought of the Department of History and Economic Institutions at Complutense University of Madrid, and the Research Group of the Salamanca School at Francisco de Vitoria University. This group was the recipient of a grant from the Ministry of Economy and Competitiveness for the R & D project with reference nº FFI2017-84435-P and title “Society, Politics and Economy: Projections of Spanish Scholasticism in British and Anglo-Saxon Thought”

Today's Program

Greetings

Casey Beaumier, S.J., Director
Institute for Advanced Jesuit Studies
Vice President and University Secretary, Boston College

The Spanish School of the XVI and XVII Centuries

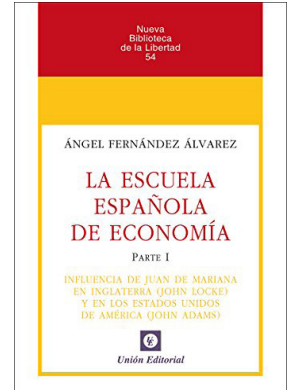
Ángel Manuel Fernández Álvarez
Ministry of Finance of Spain

Questions

The Spanish School of the XVI and XVII Centuries

The work *La Escuela Española de Economía* (The Spanish School of Economics) analyzes the origins of Economics as a science in the works of Spanish scholastic authors of the XVI and XVII centuries.

The discovery of America in 1492 produced a first globalization with migratory movements of the European population towards the New World. There was a great increase in maritime transport and trade in the Atlantic Ocean, which led to the need to study the moral disputes that derived from colonization and market transactions. Consequently, the Spanish scholastic authors studied the political and economic issues in the universities of Salamanca, Palencia, Valladolid, Alcalá de Henares, Seville and Valencia. Their works propitiated the correct identification of most of the economic principles, but the political authorities did not use their ideas in defense of the market and the limited government. In fact, their ideas spread in Europe and America, thanks to Latin, the common academic language at that time, and to the use of the technology of the printing press, which contributed to the Glorious Revolution (1688) in England and to the Revolution in America (1775-1783).



The author Angel Fernández-Álvarez analyzes the works of Juan de Mariana and vindicates the use of the denomination of “Spanish School” to correctly refer to those Spanish scholastic authors of the sixteenth and seventeenth centuries, due to their important contributions in the field of political economy but, also, in the fields of moral philosophy, law, and theology.

This research claims the importance of scholastic thought for the conception of an institutional framework, which is focused on the defense of individual rights (life, liberty, property and equal treatment before the law), the market, peaceful trade in goods and services and sovereignty of the people. Also, these Spanish authors defended the principle of consent and the limitation of political power of the rulers, together with the separation of powers, the judicial independence of judges and courts and, in extreme cases, the right of rebellion of the people against tyrants.

The documents published in this book provide documentary evidence on the influence of Spanish scholastic ideas on the evolution of the institutional frameworks of England (John Locke) and the United States of America (John Adams) that led to open and inclusive societies.



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140 COMMONWEALTH AVENUE

CHESTNUT HILL, MASSACHUSETTS 02467

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