

* Please ensure that you use the official UGR nomenclature and terminology (ES-EN) available in [UGRTerm](#) for the names of programmes, courses, faculties/schools, departments, competences/skills, teaching methodology, etc.

SEMESTER	CREDITS (ECTS)	TYPE	MODE OF DELIVERY	LANGUAGE(S) OF INSTRUCTION
2nd	4	Elective	Face-to-face	English
MODULE		Master in Economics		
SUBJECT		Behavioural Economics		
CENTRE / FACULTY / SCHOOL RESPONSIBLE FOR THE PROGRAMME		International School for Postgraduate Studies (EIP)		
MASTER'S DEGREE		Master in Economics		
FACULTY / SCHOOL		Facultad de Ciencias Económicas y Empresariales		
TEACHING STAFF ⁽¹⁾				
Ismael Rodriguez-Lara				
CONTACT DETAILS		Dpto. Teoría e Historia Económica, 3ª planta, Facultad Ciencias Económicas y Empresariales, Office: B317. Email address: ismaelrl@ugr.es		
OFFICE HOURS		Wednesdays 15:30 – 19:30 Thursdays 10:30 – 12:30		
GENERAL AND SPECIFIC COMPETENCES				
BASIC AND GENERAL COMPETENCES				
<ul style="list-style-type: none"> • CG1 – That the student attain the ability for analysis and synthesis, which includes being capable of defining, distinguishing and relating both the basic concepts and the premises upon which the exposition of any argument is built, as well as stating and basing its content in a concise and critical way, in the context – scientific, political, economic, organizational or whatever the type may be – in which it is presented. • CB6 – To possess and understand knowledge that gives a basis or opportunity to be original in the development and/or application of ideas, often in a research context. 				

¹ Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(∞) Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" ([http://secretariageneral.ugr.es/pages/normativa/fichasugr/ncg7121/!](http://secretariageneral.ugr.es/pages/normativa/fichasugr/ncg7121/))

- CB7 – That the students know how to apply the knowledge acquired and their ability to solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to their area of study.
- CB8 – That the students are able to integrate knowledge and handle the complexity of formulating judgements from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.
- CB9 – That the students know how to communicate their conclusions and the knowledge and underlying reasons that sustain them to specialist and non-specialist audiences in a clear and unambiguous way.
- CB10 – That the students possess the learning skills to enable them to continue studying in a way that will necessarily be largely self-managed and autonomous.

SPECIFIC COMPETENCES

- CE1 – Acquire bibliographical information on the current state of economics research
- CE3 – Understand the relevant existing theories, tendencies and debates
- CE4 – Apply and extend existing theories to solve real problems
- CE5 – Apply advanced techniques to real problems
- CE8 – Formulate and contrast hypotheses related to theoretical assumptions and predictions
- CE10 - Plan and organize experimental studies
- CE11 - Plan and organize field studies
- CE13 – Programme in specific software for economic studies in the laboratory
- CE15 – Solve technical and practical problems related to the design of experimental studies
- CE20 – Draw up scientific articles
- CE21 – Draw up consulting reports adapted to their possible users
- CE22 – Public presentation and defence of own work

OBJECTIVES OR LEARNING OUTCOMES (ACCORDING TO THE MASTER'S PROGRAMME VALIDATION REPORT)

Student will be able to:

- Recognize the importance of behavioral biases and its effects on decision making.
- Identify relevant problems in research in behavioral economics.
- Gather evidence (literature, empirical, theoretical, etc.) for empirical analysis.
- Modify theories and experiments to solve a newfangled problem.
- Design field experiments to solve a newfangled problem.
- Identify the relevant conclusions.

BRIEF DESCRIPTION OF THE COURSE CONTENT (ACCORDING TO THE MASTER'S PROGRAMME VALIDATION REPORT)

This course is the first part of a two courses sequence (along with Experimental Economics) on behavioral and experimental economics. The sequence has two main objectives: 1) Examines theories and evidence related to the psychology of economic decision making, 2) Introduces methods of experimental economics, and explores major subject areas that have been addressed through laboratory and field experiments. This course is a preliminary part of review of basic concepts in Behavioral Economics and focuses on behavioral biases and the bounds of human attention and rationality. The particular topics to be covered include: cognitive biases and heuristics, alternatives to expected utility theory, social preferences, ethics in decision making and nudging. In this course, students will apply all the different steps in the process of making an experiment; i.e., the design, the implementation and the analysis of the results.



SYLLABUS
<p>SYLLABUS:</p> <ul style="list-style-type: none"> • Cognitive biases and heuristics • Expected utility & alternatives • The bounds of human rationality • Money and incentives • Fairness, success and luck • Happiness and nudging
REQUIRED AND RECOMMENDED READING
<p>REQUIRED READING:</p> <ul style="list-style-type: none"> • Required reading for each topic will be announced in advanced. <p>RECOMMENDED READING:</p> <ul style="list-style-type: none"> • Judgment in Managerial Decision Making, Max H. Bazerman and Don A. Moore, Wiley October 2012 • The Handbook of Experimental Economics, John Kagel and Alvin E. Roth, editors, Princeton University Press, 1995. • Behavioral Game Theory: Experiments in Strategic Interaction, Colin Camerer, Princeton University Press, April 2003. • Advances in Behavioral Economics, Colin F. Camerer, George Loewenstein, Matthew Rabin, editors, Princeton University Press, February 2004.
TEACHING METHODOLOGY
<ul style="list-style-type: none"> • The teaching methodology is the same for each topic, and it is based on the selection, reading and general discussion of a selected number of research papers considered by teachers. • Class attending is computed as the percentage of the sessions the student assist (including seminars specific to this subject if any). • Seminars attending to presentations in behavioral or experimental economics is mandatory for students enrolled in this course. • Finally, the last sessions of the course are devoted to oral presentation in class both of selected papers and experimental designs by students for discussions with the rest of participants (who also act as commentators).
ASSESSMENT (EVALUATION INSTRUMENTS, EVALUATION CRITERIA, PERCENTAGE OF FINAL MARK, ETC)
<p>ORDINARY ASSESSMENT SESSION</p> <p>Article 17 of the UGR Assessment Policy and Regulations establishes that the ordinary assessment session (<i>convocatoria ordinaria</i>) will preferably be based on the continuous assessment of students, except for those who have been granted the right to a single final assessment (<i>evaluación única final</i>), which is an assessment method that only takes a final exam into account.</p> <p>With the purpose of assessing the acquisition of the contents and competencies, the following assessment procedure will be used:</p> <ul style="list-style-type: none"> • <u>Class attendance and participation (20%)</u>. Participation will be computed as the percentage of the sessions the student assists to classes (30%). Active participation in discussion sessions and the degree of interest of the interventions will be assessed. In particular, students may be asked to submit a



short summary of the class or respond to questions for the session (70%). Seminars specific to this subject, if any, are compulsory. Students who fail to attend these seminar may obtain a grade of 0% for their class attendance and participation.

- Group presentation of a paper or field intervention (30%). It will be necessary to make a group presentation. This will be normally an intervention by the Behavioral Insight Team (BIT) but the presentation of a paper or field intervention can also be considered. To encourage critical thinking, students are expected to discuss the paper presented by their peers.
- Design of original research study (50%). The acquisition of skills, aptitudes and knowledge derived from the course through a presentation of an original experimental design and the writing of a short research paper (6-8 pages) based on that original experimental design.

EXTRAORDINARY ASSESSMENT SESSION

Article 19 of the UGR Assessment Policy and Regulations establishes that students who have not passed a course in the ordinary assessment session (*convocatoria ordinaria*) will have access to an extraordinary assessment session (*convocatoria extraordinaria*). All students may take part in this extraordinary assessment session, regardless of whether or not they have followed continuous assessment activities. In this way, students who have not carried out continuous assessment activities will have the opportunity to obtain 100% of their mark by means of an exam and/or assignment.

- Summary of a paper or field intervention (30%). It will be necessary to write a short summary of a paper or field intervention by the Behavioral Insight Team (BIT). The student will need to respond a few questions (given ex-ante by the instructor) to make sure he/she could understand the main contribution of the research piece.
- Design of original research study (70%). Presentation of an original experimental design and writing a short research paper (6-8 pages) based on that original experimental design (70%).

DESCRIPTION OF THE EXAMS/TESTS THAT WILL FORM PART OF THE SINGLE FINAL ASSESSMENT "EVALUACIÓN ÚNICA FINAL" (AN ASSESSMENT METHOD THAT ONLY TAKES A FINAL EXAM INTO ACCOUNT) AS ESTABLISHED IN THE UGR ASSESSMENT POLICY AND REGULATIONS)

Article 8 of the UGR Assessment Policy and Regulations establishes that students who are unable to follow continuous assessment methods due to justifiable reasons shall have recourse to a single final assessment (*evaluación única final*), which is an assessment method that only takes a final exam into account.

In order to opt for a single final assessment (*evaluación única final*), students must send a request, using the corresponding online procedure, to the coordinator of the master's programme, in the first two weeks of the course or in the two weeks following their enrolment (if the enrolment has taken place after the classes have already begun). The coordinator will communicate this information to the relevant teaching staff members, citing and verifying the reasons why the student is unable to follow the continuous assessment system.

In this case, the assessment will comprise:

- Summary of a paper or field intervention (30%). It will be necessary to write a short summary of a paper or field intervention by the Behavioral Insight Team (BIT). The student will need to respond a few questions (given ex-ante by the instructor) to make sure he/she could understand the main contribution of the research piece.
- Design of original research study (70%). Presentation of an original experimental design and writing a short research paper (6-8 pages) based on that original experimental design (70%).



SCENARIO A (ON-CAMPUS AND REMOTE TEACHING AND LEARNING COMBINED)

TUTORIALS	
TIMETABLE (According to Official Academic Organization Plan)	TOOLS FOR TUTORIALS (Indicate which digital tools will be used for tutorials)
<ul style="list-style-type: none"> • Wednesdays 15:30 – 19:30 • Thursdays 10:30 – 12:30 	<ul style="list-style-type: none"> • Email
MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY	
<ul style="list-style-type: none"> • Virtual teaching will be combined with face-to-face teaching. In particular, students will be divided into different subgroups, so that part of the students attend the lessons in-person (i.e., they attend to classes in the classroom) while the rest of students will follow the teaching online via streaming. The number, size and periodicity of the physical presence will be determined based on the logistical and organizational capacities of the University, and students may rotate periodically so that they alternative in attending to face-to-face and virtual teaching. 	
MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)	
Ordinary assessment session	
<ul style="list-style-type: none"> • As above, but students may be allowed to record their group presentation, which may also take place in Google Meet. 	
Extraordinary assessment session	
<ul style="list-style-type: none"> • As above, but students may be allowed to record the presentation of their experimental design, which may also take place in Google Meet. 	
Single final assessment	
<ul style="list-style-type: none"> • As above, but students may be allowed to record the presentation of their experimental design, which may also take place in Google Meet. 	
SCENARIO B (ONCAMPUS ACTIVITY SUSPENDED)	
TIMETABLE (According to Official Academic Organization Plan)	TOOLS FOR TUTORIALS (Indicate which digital tools will be used for tutorials)
<ul style="list-style-type: none"> • Wednesdays 15:30 – 19:30 • Thursdays 10:30 – 12:30 	<ul style="list-style-type: none"> • Email
MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY	
<ul style="list-style-type: none"> • Prado • Google meet 	



MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, mark)	criteria and	percentage of	final overall
Ordinary assessment session			
<ul style="list-style-type: none"> As above, but students may be allowed to record their group presentation, which may also take place in Google Meet. 			
Extraordinary assessment session			
<ul style="list-style-type: none"> As above, but students may be allowed to record the presentation of their experimental design, which may also take place in Google Meet. 			
Single final assessment			
<ul style="list-style-type: none"> As above, but students may be allowed to record the presentation of their experimental design, which may also take place in Google Meet. 			

