

* 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
2 nd	4	Elective	Face-to-face	English
MODULE		Master in Economics		
SUBJECT		Political Competition and Decision making		
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⁾				
Ángel Solano García				
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OFFICE HOURS		Available at http://tehieco.ugr.es/ .		
GENERAL AND SPECIFIC COMPETENCES				
BASIC AND GENERAL COMPETENCES				
CG1 – To 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				

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/>)

the development and/or application of ideas, often in a research context.

CB7 – To 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 – To be 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 – To 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 – To 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

CE2 – Acquire bibliographical information on the current state of business 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

CE6 – Formulate and answer questions in a way applicable to business strategies

CE7 – Formulate and answer questions in a way applicable to economic policy

CE8 – Formulate and contrast hypotheses related to theoretical assumptions and predictions

CE9 – Plan and organize empirical studies

CE10 – Plan and organize experimental studies

CE11 – Plan and organize field studies

CE12 – Plan and organize business diagnostic studies

CE13 – Programme in specific software for economic studies in the laboratory

CE14 – Programme in specific software for data analysis

CE15 – Solve technical and practical problems related to the design of experimental studies

CE16 – Solve technical and practical problems related to the design of empirical studies

CE17 – Solve technical and practical problems related to the organization, presentation and analysis of the data obtained from a study

CE18 – Assist as support staff in research projects

CE19 – Assist as support staff in consulting projects

CE20 – Draw up scientific articles

CE21 – Draw up consulting reports adapted to their possible users

CE22 – Public presentation and defence of own work

CE23 – Get to know the principal differences between countries (cultural effects) of economic values

CE24 – Get to know the principal differences between countries (cultural effects) of economic results

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



Student will know/understand:

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
CE7 – Formulate and answer questions in a way applicable to economic policy
CE8 – Formulate and contrast hypotheses related to theoretical assumptions and predictions
CE17 – Solve technical and practical problems related to the organization, presentation and analysis of the data obtained from a study
CE20 – Draw up scientific articles
CE22 – Public presentation and defence of own work

Student will be able to:

- Learn the problem of aggregating preferences.
- Understand different voting rules.

Analyze strategically political decisions.

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

- Introduction to the Social Choice Theory.
- Election Rules.
- Electoral Competition Models.
- Applications to economic policies

SYLLABUS

THEORY SYLLABUS:

- **PART I. Social Choice and Election Rules.**
Introduction to Social Choice Theory. Elements of an Election Rule. Different Election Rules. The Majority Rule. The Borda's Rule. Properties of the Election Rules. The Arrow's Impossibility Theorem. The Single Peaked Preferences. The Median Voter Theorem.
- **PART II. Electoral Competition Models.**
Introduction to the electoral competition theory. The Downs' Model. The Wittman's Model. Critics and limitations of political competition models. Applications.

PRACTICAL SYLLABUS

Workshops

- Students' presentation of a published paper on the topic of the subject (the number of workshops will depend on the number of students)

LABORATORY SESSIONS

Session 1. Solution of the Problem set on Part 1.

Session 2 Presentation of the guide for presentation

REQUIRED AND RECOMMENDED READING



REQUIRED READING:

- Black, Duncan (1948). "On the Rationale of Group Decision-making". *Journal of Political Economy* 56: 23-34.
- Arrow Kenneth J. (1950): "A Difficulty in the Concept of Social Welfare". *The Journal of Political Economy*, 58(4):328-346.
- Sen, Amartya (1995) "Rationality and Social Choice" *The American Economic Review*, 85(1):1-24.
- Person T. and Tabellini G. (2000). Chapter 3 in Political Economics. Explaining Economic Policy: 47-64.
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RECOMMENDED READING:

- Meltzer and Richard (1981). "A Rational Theory of the Size of Government" *Journal of Political Economy*, 89(5): 914-927.
- Alesina, A. (1988). Credibility and policy convergence. *American Economic Review* 78: 796-805.
- Morton R. (1993). "Incomplete Information and Ideological Explanations of Platform Divergence" *The American Political Science Review*, 87(2): 382-392.

USEFUL LINKS (OPTIONAL)

TEACHING METHODOLOGY

The teaching methodology consists in the presentation in class of the main theoretical concepts. We also will devote time to solve problem sets proposed to be solved at home by students. Additionally, there will be some slots devoted to study applications of the theoretical concepts.

ASSESSMENT (EVALUATION INSTRUMENTS, EVALUATION CRITERIA, PERCENTAGE OF FINAL MARK, ETC)

ORDINARY ASSESSMENT SESSION

Article 17 of the UGR Assessment Policy and Regulations establishes that the ordinary assessment session (*convocatoria ordinaria*) will preferably be based on the continuous assessment of students, except for those who have been granted the right to a single final assessment (*evaluación única final*), which is an assessment method that only takes a final exam into account.

Assessment will be conducted on an ongoing evaluation of the following aspects of student training (the weight of each item in the final assessment is shown in parenthesis):

- Presentation of an research article (80%).
- Resolution of problem sets and participation in class (20%)

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.

- Written exam over the topics covered in the course (100%)



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:

- Written exam over the topics covered in the course (100%)

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)
Available at http://tehieco.ugr.es/	<ul style="list-style-type: none"> • Email • Google meet

MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY

The teaching methodology will be the same if the number of students is low enough.

If the number of students is above the maximum required capacity, both virtual and in-classroom sessions will be provided. This will be done dividing the group into two subgroups. One week one subgroup will be at the classroom (and the other will watch the class on streaming) and the next week the other group will be at the classroom.

MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)

Ordinary assessment session

- No changes

Extraordinary assessment session

- No changes

Single final assessment

- No changes



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"> Available at http://tehieco.ugr.es/ 	<ul style="list-style-type: none"> Email Google meet
MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY	
<ul style="list-style-type: none"> Use of Google meet to record and share the classes Use of Prado to send all material of the course including the solutions of the Problem sets. 	
MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)	
Ordinary assessment session	
<p>Assessment will be conducted on an ongoing evaluation of the following aspects of student training (the weight of each item in the final assessment is shown in parenthesis):</p> <ul style="list-style-type: none"> Presentation of an article. Using google meet they have to record them and share the presentation with the professor. (80% of the final grade) Correction of a Problem Set that students send by email (20% of the final grade) 	
Extraordinary assessment session	
<ul style="list-style-type: none"> Multiple choice exam using PRADO questionnaire tool with penalisation of the wrong answers (100% of the final grade) 	
Single final assessment	
<ul style="list-style-type: none"> Multiple choice exam using PRADO questionnaire tool with penalisation of the wrong answers (100% of the final grade) 	

