Laurea / B.A. in Global Governance

Course Description

Standard economics assumes that people are rational and that individuals are optimizing agents. This applies also to the design of policies. However, such an assumption is difficult to match with human psychology. People are boundedly rational, they do not choose always what is optimal for them, and their behavior is not purely driven by self-interest. This course discusses how to design public policies that consider bounded rationality. It will discuss how people understand taxes, how individuals perceive inequality, and how institutions can tackle poverty and development through a psychological lens. Last, the course discusses the underlying reasons for charitable giving and the impact of social media on individuals' well-being.

Teaching Method

A wide variety of formal and practical teaching techniques and materials will be used, with a strong emphasis on the interaction between teachers and students in class.

Schedule of Topics

Topic 1	Public Economics and Behavioral Economics: What is it about?
Topic 2	Sin Taxes: How to quit smoking, drinking, and gambling?
Topic 3	Tax (Mis)Perceptions
Topic 4	Household Finance and Beliefs in Macroeconomics
Topic 5	Perceptions on immigration
Topic 6	Poverty and development
Topic 7	Inequality, Fairness, and Preferences for Redistribution
Topic 8	Non-Standard Policy Interventions (Nudging).
Topic 9	Charitable Giving: Why do people give?
Topic 10	Social Media and Well-being

Textbook and Materials

The lectures will be based on scientific papers. A full list of the papers will be soon available.

Lectures Material handed over online.

The main reference is: Bernheim, B. D., & Taubinsky, D. (2018). Behavioral public economics. *Handbook of behavioral economics: Applications and Foundations 1*, *1*, 381-516.

Assessment

Attending students

- In-class participation: worth up to 3 points
- Students' presentation: worth up to 10 points
- Final written exam: worth up to 20 points.

Structure of the written exam
The final exam consists of 2 open-ended questions. Each question is worth up to 10 points.

Structure of the Presentation
The presentation can be made in groups. In the first week of the course, a list of readings will be made available. Students can choose a reading to present from that list. Presentations will be made during the last week of the course.

Non-attending students
- Final written exam: worth up to 20 points.

Structure of the written exam
The final exam consists of 3 open-ended questions. Each question is worth up to 10 points.

Office hours
Dott. Fazio will receive students by appointment via mail:
andrea.fazio@uniroma2.it

NOTE: Notice that attendance is required from the very first lesson and you need to attend at least 80% of the course to be considered an attending student.
If you are an **Erasmus or a non Global Governance student** who would like to attend oneor more courses in the Global Governance programme, please be aware that, **before enrolling in thecourse**, you should have read the code of conduct and the procedural rules characterizing our programme. We assume that, if you enrol in the course, **you have read and accepted all Global Governance values and rules**. Notice that attendance is required from the very first lesson and you need to attend at least 80% of the course to be considered an attending student.

Description of the methods and criteria for testing learning

The examination assesses the student's overall preparation, ability to integrate the knowledge of the different parts of the program, consequentiality of reasoning, analytical ability and clarity of presentation, in accordance with the Dublin descriptors (1. knowledge and understanding; 2. applying knowledge and understanding; 3. making judgements; 4. learning skills; 5. communication skills).

The examination will be graded according to the following criteria:

Unsuitable: important deficiencies and/or inaccuracies in the knowledge and understanding of the topics; the topics are exposed in an incoherent manner and with inappropriate language.

18-20: barely sufficient knowledge and understanding of most of the topics, with some missing items; sufficient capacity for analysis; the topics are sometimes exposed in an inconsistent manner and with inappropriate/technical language;

21-23: basic knowledge and understanding of most of the topics; ability to analyze and synthesize correctly with sufficiently coherent logical argumentation, with possibly some inaccuracy in the technical language.

24-26: good knowledge and understanding of most of the topics; good analytical and synthetic skills with rigorously expressed arguments, though with possibly a few inaccuracies in the technical language.

27-29: complete knowledge and understanding of the topics; good capacity for analysis and synthesis. Arguments presented in a rigorous manner and with appropriate/technical language, with only minor inaccuracies.

30-30L: very good level of knowledge and thorough understanding of topics. Excellent analytical and synthetic skills and independent judgement. Arguments expressed in an original manner and in appropriate technical language.