

PUBLIC ECONOMICS & POLITICAL ECONOMY

Dual Degree in Economics and International Relations BIEBIR SEP-2024 PEPE-EIR.3.M.A

Area Comparative Politics

Number of sessions: 30

Academic year: 24-25

Degree course: THIRD

Number of credits: 6.0

Semester: 1º

Category: BASIC

Language: English

Professor: **BEATRIZ RODRÍGUEZ SÁNCHEZ**

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Beatriz Rodríguez Sánchez

Since September 2021, I work as an assistant professor at the Complutense University of Madrid, Spain, carrying out both teaching and research activities. Previously, from September 2020 to September 2021, I have been a collaborating professor at the Camilo José Cela University; a researcher hired under a European competitive project in the department of economic analysis of the Faculty of Law and Social Sciences of Toledo (University of Castilla la Mancha) from August 2018 to August 2020; and an assistant professor in the department of economics, econometrics and finance at the University of Groningen (The Netherlands). Likewise, I have been a visiting professor of the master's degree entitled "Management and development of biosanitary technologies" at the Carlos III University (Madrid, Spain).

Since the year I started my professional career (2015), I have published 33 scientific articles (29 in peer-reviewed journals), most of them in the first quartile according to the Journal Citation Report or the Scimago Journal Ranking, and three book chapters, either in the field of economics or multidisciplinary sciences, being some of the journals The European Journal of Health Economics, Value in Health, Economics & Human Biology, Diabetes Care, Health Economics Review or PLoS One. I have received a total of 475 citations and my h index is 13 and my i10 index is 18 (according to Google Scholar).

In regard to teaching and academic service, I have served as an Academic Secretary of the departmental section of Applied Economics, Public Economics and Political Economy of the Faculty of Law at UCM, as well as the coordinator of the Economic Analysis of Law of the PhD program in Law of the UCM and I have directed or am currently directing both Masters and Doctoral theses. I have taught both undergraduate and graduate courses, at five different universities and have experience teaching in both Spanish and English. My primary teaching areas are introduction to economics, applied microeconomic methods, and public economics.

Office Hours

Office hours will be on request. Please contact at:

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SUBJECT DESCRIPTION

Public economics (or economics of the public sector) is the study of the role of government in a market economy. Public economics builds on the theory of welfare economics and is ultimately used as a tool to improve social welfare. Public economics provides a framework for thinking about whether or not the government should participate in economic markets and to what extent it should do so. We will study when markets function properly and in what cases there is economic reasoning for government intervention.

The goal of this course is to provide you with an overall view of public economics. The topics covered in this course include: the tools that economists use to evaluate government interventions, market failures such as public goods and externalities, policy solutions to market failures and the basic concepts of political economy that interact with such solutions in practice. We will explore applications in the areas of education, health care and income support programs. We will also discuss concepts of efficiency, redistribution, and taxation. This course provides a framework for thinking about the functioning of markets and provides students with a set of critical thinking tools that can be applied in many contexts.

LEARNING OBJECTIVES

Students will learn how to:

- build critical thinking skills that can be applied across fields
- evaluate causal impacts
- become informed consumers of evidence on policy analysis
- think about motivations for government intervention
- understand established methods for addressing market failures in society
- apply class concepts to real-world examples
- write clearly about public economics concepts for a general audience.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	233.3 %	35.0 hours
Discussions	10.0 %	15.0 hours

Exercises in class, Asynchronous sessions, Field Work	6.7 %	10.0 hours
Group work	13.3 %	20.0 hours
Individual studying	46.7 %	70.0 hours
TOTAL	100.0 %	150.0 hours

AI POLICY

In today's world, generative artificial intelligence (GenAI) is changing how we work, study and, in general, how we get things done. However, in the context of this course, the use of GenAI is not permitted, unless it is otherwise stated by the instructor. The use of GenAI tools would jeopardize the students' ability to acquire fundamental knowledge or skills of this course.

If a student is found to have used AI-generated content for any form of assessment, it will be considered academic misconduct, and the student might fail the respective assignment or the course.

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction to Public Economics concepts, Positive and Normative Analysis.

Do an in-class practice related to Positive Analysis (video and questions).

Example papers of applications of public policy evaluation methods to be used during these two sessions and which students may want to go through before the sessions:

·Political economy: Artés, J., y Jurado, I. (2018). Government fragmentation and fiscal deficits: a regression discontinuity approach. *Public Choice*, 175(3), 367-391.

·Health: Fichera, E., Mora, T., Lopez-Valcarcel, B. G., y Roche, D. (2021). How do consumers respond to "sin taxes"? New evidence from a tax on sugary drinks. *Social Science & Medicine*, 274, 113799.

·Education: García-Pérez, J. I., e Hidalgo-Hidalgo, M. (2017). No student left behind? Evidence from the Programme for School Guidance in Spain. *Economics of Education Review*, 60, 97-111.

SESSIONS 3 - 4 (LIVE IN-PERSON)

Students will complete an assign reading which may have tried as homework before the session and prepare questions for discussion during class.

Review of empirical methods. The example papers listed before (previous sessions 1 & 2) might be of help. Activity discussion

SESSIONS 5 - 7 (LIVE IN-PERSON)

Introduction to Market Failures

Market Failures: Asymmetric Information, Public Goods and Externalities

Public expenditures: effectiveness, efficiency and equity

SESSIONS 8 - 9 (LIVE IN-PERSON)

Activity on market failures. Activity discussion

Introduction to Externality Interventions: Concepts

Homework: individual work

SESSION 10 (LIVE IN-PERSON)

Correct homework (individual work). Solutions will be posted in Blackboard in advance. Activity discussion

SESSIONS 11 - 12 (LIVE IN-PERSON)

Externality interventions: Specifics

SESSIONS 13 - 14 (LIVE IN-PERSON)

Government failures & Political economy
Homework: individual work

SESSION 15 (LIVE IN-PERSON)

Correct homework (individual work). Solutions will be posted in Blackboard in advance. Activity discussion

If students have questions regarding the paper group work, this session could be used to answer any doubt students might have.

SESSION 16 (LIVE IN-PERSON)

Live in-person quizz (individual work). Answers to be corrected against posted solutions during the session.

SESSIONS 17 - 19 (LIVE IN-PERSON)

Applications: Education and Healthcare

Readings and contest on education and healthcare policies applying the concepts already covered in the subject.

SESSIONS 20 - 21 (LIVE IN-PERSON)

Applications: Support programs and income redistribution

Possible additional activity on income redistribution: Gini index and introduction to taxes towards income redistribution

SESSIONS 22 - 23 (LIVE IN-PERSON)

Taxation: Incidence & Welfare

Taxation: efficiency vs equity

SESSION 24 (LIVE IN-PERSON)

Correct homework (individual work). Solutions will be posted in Blackboard in advance. Activity discussion

SESSION 25 (LIVE IN-PERSON)

Taxation: efficiency versus equity

SESSION 26 (LIVE IN-PERSON)

Live in-person quizz (individual work). Answers to be corrected against posted solutions during the session

SESSIONS 27 - 28 (LIVE IN-PERSON)

Presentations of the group work.
Peer paper grading activity using the posted template. Discussion.

SESSION 29 (LIVE IN-PERSON)

Q & A session before the final

SESSION 30 (LIVE IN-PERSON)

Final exam session

EVALUATION CRITERIA

criteria	percentage	Learning Objectives	Comments
Final Exam	50 %		Students are required to obtain a minimum grade of 5 out of 10 in the final exam in order to pass the subject.
Individual presentation	20 %		Individual work will consist of two pieces of homework and two live-in person quizzes.
Group Presentation	20 %		Students will have to form groups of 3-4 students to write and to present a policy paper and will grade a randomly allocated paper from another group.
Class Participation	10 %		Discussions of planned activities and active participation during the sessions.

RE-SIT / RE-TAKE POLICY

Any student in their third call of a course, also known as a "Retaker" or "Re-Sit", is obliged to observe the following rules:

- Third call students must contact their professors before or during the first session to ask which work and or *sessions will be required to obtain a passing grade. The professor will determine which work will be required in their course.

*(e.g. when presenting group work, sitting for examinations or other work done in class).

- Retakers are exempt from failing the call due to absences; however, they are not exempt from work the professor designates as necessary to obtain a passing grade. This means some sessions may be mandatory to attend in order to complete the work within. Students in their third call are responsible for managing the conflicts in their schedule, should students need advice on how to manage their conflicts they should visit the program office.

EXTRAORDINARY EXAMINATION POLICY:

Any student whose weighted final grade is below 5 will be required to sit for the extraordinary exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).

Grading for retakes will be subject to the following rules:

- The extraordinary call will consist of a comprehensive exam or equivalent assignment. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.
- Dates and location of the retakes will be posted in advance and will not be changed.
- The exam/assignment will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

BIBLIOGRAPHY

Compulsory

- Rosen, Harvey S., and Ted Gayer.. (2021). *Public Finance, Global Edition*. 10th edition. McGraw-Hill Interamericana de España S.L.. ISBN 9780077154691 (Printed)

Recommended

- Stiglitz, Joseph E., and Jay K. Rosengard.. (2015). *Economics of the Public Sector*. 4th edition. W W Norton & Company. ISBN 9780393925 (Digital)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

The program fully supports the professor in enforcing any rules and policies.

·Be aware that the IE University code of conduct specifically states that, "The use of laptops during lectures must be authorized by the professor".

·It is the students' responsibility to fully read and understand the code of conduct, attendance, and ethics policies of this university.

·Students breaking these rules and policies face disciplinary action.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

In-person attendance is mandatory at IE University, as it is an essential factor of IE's learning methodology. While we do closely monitor attendance in each course, we also consider our students responsible for their own agenda and commitments, as adult university students. With that in mind, each student may miss up to 20% of the sessions within a given course and still maintain the possibility of passing that given course. This 20% "buffer" is to be used for any absences, such as: illnesses, personal emergencies, commitments, official/governmental matters, business and/or medical appointments, family situations, etc. Students should manage their various needs, and situations that may arise, within that 20% buffer. If a student is absent to more than the allowed 20% of the sessions (regardless of the reason), s/he will obtain a 0.0 grade for that course in both the ordinary and extraordinary calls of the current academic year, and s/he will have to retake the course during the following academic year.

Please pay close attention to your attendance. The program strongly encourages attending 100% of the sessions as it will improve your learning outcomes, it will increase the class performance and it will benefit your participation grade. Noncompliance with deadlines for Non-Classroom Learning activities or assignments will result in an absence for the session.

Extreme cases involving emergencies such as; extended hospitalizations, accidents, serious illnesses and other cases of force majeure; are to be consulted with the Program Management (bir.biemadrid@ie.edu) for assessment of the situation and corresponding documentation, in order to support and guide each student optimally.

For more information about the university attendance policy, please check; <https://www.ie.edu/student-guide/bir/policies-and-guidelines/attendance/> Please do not contact your professor about attendance apart from notifying them out of courtesy, all attendance related inquiries should be directed to the program office bir.biemadrid@ie.edu

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.

PLAGIARISM / ACADEMIC HONESTY:

Plagiarism is the dishonest act of presenting another person's ideas, texts or words as your own. This includes in order of seriousness of the offense: providing faulty sources; copy-pasting material from your own past assignments (self-plagiarism) without the instructor's permission; copy-pasting material from external sources even while citing them; using verbatim translations from sources in other languages without citing them; copy-pasting material from external sources without citing them; and buying or commissioning essays from other parties.

IEU students must contact the professor if they don't know whether the use of a document constitutes plagiarism. For help with your academic writing, contact the Writing Center (writingcenter@faculty.ie.edu). The professor will also advise the student on how to present said material. All written assignments must be submitted through Turn-it-in, which produces a similarity report and detects cases of plagiarism. Professors are required to check each student's academic work in order to guarantee its originality. If the originality of the academic work is not clear, the professor will contact the student in order to clarify any doubts. Students using external tutorial support should report it to the professor and the BIR Program from the moment they began receiving this support. In the event that the meeting with the student fails to clarify the originality of the academic work, the professor will inform the Director of the Bachelor Program about the case, who will then decide whether to bring the case forward to the BIR Academic Review Panel. Very high similarity scores will be automatically flagged and forwarded to the Academic Review Panel.

Plagiarism constitutes a very serious offense and may carry penalties ranging from getting a zero for the assignment to expulsion from the university depending on the severity of the case and the number of times the student has committed plagiarism in the past.

For help with academic writing contact the Writing Center at writingcenter@faculty.ie.edu

