

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Economics and Finance**  
**with effect from Semester A 2017 /18**

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**Part I Course Overview**

<b>Course Title:</b>	<b>Experimental Economics</b>
<b>Course Code:</b>	<b>EF5403</b>
<b>Course Duration:</b>	<b>1 semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>P5</b>
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>EF5471 Advanced Microeconomics (for taught postgraduate students)</b> <b>EF8070 Advanced Microeconomics (for research degree students)</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>Some knowledge of game theory and statistics</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>

## Part II Course Details

### 1. Abstract

This course has two complementary purposes. One, we survey recent developments in the field of experimental economics, laboratory and field. Two, we work to develop a set of critical professional skills, including evaluation of others' research, presentation, conception and development of new research ideas.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate the understanding of the literature.	40%	√		
2.	Demonstrate the ability to evaluate others' work.	10%	√		
3.	Develop new research ideas and identify specific research questions.	50%	√	√	√
4.	Design an experiment to tackle the research questions proposed.		√	√	√
5.	Develop presentation and writing skills.		√	√	
		100%			

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Lectures, in-class experiments	Introduce the relevant literature and discuss on the development of new research ideas and specific research questions. Instruct students to design an experiment to tackle proposed research questions.	√					-
Reading assignment, student presentation	-		√				-
Research	-			√	√	√	-

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: <u>70%</u>							
Participation in the experiments	√					10%	
15- minute presentation		√				10 %	
Term paper			√	√	√	30%	
30-minute presentation					√	20%	
Examination: <u>30%</u> (duration: 3 hours , if applicable)							
Examination	√					30%	
						100%	

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1.Participation in the experiments	Demonstrate the understanding of the experiments concerned	High	Significant	Moderate	Basic	Not even reaching marginal levels
2.15- minute presentation	Demonstrate good oral presentation skills	High	Significant	Moderate	Basic	Not even reaching marginal levels
3.Term paper	Demonstrate the capability of applying what had learned into the project	High	Significant	Moderate	Basic	Not even reaching marginal levels
4.30-minute presentation	Demonstrate good oral presentation skills	High	Significant	Moderate	Basic	Not even reaching marginal levels
5.Examination	Demonstrate the understanding of the course materials as well as the capability of applying them.	High	Significant	Moderate	Basic	Not even reaching marginal levels

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

Ultimatum bargaining; Trust games; Public goods games; Behavioral labor economics; Double auctions; Asset market experiments

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Camerer, C. (2003), <i>Behavioral Game Theory: Experiments on Strategic Interaction</i> , Princeton University Press.
2.	Davis, D. D., and C. A. Holt (1993), <i>Experimental Economics</i> , Princeton University Press.
3.	Friedman, D., and S. Sunder (1994), <i>Experimental Methods: A Primer for Economists</i> , Cambridge University Press.
4.	Holt, Charles (2006), <i>Markets, Games, and Strategic Behavior</i> , Addison Wesley.
5.	Kagel, J. H., and A. H. Roth (1995), <i>The Handbook of Experimental Economics</i> , Princeton University Press.

**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*