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| Backward Design | |
| Stage 1 – Desired Results | |
| **Established Goals:**  Students will recognize the limitations of the standard theory of the rational economic actor in explaining transactions and learn how to identify and analyze non-economic factors that explain decision making | |
| **Understandings:**  *Students will understand that:*   * Individuals don’t always have perfect information about an exchange situation * Cultural norms can lead to decisions that aren’t rational in the economic sense * The way choices are constructed can affect the decisions we make * Concepts of fairness, identity, and community can lead to non-rational decisions even when the optimal economic option is discoverable | **Essential Questions:**   1. What key assumptions are the bases for an economically rational decision? What is the impact of our information processing capability on our ability to make economically rational decisions? 2. What cultural standards or norms can affect our decision making? 3. Are our personal economic decisions shaped by other forces? 4. If we satisfy the assumptions for any given economic decision, will we choose the economically rational option? |
| *Students will know:*   * The key assumptions of “homo economicus”, or the rational economic actor * Definitions of key terms:- fairness, identity, community, utility, decision payoffs * The distinction between market and social norms * The distinction between “client” and “consumer” * The factors that impede humans from making perfectly rational economic decisions | *Students will be able to*   * Explain the impact of complex socioeconomic environments and conflicting pressures on the economic decision maker (in this case, the soccer fan) * Evaluate the impact of norms of fairness and identity on decision making * Analyze the potential effect of hidden, non-economic motivation on the decision process * Enumerate ways in which economic theories about decision making could be moderated by psychology |
| Stage 2 –Assessment Evidence | |
| **Performance Tasks:**  Quiz:-  Students identify key concept definitions and cognitive processes that affect decision making  Group Discussion: *A Fan’s Suicide Notes*  Students read this excerpt from Kuper and Szymanski’s *Soccernomics*, generate answers to the discussion questions on (a) core economic principles exhibited in the explanation of the relationship between suicide and their team’s performance; (b) develop reasons for the effect or reasons why they don’t think the posited effect is valid; (c) identify identity-based payoffs that may affect fan behavior; (d) identify possible core principles underpinning the *social cohesion* effect described | **Other Evidence:**  Students will be provided an opportunity to report group findings on the discussion questions and argue for their position |
| Stage 3 – Learning Plan | |
| **Learning Activities: Resources:** | |
| 1. Initial Question for students:- What’s the best way to allocate tickets for a high-demand game?    1. Present the question, ask students to vote on options:- (a) auction; (b) lottery; (c) queue    2. Ask students the reasons for why they answered as they did; ask them to identify their assumptions, then introduce the essential questions 2. Revisit key related terms and define new ones as introduced 3. Present information on intersection between economics and other disciplines/perspectives 4. Define the role of identity, community, and fairness in economic decisions 5. Play Ariely video: Cheap dates and carbon cheating 6. Review the complexity of the fan-team relationship 7. Explain the basics of fairness in consumer behavior 8. Present data from initial question on ticket allocation for high-demand game 9. Introduce and discuss questions of fairness 10. Students complete quiz on part 1 of material 11. Explore the views of Pareto and Akerloff on identity and motivation 12. Look at economic rationality form a household perspective 13. Review Frank’s *Psychology Meets Economics* maxims 14. Break into groups and conduct discussion and review session 15. Encourage students to participate in the “muddiest point” wiki | |
| **Resources:**  Reading:-  Grant: An Analytical Framework for a Political Economy of Football  Akerloff: Identity and the Economics of Organizations  Discussion section: -  Kuper & Szymanski: A Fan’s Suicide Note  Video:-  Ariely video: Cheap dates and carbon cheating | |