

# Applied Economics

Stefano Usai  
University of Cagliari, CRENoS

International Management  
Master's Degree Programme – UNICA



## Who am I?



- Professor of Economics
- Dean of the SEGP Faculty
- CRENoS
- MaPE
- Jean Monnet chair
- Research interests:
  - National and regional technological systems
  - Technological externalities and spillovers
  - European innovation and production system
  - Regional economics
  - Economics of tourism



# Stefano Usai



## Università di Cagliari



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Progetti di ricerca

**Didattica**

Prodotti della ricerca

Progetti di ricerca

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**Dipartimento di afferenza**

Dipartimento di Scienze Economiche ed Aziendali

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**Siti di riferimento**

CRENoS

Dottorato in Scienze Economiche e Aziendali

Facoltà di scienze economiche giuridiche e politiche

MaPE

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**avvisi**

cancellazione ricevimento lunedì 10 giugno

### INFORMAZIONI GENERALI



**Stefano Usai** è professore ordinario in Economia Applicata presso il dipartimento di Scienze Economiche ed Aziendali. E' stato fino al 2014 direttore del CRENoS (Centro Ricerche Economiche Nord-Sud) e dal 2015 è Presidente della Facoltà di Scienze Economiche, Giuridiche e Politiche. I suoi interessi di ricerca si focalizzano principalmente su tematiche legate all'economia regionale e dell'innovazione.


Pagina personale su CRENoS, Researchgate , Google Scholar e Ideas

Benvenuti nel sito di **Stefano Usai**




<b>Ruolo:</b>	Professore Ordinario
<b>Area scientifico disciplinare:</b>	Scienze economiche e statistiche
<b>Settore scientifico disciplinare:</b>	SECS-P/06 ECONOMIA APPLICATA
<b>Dipartimento di afferenza:</b>	Dipartimento di Scienze Economiche ed Aziendali
<b>Contatti:</b>	Email stefanousai@unica.it - Tel. 070/675-3733
<b>Indirizzo:</b>	Via Sant'Ignazio 78, piano terra
<b>Orario di ricevimento:</b>	martedì, ore 12-13

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MiUR - Ministero dell'Istruzione, dell'Università e della Ricerca
Accedi



## Università degli Studi di Cagliari

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ENG
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Futuri studenti
Studenti
Laureati
Ricerca
Enti e imprese



Unica > Ateneo > Docenti e ricercatori > Stefano Usai

### Stefano Usai

**Dipartimento di Scienze economiche ed aziendali**

**Ruolo:** Professore ordinario








**Area scientifico disciplinare:** Scienze economiche e statistiche

**Settore scientifico disciplinare:** SECS-P/06 ECONOMIA APPLICATA

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-  Curriculum
-  Insegnamenti
-  Materiale didattico
-  Testi
-  Ricerca
-  Avvisi
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UNIVERSITÀ DI CAGLIARI - UNIVERSITÀ DI SASSARI  
CENTRE FOR NORTH SOUTH ECONOMIC RESEARCH

**CRENoS**  
CENTRO RICERCHE ECONOMICHE NORD-SUD

UNIVERSITÀ DI CAGLIARI UNIVERSITÀ DI SASSARI

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**Recent publications**

E. Marrocu; S. Usai; R. Brancati; M. Romagnoli  
**INNOVATION ACTIVITIES AND LEARNING PROCESSES IN THE CRISIS. EVIDENCE FROM ITALIAN EXPORT IN MANUFACTURING AND SERVICES**  
*Industrial and Corporate Change, 2017, volume Firstonline, pages 1-24*

B. Biagi; M.G. Ladu; V. Rayuela  
**HUMAN DEVELOPMENT AND TOURISM SPECIALIZATION. EVIDENCE FROM A PANEL OF DEVELOPED AND DEVELOPING COUNTRIES**  
*International Journal of Travel Research, 2017, volume 19, pages 160-178*

W. Addessi; M. Pulina; F. Sallusti  
**IMPACT OF CHANGES IN CONSUMER PREFERENCES ON SECTORAL LABOUR REALLOCATION: EVIDENCE FROM THE ITALIAN ECONOMY**  
*Oxford Bulletin of Economics and Statistics, 2017, volume 79, pages 348-365*

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**Forthcoming seminars and other events**

Forthcoming events will be announced shortly.

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**CRENoS Working Papers**

**12/09/2017**  
**CLUSTERING SPACE-TIME SERIES: A FLEXIBLE STAR APPROACH**  
E. Otranto; M. Mucciardi

**01/08/2017**  
**THE DYNAMICS OF SOCIAL CAPITAL DURING PUBLIC PARTICIPATION: NEW KNOWLEDGE FROM AN ON-GOING MONITORING**  
S. Franceschini; G. Marietto

**21/07/2017**  
**BANKS' LIQUIDITY MANAGEMENT AND SYSTEMIC RISK**  
L.G. Deidda; E. Panetti

[SEE MORE](#)

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[RSS](#) [Email](#) [Facebook](#) [Twitter](#) [Location](#)

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**Who are you?**

- **Short presentation**
  - **At least name and surname....**
  - **But also, if you want, something about your background and your expectations about this course and the whole programme**



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## First module: topics in Development Economics

- Coursework will provide students with a solid basic understanding of theoretical and empirical models of development economics
- A particular emphasis is given to the process of localization of innovation activities and the process of knowledge production and diffusion.
- Students will be introduced to some basics of regional economics referring to the process of localization of economic activities, in terms of production of goods and services and of innovative activities

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## Second module: topics in Econometrics and European Economics

- Some basics of Econometrics will be provided in order to analyse some contribution about the issue of regional development. In particular, we will focus on the techniques of Spatial Econometrics, that is the study of geographical phenomena.
- Finally the course will provide some basic knowledge on European Economics and some topics referring to the strategies of the European Union on crucial issues, such as economic cohesion and development.

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## Training objectives

- The primary goal of this course is to introduce advanced students in international management to economic analyses of some specific topics of Economics, such as Development Economics, Economics of Innovation, Regional Economics, and European Economics.
- As prerequisites, students should know the basic principles of Economic Analysis, Micro and Macroeconomics

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## Specific objectives

- **1) Knowledge and understanding.** The course allows students to study three different specialized topics in applied economics, as presented in the literature. The objective is to analyze with students the capacity of economic framework to explain patterns in the data, and to understand the role of market regulations.
- **2) Capacity of applying knowledge and understanding.** The topics presented in class will be analysed using real data and appropriate statistical models for data analysis. The objective is to make students able to understand the workings and the dynamics and the decisions tools of firms and to make meaningful economic forecast of their effects for their future professional career.

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## Specific objectives

- 3) **Making judgements.** During classes, students will be asked to give their technical opinion on real decisions, policies and reforms. This will be done under different points of view, trying to operate as in the real world, and thinking of the real impact of such policies/practices. Necessary condition for this is to manage in deep the current situation and to have access to the relevant information needed in order to decide.
- 4) **Communication skills.** Students will be encouraged to actively participate in the class discussing their opinions and showing capacity of speech, motivation and reciprocal exchange of ideas with the other students. In this respect, additional material presented in the classes will allow students to improve their communication skills, as requested in the final exam..

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## Didactic Methods and Learning assessment procedures

- The course consists of lectures and workshops in which there will be as much interaction as possible between students and teacher and among students themselves.
- The program includes presentations by students both oral and of written documents.

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## Learning assessment procedures

- The evaluation will take place through a written exam and two assessments during the course (33.3% each). Students will have to prepare a written report and to present a specific case-study to the class. Students that will write the report and present a study to the class can choose to answer just one out of three questions at the final exam. [30 minutes per question].
- The written exam consists of three open questions (closed books) on the topics taught in the course. Students that will not present the report and study to the class will be required to write the entire exam (3 questions instead of 1).

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## Learning assessment procedures

- The report refers to a short document of presentation of a country / region / sector for a potential customer, be it a public institutions or a private company
- Presentations: 15 minutes power point of one study assigned by the teacher or chosen by a group of students (and approved by the teacher) on European Policy issues

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## Textbooks and other texts

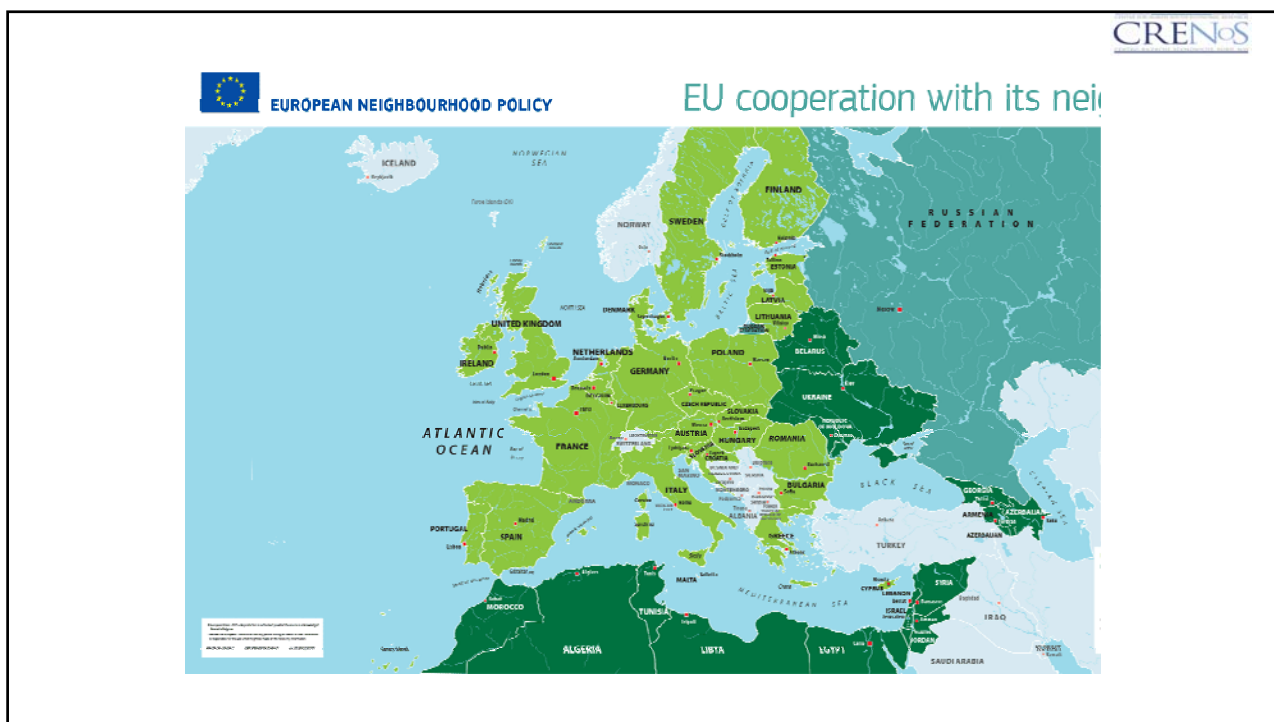


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## Country report

- 3/5 pages, cover included, if any
- One page devoted to a statistical overview of the socio-economic background
- Eligible countries
  - EU28
  - Enlargement candidates
    - » [Albania](#), [Bosnia and Herzegovina](#), [the former Yugoslav Republic of Macedonia](#), [Iceland](#), [Kosovo\\*](#), [Montenegro](#), [Serbia](#), [Turkey](#)
  - European Neighbouring countries
    - » [Algeria](#), [Armenia](#), [Azerbaijan](#), [Belarus](#), [Egypt](#), [Georgia](#), [Israel](#), [Jordan](#), [Lebanon](#), [Libya](#), [Moldova](#), [Morocco](#), [Palestine](#), [Syria](#), [Tunisia](#), [Ukraine](#)





## Cases

- Report on a EU country for an extra EU multinationals
- Report on a candidate country for a government body of a EU country
- Report on a EN country for an ONG based in EU
- Report on either a candidate or a EN country for EU institutions (a DG for example)
- Others?

## Report delivery

- Report: pdf file via mail to stefanousai@unica.it
- File name: surname\_name.pdf
- Mail subject: country report
- Mail text: specification of the case (see above)
- deadline: beginning of January?

<http://people.unica.it/stefanousai/>

The screenshot shows the website of Stefano Usai at the University of Cagliari. The page is titled "DIDATTICA" and features a navigation menu with links for Home, Avvisi, Curriculum, Didattica, Prodotti della ricerca, and Progetti di ricerca. The main content area lists didactic materials under the heading "DIDATTICA".

**DIDATTICA**

- Insegnamenti
- Materiale didattico
  - Applied Economics/Topics In Economics
    - 2015-16
    - 2016-17
    - 2017-18
    - 2018-19
    - 2019-20
  - Economia dello sviluppo regionale
    - 2017-18
    - 2018-19
  - Economics and Geography of Innovation/Economia regionale e dell'innovazione
    - 2015-16
    - 2016-17
    - 2018-19

A blue box at the bottom right of the page contains the text: "Accesso con password al materiale didattico".

## What Economics Is All About

- **Scarcity:**
- **Economics:**
  - how people decide
    - what to buy,
    - how much to work, save, and spend
  - how firms decide
    - how much to produce,
    - how many workers to hire
  - how society decides
    - how to divide its resources between national defense, consumer goods, protecting the environment, and other needs

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## Ten principles of Economics

- Questions that Economics address
  - What are the principles of how people make decisions?
  - What are the principles of how people interact?
  - What are the principles of how the economy as a whole works?
- Although the study of Economics has many facets, the field is unified by several central ideas. The Ten Principles of Economics offer an overview of what economics is all about.
  - Gregory Mankiw, Professor of Economics at Harvard

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## How people make decisions

### 1. People Face Tradeoffs.

To get one thing, you have to give up something else. Making decisions requires trading off one goal against another.

### 2. The Cost of Something is What You Give Up to Get It.

Decision-makers have to consider both the obvious and implicit costs of their actions.

### 3. Rational People Think at the Margin.

A rational decision-maker takes action if and only if the marginal benefit of the action exceeds the marginal cost.

### 4. People Respond to Incentives.

Behavior changes when costs or benefits change.

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## PRINCIPLE #1: People Face Tradeoffs

- All decisions involve tradeoffs.
- Examples:
  - Going to a party the night before your midterm exams leaves less time for studying.
  - Having more money to buy stuff requires working longer hours, which leaves less time for leisure.
  - Protecting the environment requires resources that could otherwise be used to produce consumer goods.

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**PRINCIPLE #2****The Cost of Something Is What You Give Up to Get It**

- Making decisions requires comparing the costs and benefits of alternative choices.
- The **opportunity cost of any item is**
  - the relevant cost for decision making.
- *Examples:*
- The opportunity cost of...
  - ...attending a master for two year
  - ...seeing a movie

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**PRINCIPLE #3****Rational People Think at the Margin**

- **Rational people** make decisions by evaluating costs and benefits of **marginal changes**,
- *Examples:*
  - When a student considers whether to go to college for an additional year, he compares
  - When a manager considers whether to increase output, she compares

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### PRINCIPLE #3

#### Rational People respond to incentives

- **Rational people** respond to **incentives**.
- Examples:
  - When gas prices rise, consumers buy more hybrid cars and fewer gas guzzling SUVs.
  - When cigarette taxes increase, teen smoking falls.

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### Applying the principles

- You are selling your 2004 Panda. You have already spent 500 euro on repairs.
- At the last minute, the transmission dies. You can pay euro 300 to have it repaired, or sell the car “as is.”
- In each of the following scenarios, should you have the transmission repaired?
- **A. book value (what you could get for the car) is**  
3000 euro if transmission works, \$2800 if it doesn't
- **B. book value is**  
3000 euro if transmission works, \$2500 if it doesn't

Let us discuss it

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## How economy works as a whole

5. **Trade Can Make Everyone Better Off.**  
Trade allows each person to specialize in the activities he or she does best. By trading with others, people can buy a greater variety of goods or services.
6. **Markets Are Usually a Good Way to Organize Economic Activity.**  
Households and firms that interact in market economies act as if they are guided by an "invisible hand" that leads the market to allocate resources efficiently. The opposite of this is economic activity that is organized by a central planner within the government.
7. **Governments Can Sometimes Improve Market Outcomes.**  
When a market fails to allocate resources efficiently, the government can change the outcome through public policy. Examples are regulations against monopolies and pollution.

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## PRINCIPLE #5: Trade Can Make Everyone Better Off

- Rather than being self-sufficient, people can specialize in producing one good or service and exchange it for other goods.
- Countries also benefit from trade and specialization:

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## **PRINCIPLE #6:** **Markets Are Usually A Good Way to Organize Economic Activity**

- A **market economy** allocates resources through the decentralized decisions of many households and firms as they interact in markets.
- Famous insight by Adam Smith in *The Wealth of Nations* (1776) about the invisible hand: the interaction of buyers and sellers determines prices. Prices guide self-interested households and firms to make decisions that, in many (a few?) cases, maximize society's economic well-being

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## **PRINCIPLE #7:** **Governments Can Sometimes Improve Market Outcomes**

- People are less inclined to work, produce, invest, or purchase if large risk of their property being stolen. Role for institutions and government
- Causes of market failure:
  - Externalities
  - Market power
  - Public goods
- Public policy may intervene to correct them
- Govt may alter market outcome if the market's distribution of economic well-being is not desirable, **trade off btwn efficiency and equity**

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## How people interact

**8. A Country's Standard of Living Depends on Its Ability to Produce Goods and Services.**

Countries whose workers produce a large quantity of goods and services per unit of time enjoy a high standard of living. Similarly, as a nation's productivity grows, so does its average income.

**9. Prices Rise When the Government Prints Too Much Money.**

When a government creates large quantities of the nation's money, the value of the money falls. As a result, prices increase, requiring more of the same money to buy goods and services.

**10. Society Faces a Short-Run Tradeoff Between Inflation and Unemployment.**

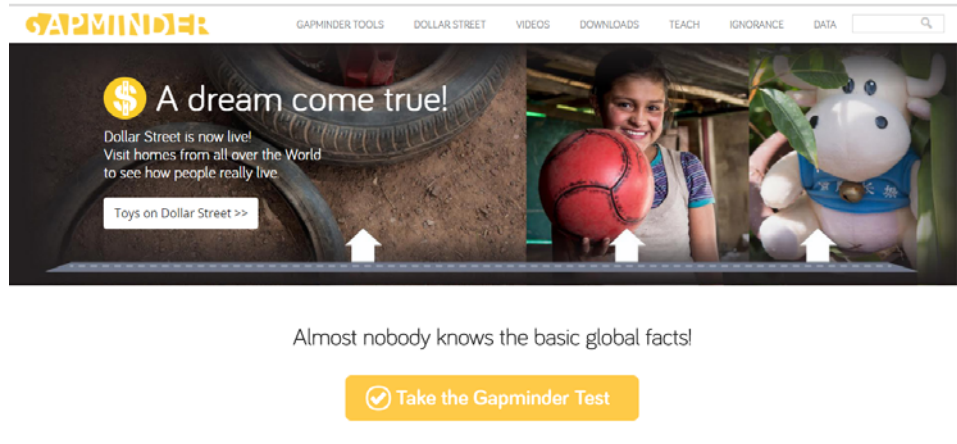
Reducing inflation often causes a temporary rise in unemployment. This tradeoff is crucial for understanding the short-run effects of changes in taxes, government spending and monetary policy.

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The Ignorance  
Project



## Gapminder.org



The banner features the Gapminder logo in the top left. The main text reads "A dream come true!" with a dollar sign icon. Below it, it says "Dollar Street is now live! Visit homes from all over the World to see how people really live." A button labeled "Toys on Dollar Street >>" is positioned below the text. The background image shows a woman holding a red ball next to a white cow. Three white arrows point upwards from the bottom of the image towards the text.

Almost nobody knows the basic global facts!

[Take the Gapminder Test](#)

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## Gapminder.org



The interface shows a "Choose Chart Type" section with five options:

- Bubbles:** A scatter plot with bubbles of varying sizes and colors.
- Maps:** A world map with colored dots representing data points.
- Mountains:** A stacked area chart with multiple colored layers.
- Horizontal Bars:** A horizontal bar chart with bars of varying lengths and colors.
- Line:** A line chart with multiple colored lines showing trends over time.

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**OECD INTERIM  
ECONOMIC OUTLOOK**

*High uncertainty  
weighing on global growth*

20 September 2018

**Laurence Boone**  
OECD Chief Economist

<http://www.oecd.org/economy/outlook/economic-outlook/>  
ECOSCOPE blog: [oecdecoscope.wordpress.com](http://oecdecoscope.wordpress.com)



**OECD INTERIM  
ECONOMIC OUTLOOK**

*Warning: low growth ahead*

19 September 2019

**Laurence Boone**  
OECD Chief Economist

<http://www.oecd.org/economy/outlook/>  
ECOSCOPE blog: [oecdecoscope.wordpress.com](http://oecdecoscope.wordpress.com)



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