

# Economy of Happiness gr.2

**EM1F4M55A2**

## Program

**PGE**  
Visitants

## UE

Economy of Happiness

## Semester

A

## Discipline

Economics

## Contact hours

27 H

## Number of spots

45

## ECTS

5

## Open to visitors

Yes

## Language



## Coordinator



Francis MUNIER

## List of lecturers

Lecturer(s)	Email	Contact hours - lecture
Francis MUNIER	<a href="mailto:fmunier@unistra.fr">fmunier@unistra.fr</a>	27 h

### Pedagogical contribution of the course to the program

#### **Développer un management à impact grâce aux connaissances et aux outils les plus récents dans les domaines du management**

Developing a strategic and managerial vision in a complex, uncertain and changing environment

Design solutions adapted to organizational problems by applying relevant methodologies

#### **Développer des compétences managériales de niveau avancé se traduisant par un leadership responsable**

Co-build a managerial and organizational culture through collaborations and team projects

Effectively argue his ideas orally and in writing with a professional posture

Adopt a responsible leadership posture by being an actor in its own development and that of its teams

#### **Mettre en place un management responsable par des pratiques reflétant les valeurs d'éthique, de diversité et de développement durable**

Critically assess issues related to diversity, ethics and sustainability in the context of their professional practice

#### **Pratiquer un management à impact dans un environnement multiculturel et international, porté par un "European mindset"**

Communicate in a professional context in (foreign) languages, in writing and/or orally

Formulate solutions to organizational challenges in a multicultural and international context, driven by a "European mindset"

### Description

"We live in a favored age and yet we do not feel favored." The Progress Paradox sets out to explain "why capitalism and liberal democracy, both of which justify themselves on the grounds that they produce the greatest happiness for the greatest number, leave so much dissatisfaction in their wake." Just how important to happiness is wealth? How important is marriage? Parenthood? Job satisfaction? Leisure time? Health? The rate of unemployment? The rate of economic growth? Democratic institutions? Social safety nets, etc.? In other words, how do various factors such as

economic growth, unemployment and inflation, as well as institutional variables, affect individual well-being? Are people with a higher income happier than those who earn less? Can we find a correlation between happiness and GDP, both at the individual and national levels?

It may appear obvious to ask these kinds of questions, but until recently economists, for the most part, ignored them. Therefore, today's interest in this area constitutes a real revolution in the field of economics.

Then, as an alternative approach, we will use the tools provided by the theory of the "economics of happiness".

Finally, we will examine the concept of "Capability," which provides a framework for understanding to what extent an individual is truly free.

The objective of this course is twofold. First, it is to give a solid base enabling students to better understand economic matters and their evolution. Second, an opening will be provided on recent work in economics of happiness which relates to critical issues such as quality of life, sustainable development, and measures of economic performance.

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## Teaching methods

### Face-to-face

- Lectures

### In group

**No items in this list have been checked.**

### Interaction

**No items in this list have been checked.**

### Others

**No items in this list have been checked.**

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## Learning objectives

### Cognitive domain

Upon completion of this course, students should be able to

- - (level 2) **Explain** and retain main evidences of economics of happiness
  - - (level 2) **Explain** , apprehend and understand the progress paradox of hypermodern societies
  - - (level 4) **Analyze** , understand and describe the new issues to measure progress and to do the link with happiness
  - - (level 4) **Analyze** , understand, and describe, the salient facts of happiness
  - - (level 6) **Choose** and explore one important issue of economics of happiness (report and oral presentation)
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## Affective domain

Upon completion of this course, students should be able to  
**None affective domain have been associated with this course yet**

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## **Outline**

- I. Some glimpses of Economy of Happiness
    - a. Salient facts on happiness
    - b. GDP and Happiness
    - c. How does income affect happiness?
    - d. How does unemployment and inflation affect happiness?
  - II. International Comparisons
    - a. Example of rankings
    - b. The better life index
    - c. How to interpret these international comparisons of happiness?
  - III. Creativity and Happiness
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## **No prerequisite has been provided**

### Knowledge in / Key concepts to master

economics

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## **Teaching material**

### Mandatory tools for the course

- Computer

### Documents in all formats

**No items in this list have been checked.**

### Moodle platform

**No items in this list have been checked.**

### Software

**No items in this list have been checked.**

### Additional electronic platforms

**No items in this list have been checked.**

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## Recommended reading

### Main reading material

Delle Fave A., Brdar I., Freire T., Vella-Brodrick D. and Wissing M.P (2011), "The Eudaimonic and Hedonic Components of Happiness: Qualitative and Quantitative Findings," Social Indicators Research, January 2011, Volume 100, Issue 2, pp 185-207

Di Tella R., MacCulloch R.J. and Oswald A.J. (2001), "Preferences over Inflation and Unemployment: Evidence from Surveys of Happiness," American Economic Review, vol. 91(1), pages 335-341, March.

Easterlin, R.A. (1974), "Does economic growth improve the human lot? Some empirical evidence", in P.A. David and M.W. Reder (Eds.), Nations and households in economic growth: Essays in honor of Moses Abramowitz. New York: Academic Press.

Florida R., Mellander C. and Rentfrow J. (2013), "The Happiness of Cities", Regional Studies, 47:4, pp. 613-627

Frey, B.S. and Stutzer A. (2002), "What Can Economists Learn from Happiness Research?" Journal of Economic Literature, 40(2), pp. 402-435

Konow J. and Earley J. (2008), "The Hedonistic Paradox: Is homo economicus happier," Journal of Public Economics, vol. 92(1-2), pp. 1-33, February.

Inglehart R. (1997), Modernization and Postmodernization, Princeton University Press, Princeton

Mellander C., Florida R., Rentfrow J. (2011), "The creative class, post-industrialism and the happiness of nations" Cambridge Journal of Regions, Economy and Society, Cambridge Political Economy Society, vol. 5(1), pages 31-43.

Munier F. and Pan J. (2014), "Creativity, Growth, and Nudge: the Case of Shanghai", Marché & Organisation, april, special session China

Munier F. and El ouardighi J. (2013, "Should the ECB be reformed: Empirical Evidences and Proposals for Public Happiness Policies?", Public Happiness Interdisciplinary Conference Rome June 4-5, 2013, LUMSA University, Rome University of Milan - Bicocca University of Rome - Tor Vergata St. Thomas Aquinas University, Rome HEIRS, CISEPS, IREC

Stiglitz J.E., Sen A. and Fitoussi J.-P. [2010], Report by the Commission on the Measurement of Economic Performance and Social Progress, [www.stiglitz-sen-fitoussi.fr](http://www.stiglitz-sen-fitoussi.fr)

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### Additional literature

**No reading material has been provided.**

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## EM Research: Be sure to mobilize at least one resource

Textbooks, case studies, translated material, etc. can be entered

**No reading material has been provided.**

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## Assessment

## List of assessment methods

### **Intermediate assessment / continuous assessment 1**

Written and oral / Group / English / Weight : 50 %

**Details :** report and oral presentation

### **Final evaluation** Exam week

Written / Individual / English / Weight : 50 %