

Fair Dictator

Proposal Report Research Practise

Mayra Bustamante
mbustam2@eafit.edu.co

Tutor: Gustavo Canavire
gcanavir@eafit.edu.co

Center for Research on Economics and Finance
Department of Economics
EAFIT University
Medellín

1 Problem Statement

Some decisions that humans make are influenced by their ideas of fairness and inequality. For example, a person can think is fair that the amount that two people earn is different depending on the hours they work but she can think is unfair that the amount that they earn is different by the color of the skin. That idea influences the way that one employer pays to his employees.

The way that we use to know people's perception about the fairness and inequality is with a dictator game. In this game, the player is the dictator, she has some points that has to divide between him and another player. In the original dictator game, the division of the income of both participant only dependent on what the dictator wants to share [1], but we are going to use a new version of this game that includes some characteristics to divide the income.

Our problem is to know if the perception of the fair inequality of the EAFIT University students changes depending on the school that they are. We will divide the students in three groups:

1. Sciences School students.
2. Humanities, Economics, and Administration and Finances School students.
3. Engineering School students.

In the game, students earn some points in a production phase, in this phase they can work in a game to gain points or do another thing like see pictures and read a website, after a while, the production phase ends and the dictator know the points that she earned. Player can see how much time himself worked and how much time the other player worked, then the dictator has to divide the sum of the points that they earned between them. In the second part of the game, the points that they earn has a value, what is different for each player, so the dictator has another variable to consider where she is going to split the points.

We will divide the students in three groups depending on the points they considered fair to share with the other participant, this division was made in "Fairness and the Development of Inequality Acceptance" [2].

1. Strict Egalitarian Ideal: dictator divide the points in equal parts.
2. Meritocratic Ideal: dictator divide the points depending on how much he and the another player earned.
3. Libertarian Ideal: dictator divide the points depending on how much she and the another player earned and the value of the points.

2 Goals

Main Goal

To compare if there are statically significant differences in the perception of fair inequality between students of different schools at EAFIT University.

Specific Goals

- To adapt the social experiment that use the dictator game to understand the perception of EAFIT University students about fair or unfair inequality.
- Validate if the perceptions of the students change depending on the gender.
- Verified if the division of the income change dependent on the variables like luck and self achievements.

3 Preceding Work

Moral perceptions and the change of our morality through time called the “moral development” is study in some articles, one of them is “The Philosophy of Moral Development” [3] where the author talks about the importance of studying the morality as a feature that influence human behavior. That investigation proved that is good and important to study about perception of fairness.

According to the literature review a lot of authors have to used children like their target population to research about equality and fairness perception, that happens because the popular belief says that children are fairer than adults. William Damon in his article “The Social World of the Child” [4] described that children are altruist and egalitarian, so the popular belief seems to be right.

In these articles, authors make some experiments with games, because the mayor target population are children. With games children show what they consider fair and what consider unfair and it is a different way to get data. For example, J. Piaget [5] used the “bona fide player” game to know the children’s idea of moral rules.

In “Fairness and the Development of Inequality Acceptance” a computer-based game is used to get the answer to the question about the perception of the fairness in children and teenagers. They used two new versions of the “dictator game”. In the first version one player (the dictator) has to divided some points between him and another player and in the second, the dictator and the another player have to get the points in a computer game and after that to divide the points.

4 Justification

According to the literature review there are not many projects that analyze if there are statistically significant differences in the perception of the fair inequality in adults depending on the school that they are, so this project is important to understand the adults behavior and thoughts. C. Camerer [6] concluded a game is a good way to know what players think, so our methodology is a good one.

5 Scope

In this research project will analyze if there are statistically significant differences between the three groups of students dependent of the school and between male and female.

6 Proposed Methodology

We are going to used the two versions of dictator game that used in “Fairness and the Development of Inequality Acceptance” to get data for this research with EAFIT University students, they are going to be in a computer room and they will not know who people of the group is the another player. We will use the data to compare if there are statistically significant differences between data groups with statistics tests, dependent on the data features like the mean and variance. We will classify the ideal of each group, if is egalitarian, meritocratic or libertarian.

7 Activity Schedule

The following tables sketch activities, semester weeks and dates that must be fulfilled in order to accomplish this project.

Table 1: Activity schedule during research.

Activity	Week
Literature review	1-5
Experiment with computer game	6-9
Study results	10-12
Write the final project	13-16

Table 2: Key dates during Research Practise.

Activity	Week	Dates
Proposal report	3	February 12
Proposal presentation	4	February 19
Oral progress report	10	April 8
Project report	16	May 20
Project presentation	19	June 7

Data for Table 2 was taken from the following web page related to this research course: <http://www1.eafit.edu.co/asr/courses/research-practises-me/2016-1/index.html>

8 Budget

This research does not require financing.

9 Intellectual Property

Mayra Bustamante and Gustavo Canavire share intellectual property in this research equally.

References

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