

**Modulkatalog für den Spezialisierungsbereich
des Bachelorstudiengangs Volkswirtschaftslehre
Frühjahrssemester 2019**



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Teil A: Vorlesungen des Spezialisierungsbereichs

Amerikanische Wirtschaftsgeschichte von der Kolonisierung bis zum Zweiten Weltkrieg

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre, ggf. Wahlveranstaltungen in anderen Bachelorstudiengängen der Universität Mannheim.

Modulverantwortliche/r: Prof. Dr. Jochen Streb

Turnus des Angebots: unregelmäßig

Dauer: 1 Semester

ECTS-Punkte: 7

Lehrmethode: Vorlesung (3 SWS)

Arbeitsaufwand: Präsenzzeit Vorlesung: 31,5 Stunden; Zeit für Selbststudium, Klausurvorbereitung und Klausur: 164,5 Stunden.

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Besuch der Veranstaltung „Einführung in die Wirtschaftsgeschichte für Volkswirte“ oder einer anderen Einführungsveranstaltung in die Wirtschaftsgeschichte wird empfohlen, ist jedoch keine notwendige Voraussetzung für die Teilnahme.

Benotung: Klausur (135 Minuten)

Erwartete Zahl der Teilnehmer/innen: abhängig von den Wahlentscheidungen im Spezialisierungsbereich.

Ziele und Inhalte des Moduls: Die historische Entwicklung der amerikanischen Volkswirtschaft unterscheidet sich in vielerlei Hinsicht vom europäischen Wachstumsprozess. Als wesentliche Ursache für diese Unterschiede gilt die relative Knappheit des Produktionsfaktors Arbeit in den USA. Diese Hypothese werden wir insbesondere am Beispiel der Sklaverei und anhand des Verlaufs der amerikanischen Industrialisierung diskutieren. Weitere Schwerpunkte bilden die Transportrevolution, die Erschließung des amerikanischen Westens, die Evolution der Finanzmärkte und die Ursachen und Folgen der Weltwirtschaftskrise.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden haben die fachlichen Kenntnisse und methodischen Fertigkeiten erworben, um wirtschaftshistorische bzw. empirische Entwicklungen mit Hilfe moderner wirtschaftswissenschaftlicher Methoden zu analysieren.

Weitere Informationen: Literatur: Jeremy Attack / Peter Passell (1994): A New Economic View of American History, 2. Aufl., New York/London

Analysis und lineare Algebra B

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre, ggf. Wahlveranstaltungen in anderen Bachelorstudiengängen der Universität Mannheim.

Modulverantwortliche/r: Steffen Habermalz, Ph.D.

Turnus des Angebots: jedes Frühjahrs-/Sommersemester

Dauer: 1 Semester

ECTS-Punkte: 7

Lehrmethode: Vorlesung (2 SWS) + Übung (2 SWS)

Arbeitsaufwand: Präsenzzeit Vorlesung und Übung: 42 Stunden; Zeit für Selbststudium, Klausurvorbereitung und Klausur: 154 Stunden.

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Analysis und lineare Algebra A

Benotung: Klausur (90 Minuten)

Erwartete Zahl der Teilnehmer/innen: abhängig von den Wahlentscheidungen im Spezialisierungsbereich.

Ziele und Inhalte des Moduls: Dieser Kurs wendet sich an VWL-Studierende ohne Beifach Mathematik ab dem zweiten Fachsemester. Er erweitert und vertieft die Inhalte der Erstsemesterveranstaltung Analysis und Lineare Algebra A. Im Mittelpunkt steht die Optimierung von Funktionen mehrerer Variablen (hauptsächlich mit Nebenbedingungen) als Kerngebiet der ökonomischen Analyse. Besonderen Wert gelegt wird auf rigorose Beweise der teilweise schon bekannten Sätze (z. B. LaGrange, Kuhn-Tucker). Um dies zu erreichen, werden formale Grundlagen der Analyse von Funktionen der reellen Zahlen formal erläutert und bewiesen (z. B. Mengen, Konvergenz, Stetigkeit, Differenzierbarkeit, verschiedene Theoreme).

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden haben zusätzliche mathematische Kompetenzen, insbesondere in den oben genannten Bereichen, erworben. Sie haben ihr Verständnis für anspruchsvollere mathematische Methoden vertieft und sind in der Lage, diese bspw. in Seminar- oder Bachelorarbeiten anzuwenden.

Behavioral Economics

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher of the module: Prof. Dr. Wladislaw Mill

Cycle of offer: Each spring semester

Duration: 1 semester

ECTS credits: 7

Teaching method (hours per week): Lecture (2) + Exercise (2)

Workload: Time in Class (Lecture): 21 hours, time in class (Exercise): 21 hours, independent study time and preparation for the exam: 154 hours.

Course language: English

Prerequisites: Mikroökonomik A+B, Statistik I+II

Grading: Written exam, 90 mins (80% of overall grade) + presentation in the exercise (20%)

Expected number of students in class: depends on students' choice.

Goals and contents of the module: Standard economic models make many assumptions and predictions about individual behavior. This course introduces new theories from Behavioral Economics, a young field of Economics that combines Economics and Psychology. In the light of experimental evidence, standard theories of risk, time and social preferences are revisited and more appropriate behavioral models introduced. Various forms of cognitive limitations in information processing are presented and consequences for economic behavior are highlighted. The course aims to provide access to theoretical concepts that take into account the nature of the human psyche.

Expected competences acquired after completion of the module: Successful students will have a raised awareness for commonly made assumptions in standard microeconomic theory and their consequences in the modeled economic behavior. Students will know alternative ways of thinking about individual preferences and cognitive processes in economic decisions. They will be able to assess when and in which application a specific model is more appropriate in describing observed behavior than others.

Further information: In the exercise, we will discuss several papers mentioned in the lecture in detail. For that purpose, students will present and discuss one paper in small groups. The aim is to critically evaluate economic research.

Energy, Environment and Development

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teachers of the module: Dana Kassem, Ph.D. / Prof. Ulrich Wagner, Ph.D.

Cycle of offer: Irregular

Duration: 1 semester

ECTS credits: 7

Teaching method (hours per week): Lecture (2) + Exercise (2)

Workload: time in class: lecture 21 hours and exercise 21 hours; independent study time and preparation for the exam: 154 hours.

Course language: English

Prerequisites: Mikroökonomik A+B, Grundlagen der Ökonometrie. Some background in applied econometrics is desirable.

Grading: Written final exam, 90 minutes

Expected number of students in class: depends on students' choice.

Goals and contents of the module: This course covers topics in energy and environmental economics with a special focus on developing countries. The overall goal of the course is to introduce advanced undergraduate students to the recent surge in research on environmental and energy economics as applied to developing countries. There are three broad topics. The first topic examines the relationship between access to energy and economic development. We will explore the recent findings on how access to energy and the reliability of its supply affect various economic outcomes. The second broad topic is about the environment and development. In this part, we will cover topics like pollution problems in developing countries and the role of political economy (institutions, regulation, enforcement) in developing countries in affecting the environment. The final topic focuses on climate change and development. This part will cover papers on the effect of climate change, including rising temperatures, on people in developing countries and their adaptation risk. This includes the effect of climate change on agriculture, migration, and mortality.

Expected competences acquired after completion of the module: The first goal is to understand the nature of energy and environmental issues faced by developing countries, where these issues are different from those faced by developed countries. The second goal is to have an overview of the frontier economic research in energy and environmental economics applied to developing countries. By the end of this course, students are expected to understand and be able to explain the intuition behind the results of the covered papers. However, a full understanding of all the technical details is not required.

Financial Economics

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teachers of the module: Prof. Dr. Ernst-Ludwig von Thadden / Dr. André Stenzel

Cycle of offer: Once per academic year

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Lecture (2) + Exercise (1)

Workload: Time in Class: Lecture 21 hours and exercise 10.5 hours; independent study time and preparation for the exam: 136.5 hours.

Course language: English

Prerequisites: Microeconomics A + B

Grading: 100% Final Exam (120 min)

Expected number of students in class: depends on students' choice.

Goals and contents of the module: This course introduces basic tools to understand financial economics. The introduction provides a brief description of basic securities like bonds and stocks, and of the functioning of financial markets. The first part of the courses focuses on how an investor should optimally design a financial portfolio in order to diversify risk and derives one of the most influential asset pricing method: the Capital Asset Pricing Method (CAPM). The second part of the course deals with corporate finance. It presents the Modigliani-Miller theorem and turns to the analysis of the trade-off theory, which assesses the relative benefits of debt and equity. The final part of the course is about corporate financing under asymmetric information, in particular in the presence of moral hazard.

Expected competences acquired after completion of the module: Students acquire a broad knowledge about important concepts related to financial economics. Amongst other things, they understand how efficient portfolios are constructed, the pecking order theory, and the determinants of borrowing capacity. They are able to apply these concepts to a multitude of scenarios and can synthesize these considerations to for example discuss the advantages and disadvantages, which affect a company's optimal choice of the debt-to-equity ratio or leverage. They are able to understand the theoretical foundations underpinning the results, and can critically discuss the underlying assumptions and resulting implications. This provides students with the foundation to further their studies in fields related to Financial Economics, and allows them to self-study more advanced material or research articles. The concepts discussed in the course have broad applicability in the workspace, be it within the financial sector itself, or in other sectors such as management consulting. More generally, the course teaches and promotes analytical thinking which is essential and helpful regardless of future career choices. The course also teaches students to clearly express their thoughts both to specialist and non-specialist audiences.

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre, ggf. Wahlveranstaltungen in anderen Bachelorstudiengängen der Universität Mannheim.

Modulverantwortliche/r: Prof. Dr. Eckhard Janeba

Turnus des Angebots: mindestens jedes zweite Jahr

Dauer: 1 Semester

ECTS-Punkte: 5

Lehrmethode: Vorlesung (2 SWS)

Arbeitsaufwand: Präsenzzeit Vorlesung: 21 Stunden, Zeit für Selbststudium, Klausurvorbereitung und Klausur: 119 Stunden.

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Vorlesung Finanzwissenschaft

Benotung: Klausur (90 Minuten)

Erwartete Zahl der Teilnehmer/innen: abhängig von den Wahlentscheidungen im Spezialisierungsbereich.

Ziele und Inhalte des Moduls: Diese Vorlesung beschäftigt sich mit dem Thema Fiskalischer Föderalismus, das die Interaktion sowohl zwischen den Einzelstaaten eines Bundesstaates als auch zwischen den Einzelstaaten und dem Bundesstaates beinhaltet. Besondere Aufmerksamkeit wird dem Thema Steuerwettbewerb gewidmet, worunter die Interdependenz der Fiskalentscheidungen verschiedener Regierungen durch die Mobilität und Überlappung von Steuerbasen, z. B. durch Cross-border shopping, Kapitalmobilität oder Emigration, verstanden wird. Der Kurs beginnt mit einem Überblick über institutionelle Regelungen von real existierenden Föderationen, insbesondere in Deutschland, und wendet sich dann der Identifizierung der Hauptfragen und den Konzepten des fiskalischen Föderalismus zu (welche Ebene des Staates sollte welche Steuern einnehmen und für welchen Zweck ausgeben). Der Hauptteil der Vorlesung beschäftigt sich mit den Ergebnissen der theoretischen und empirischen Literatur. Zum Abschluss werden aktuelle Themen des Föderalismus in Deutschland und Europa analysiert.

Erwartete Kompetenzen nach Abschluss des Moduls: Den Studierenden wird der institutionelle Hintergrund föderaler Staatsordnungen aus ökonomischer Sicht vermittelt. Dabei spielt der Vergleich von Staaten eine wichtige Rolle. Damit werden die Studierenden in die Lage versetzt, Unterschiede zu erkennen, Länder systematisch zu vergleichen und Ursachen für Unterschiede zu erarbeiten. Im zweiten Schritt lernen die Studierenden die wichtigsten Theorien zum Fiskalföderalismus und Steuerwettbewerb kennen. Dabei erwerben die Studierenden die Fähigkeit, Hypothesen abzuleiten und die Annahmen kritisch zu bewerten. Die Studierenden werden mit den wichtigsten Datenquellen vertraut gemacht, um die Hypothesen zu testen. Dies ermöglicht Ihnen, selbständig Daten zu finden, auszuwerten und auf finanzwissenschaftliche Fragestellungen anzuwenden. Die beschriebene Vorgehensweise setzt die Studierenden in die Lage, aktuelle und mögliche Reformen der föderalen Ordnung in Deutschland kritisch zu beleuchten und selbständig zu analysieren.

Weitere Informationen: Wichtige Literaturquellen (zusätzliche Quellen werden vor Beginn des Semesters angegeben):

- Rigmar Osterkamp and Markus Eller: Functional Decentralisation of Government Activity, CESifo DICE Report 3, 2003, 36-42.
- Jean Hindriks und Gareth D. Myles: Intermediate Public Economics, MIT Press, 2006
- Besley, T. und S. Coate: Central versus Local Provision of Public Goods: A Political Economy Analysis, Journal of Public Economics, 2003, 2611-2637.
- Michael P. Devereux, Rachel Griffith and Alexander Klemm: Corporate income tax reforms and international tax competition, Economic Policy 35, 2002, 449-496.
- Kimberley A. Clausing: Closer Economic Integration and Corporate Tax Systems, Global Economy Journal 8(2), 2008.

Game Theory

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teachers of the module: Lily Yang, Ph.D. / Prof. Dr. Thomas Tröger

Cycle of offer: Every Spring semester

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Lecture (2) + Exercise (1)

Workload: time in class 31.5 hours, independent study time and preparation for the exam 136.5 hours.

Course language: English

Prerequisites: Mikroökonomik A + B

Grading: Written Exam, 90 min.

Expected number of students in class: depends on students' choice.

Goals and contents of the module: The goal of this course is to convey advanced methods of strategic interactions, building on the fundamental methods obtained in Microeconomics B. We begin by defining games and solution concepts. These will be practiced in applications from various areas of economics. The technical aspects will be trained in particular in the tutorials.

The course consists of 4 parts:

- I. Bayesian Games
- II. Extensive Games
- III. Evolutionary Games
- IV. Repeated Games

Expected competences acquired after completion of the module: Basic understanding and knowledge of game theory.

Further information: Main texts:

M. J. Osborne, An Introduction to Game Theory, Oxford University Press, 2003

Experimental Methods in Corruption Research

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teachers of the module: Prof. Dr. Henrik Orzen / Franziska Heinicke

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Lecture (2) + Exercise (1)

Workload: time in class 31.5 hours, independent study time and preparation for the exam 136.5 hours.

Course language: English

Prerequisites: Statistik I + II

Grading: 80% final exam (90 minutes) + 20% assignment

Expected number of students in class: depends on students' choice.

Goals and contents of the module: This course will introduce students to the method of experimental economics which has become an established tool for economic analysis. Economists make use of experimental methods to test theoretical predictions, gain a better understanding of human behavior and to search for regularities in economic activity. This course will use corruption research to motivate the role of experiments in economics and to give a practical understanding of how to design and implement experiments. By discussing the designs and findings of corruption experiments, this course will address the different design challenges of laboratory and field experiments as well as the generalizability of experimental findings.

Expected competences acquired after completion of the module: The goal of this course is to enable students to critically analyze experimental research and to provide students with the necessary practical knowledge to plan an experimental research project. Successful students will be familiar with experimental designs and findings in corruption research. This overview of the field will enable students to better understand the challenges of combating corruption.

Further information: For the assignment, students will work in small groups to develop an experimental design on a research question within the topic of corruption.

Impact Evaluation

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teachers of the module: Dr. Giulia Montresor / Dr. Katharina Richert

Cycle of offer: Every Spring semester

Duration: 1 semester

ECTS credits: 7

Teaching method (hours per week): Lecture (2) + Exercise (2)

Workload: time in class: lecture 21 hours and exercise 21 hours, independent study time and preparation for the exam 154 hours

Course language: English

Prerequisites: Statistik I + II, Grundlagen der Ökonometrie

Grading: 80% final exam (90 minutes), 20% homework. Grading will be based on the final exam (90 minutes) accounting for 80% of the final grade and on the presentation (30 minutes plus discussion) accounting for 20%.

Expected number of students in class: depends on students' choice (max. 41).

Goals and contents of the module: The course is designed for introducing students to the main empirical strategies that are typically used for impact evaluation: Randomized Control Trials, Identification on Observables, Instrumental Variables, Difference-in-Difference, Regression Discontinuity Design. Students will be both exposed to fundamental concepts behind the estimation of causal effects and related applied applications. Students will be asked to actively participate and prepare a presentation once during the tutorial session. Course Structure: The lecture will take place every week. Lecture contents will be practiced during bi-weekly Stata exercise sessions in the tutorial or deepened with discussions of the current literature presented by students every second week. Every participating student will have to present one research article once. The 30-minute presentations (+/-10%) will contain a 20 minute summary of the paper and a 10 minute discussion of positive and negative paper aspects, potentially including secondary literature. Additionally, the presenting student will have to prepare 2-3 questions suitable to motivate a group discussion with all course participants. In order to participate in the group discussions, also students are required to read the suggested literature before the tutorial sessions.

Expected competences acquired after completion of the module:

- Understand what impact evaluation is and the different techniques used
- Understand the identifying assumptions underlying each impact evaluation technique
- Review the "parameters of interest"
- Make judgments about what specific impact evaluation technique is appropriate to use according to the context and type of intervention

Further information: Material

Main reading: Frölich, M. & Sperlich, S. (unpublished): Policy Evaluation – Econometric methods and applications. Other useful material:

- Khandker S. et al. (2010): Handbook on Impact Evaluation: Quantitative Methods and Practices
- Angrist J. and Pischke, J. (2009): Mostly Harmless Econometrics
- Angrist J. and Pischke, J. (2015): Mastering Metrics
- Caliendo M. and Kopeinig S. (2005): Some Practical Guidance for the Implementation of Propensity Score Matching
- Angrist, J., Imbens, G., and Rubin, D. (1996): Identification of causal effects using instrumental variables. Journal of the American Statistical Association, 91(434), 444-455.
- Lee, D., Lemieux, T., Regression discontinuity designs in economics (2010). Journal of economic literature, 48 (2), 281-355.

Institutioneller Wandel und langfristiges Wirtschaftswachstum

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre, ggf. Wahlveranstaltungen in anderen Bachelorstudiengängen der Universität Mannheim.

Modulverantwortliche/r: Dr. Alexander Donges

Turnus des Angebots: jedes Frühjahrssemester

Dauer: 1 Semester

ECTS-Punkte: 7

Lehrmethode: Vorlesung (2 SWS) + Übung (2 SWS)

Arbeitsaufwand: Insgesamt 196 Stunden (davon Präsenzzeit Vorlesung + Übung: 42 Stunden; Zeit für Selbststudium, Klausurvorbereitung und Klausur: 154 Stunden).

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: keine Vorkenntnisse erforderlich, Grundkenntnisse in Statistik und ökonomischen Methoden hilfreich.

Benotung: Klausur (90 Minuten)

Erwartete Zahl der Teilnehmer/innen: abhängig von den Wahlentscheidungen im Spezialisierungsbereich.

Ziele und Inhalte des Moduls: In dieser Veranstaltung betrachten wir den Zusammenhang zwischen institutionellem Wandel und langfristigem Wirtschaftswachstum aus wirtschaftshistorischer Perspektive. In Anlehnung an die jüngere empirische Forschungsliteratur untersuchen wir die Ursachen langfristiger globaler und regionaler Entwicklungsunterschiede. Die Rolle institutioneller Faktoren (z.B. die Sicherheit der Eigentumsrechte, politische Partizipationsmöglichkeiten sowie die Effizienz des Rechtssystems) soll von anderen Entwicklungsdeterminanten wie geographischen oder kulturellen Faktoren abgegrenzt werden. Den Schwerpunkt der Vorlesung bildet die Frage nach dem Zeitpunkt und den Ursachen der „großen Divergenz“ („Great Divergence“), d.h. der Beschleunigung des Wirtschaftswachstums in den Staaten Westeuropas, die sich in ihrer Entwicklung von anderen Erdteilen, insbesondere China und Indien, spätestens ab dem 19. Jahrhundert abkoppelten. Die Veranstaltung setzt sich aus einer 2-stündigen Vorlesung und einer 2-stündigen Übung zusammen. Die Übung besteht wiederum aus zwei Teilen: im ersten Teil (erste Semesterhälfte) erhalten die Studierenden eine kurze Einführung in die Methoden der Kλιometrie. Grundkenntnisse der Ökonometrie sind hier hilfreich, aber nicht notwendig. Die hier vermittelten Inhalte werden dann im zweiten Teil der Übung (zweite Semesterhälfte) angewandt, in dem ausgewählte empirische Aufsätze kritisch diskutiert werden.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden haben die fachlichen Kenntnisse und methodischen Fertigkeiten zur Analyse und Interpretation empirischer Zusammenhänge erworben. Dabei haben sie insbesondere gelernt, die Erkenntnisse aus empirischen Daten mit qualitativen Quellen sinnvoll zu verknüpfen und Theorie zu diskutieren.

Weitere Informationen: Als einführende Literatur wird empfohlen:

Daron Acemoglu und James A. Robinson (2012): Why Nations Fail. The Origins of Power, Prosperity, and Poverty, London.

[Deutsche Übersetzung des englischen Originals: Daron Acemoglu und James A. Robinson (2013): Warum Nationen scheitern. Die Ursprünge von Macht, Wohlstand und Armut, Frankfurt am Main.]

Markets and the Environment

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teachers of the module: Prof. Ulrich Wagner, Ph.D. / Dimitri Szerman, Ph.D.

Cycle of offer: Every Spring semester

Duration: 1 semester

ECTS credits: 7

Teaching method (hours per week): Lecture (2) + Exercise (2)

Workload: Time in Class: Lecture 21 hours and exercise 21 hours; independent study time and preparation for the exam: 154 hours

Course language: English

Prerequisites: Mikroökonomik A + B, Grundlagen der Ökonometrie

Grading: Written final exam, 90 min.

Expected number of students in class: depends on students' choice.

Goals and contents of the module: This course will provide an introduction to the field of environmental and natural resource economics. The course will be subdivided into four subject areas:

1. Economic analysis of policy instruments for regulating environmental pollution: Command-and-control regulation vs. market-based policy instruments.
2. Techniques for the valuation of environmental quality as an input for cost-benefit analysis: Hedonic pricing, travel cost method and contingent valuation.
3. International aspects of environmental regulation: International environmental agreements, "pollution leakage" via international trade and investment.
4. Efficient management of renewable and non-renewable natural resources.

Expected competences acquired after completion of the module: Students acquire a broad knowledge in the field of environmental and resource economics. They understand the economic underpinnings of environmental regulation, for example, how environmental externalities affect social welfare, and why international cooperation to curb transboundary pollution is sometimes hard to achieve. Furthermore, they acquire an economic understanding of supply and demand for natural resources, and why scarce resources command a rent even when markets are competitive. To analyze these issues and to solve the relevant theoretical models, students apply various game theoretical and mathematical tools, such as optimization methods and multivariate calculus.

For a better grasp of the mechanics of these models, students learn how to use spreadsheet software to solve optimization models and how to employ statistical software to estimate quantitative models of environmental valuation. Computer tasks are solved in teams of 2-3 students, so that students learn how to solve applied problems in small teams and communicate their ideas to fellow students. Students should not mindlessly memorize the theories presented in this course, but rather understand where the models come from, and why they have been developed. Likewise, they should not simply employ computational tools but understand the limitations of these theories, and how these limitations can be overcome.

The field of environmental economics has a lot of real-world applications. For instance, a graduate working in an environmental regulatory authority will be able to apply both the theory of environmental regulation and environmental valuation techniques when deciding whether to impose quota or a tax on pollution emissions. When working for a private corporation that participates in a cap-and-trade system for pollution emissions, a graduate will be able to apply the tools learned in order how to best respond to this policy. More generally, this course promotes strategic, analytical and critical thinking, which is crucial in any professional career.

The field of environmental economics uses analytical and quantitative tools. Theories are formulated using formal, mathematical models. However, graduates should not only be able to solve these models mathematically, but also to understand the intuition at work. Importantly, students are expected to be able to state this intuition in words. Therefore, graduates will be able to exchange information, ideas, and solutions both with experts of the field (using models, maths and jargon) and with laymen (in plain English). Finally, this course is taught in English, and graduates therefore acquire a profound knowledge of the English terminology in the field of environmental and resource economics.

Resampling-Verfahren

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre, ggf. Wahlveranstaltungen in anderen Bachelorstudiengängen der Universität Mannheim.

Modulverantwortlicher: Dr. Ingo Steinke

Turnus des Angebots: Unregelmäßig

Dauer: 1 Semester

ECTS-Punkte: 5 ECTS

Lehrmethode: Vorlesung (2 SWS)

Arbeitsaufwand: Präsenzzeit Vorlesung: 21 Stunden, Zeit für Selbststudium, Klausurvorbereitung und Klausur: 119 Stunden

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Statistik I und II

Benotung und Vergabe von ECTS-Punkten: Hausaufgaben (20%), Klausur im Umfang von 90 Min. (80%)

Erwartete Zahl der Teilnehmer/innen: abhängig von den Wahlentscheidungen im Spezialisierungsbereich.

Ziele und Inhalte des Moduls: Bei Resampling-Verfahren werden mithilfe vorliegender Stichproben neue Stichproben generiert, die dazu dienen, vorhandene Schätz- und Testverfahren zu verbessern bzw. die Bestimmung von Konfidenzintervallen und die Durchführung von Tests erst zu ermöglichen. Die Resampling-Verfahren Jackknife und Bootstrap werden aus theoretischer Sicht besprochen. Angewandt werden die Verfahren zur Verbesserung von Schätzern, Konfidenzintervallen und Tests in einfachen parametrischen Modellen und Regressionsmodellen. Berechnungen zu den Resampling-Verfahren werden in R durchgeführt. Grundkenntnisse in R sollten vorhanden sein.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden sind mit Ergebnissen der asymptotischen Statistik vertraut und können diese anwenden. Sie kennen Landau-Symbole und können mit ihnen rechnen. Sie haben ein grundlegendes Verständnis von der Funktionsweise von Resampling-Verfahren. Sie verstehen die Ideen hinter den theoretischen Ergebnissen zu Resampling-Verfahren. Mithilfe von R können die Studierenden Resampling-Verfahren anwenden.

Statistical Learning and Big Data in R

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher of the module: Prof. Krzysztof Pytka, Ph.D.

Cycle of offer: Each spring semester

Duration: 1 semester

ECTS credits: 5

Teaching method (hours per week): Lecture (2), blocked in mid/late April, initial meeting at the beginning of the semester

Workload: time in class 21 hours, independent study time and preparation for the exam 119 hours.

Course language: English

Prerequisites: Grundlagen der Ökonometrie

Grading: final exam (120 min.) in PC-Pool

Expected number of students in class: depends on students' choice (max. 41).

Goals and contents of the module: Statistical learning is a set of methods that allow to study processes that cannot be satisfactorily explained by the existing theories. Those procedures are particularly useful for analyzing complex datasets with many observations and many variables. This course will introduce to the basics of statistical learning with emphasis put on building models that provide the most accurate predictions. First we will review supervised problems, in which the value of an outcome measure is predicted on the base of a number of input measures. Then we will focus on unsupervised problems, in which the goal is to find common patterns among input measures. All examples will be implemented in R, an open-source statistical computing language. One of the purposes of the course is to familiarize students with this language, which nowadays is extensively used both in academia and in industry. No programming skills are assumed and I will start teaching it from scratch.

Expected competences acquired after completion of the module: The students gain knowledge and understanding how modern machine learning methods differ from classical econometrics. They can use those methods to build robust predictive models. The students can choose the right method for a given problem. They can write simple programs in R.

Statistics and Stata

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teachers of the module: Dr. Atika Pasha / Dr. Ingo Steinke

Cycle of offer: Every Spring semester

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Lecture (2) + Exercise (1)

Workload: Workload: time in class: lecture 21 hours and exercise 10.5 hours; independent study time and preparation for the exam 164.5 hours.

Course language: English

Prerequisites: Statistik I + II, Grundlagen der Ökonometrie

Grading: Programming exam (90 min)

Expected number of students in class: depends on students' choice (max. 41).

Goals and contents of the module: The course gives an introduction into the data management in Stata. That includes how to set up do-files, the preparation of data for analysis, the generation of variables, the use of macros in Stata, and the merging of data sets. Basic and advanced statistical procedures will be discussed in the course. For each model, there will be an introduction to the statistical model and it will be shown how to analyze the corresponding data with Stata and how to interpret the output of Stata. The models considered are some elementary statistical models, the linear regression model with homoscedastic and heteroscedastic error terms, analysis of variance models, linear panel data models, nonlinear regression models and binary and multinomial models.

Expected competences acquired after completion of the module: The students know basic probabilistic and statistical concepts, e.g. the concept of a statistical test and how to compute and use p-values. The students can analyze data with Stata: The students are able to review a data set, generate summary statistics, and merge data sets. They know how to work with variables, matrices, and macros. They know how to perform elementary tests. The students can generate advanced plots. They are able to set up a linear model with homoscedastic or heteroscedastic error terms and understand the results provided by Stata. They can do an analysis of variance and test for heteroscedasticity in a linear regression model. They understand the ideas of linear panel data regression and can analyze corresponding data. The students are able to estimate the parameters, perform tests for the parameters, and analyze the results in nonlinear regression models and binary choice models.

Further information: Literature: Cameron/Trivedi (2009). Microeconometrics using Stata. Stata Press.

The Evolution of Financial Markets

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher of the module: Dr. Alexander Donges

Cycle of offer: Each spring semester

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Lecture (2) + Exercise (1)

Workload: 168 (thereof lecture 21 hours and exercise class 10.5 hours; independent study time and preparation for the exam: 136.5).

Course language: English

Prerequisites: Basic knowledge of econometric methods (e.g. at the level of "Grundlagen der Ökonometrie") is required for the discussion of empirical research papers.

Grading: written exam (90 minutes) (70%), presentation (30%).

Expected number of students in class: depends on students' choice.

Goals and contents of the module: This course focuses on the evolution of financial markets since the late medieval period. We analyze the emergence of modern financial markets and the creation of financial innovations. Starting with foreign bills of exchange in the Habsburg Netherlands of the 16th century, we consider the emergence of bond markets, debt crises, stock market booms and bubbles, as well as the emergence of futures markets (see my website for a more detailed outline: donges.vwl.uni-mannheim.de). The course includes a lecture (2 hours a week) and a practical exercise session (2 hours each second week). In the exercise session, we discuss selected empirical research papers that focus on the history of financial markets, financial crises, and the relation between financial development and economic growth. In addition to the final exam, every participant has to present an empirical research paper as part of the exercise session. The presentation accounts for 30% of the final grade. I am going to announce the papers for the presentation in the first lecture.

Expected competences acquired after completion of the module: The students have acquired the technical knowledge and methodological skills to analyze and interpret empirical research papers. In doing so, they have learned to combine the findings from empirical data with qualitative sources and to discuss theory. Further information: The course is based on quantitative and qualitative research papers, published in leading academic journals of economics, finance, and economic history (e.g. American Economic Review, Journal of Finance, Journal of Economic History). I provide detailed references on the lecture slides.

Further information: For a general introduction to financial history, I recommend the following popular books:

- Ferguson, Niall (2008): The ascent of money. A financial history of the world, London;
- Reinhart, Carmen M. / Rogoff, Kenneth S. (2009): This time is different. Eight Centuries of Financial Folly, Princeton.

Time Series Analysis (TSA)

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher of the module: Dr. Toni Stocker

Cycle of offer: Each Spring Semester

Duration: 1 semester

ECTS credits: 7

Teaching method (hours per week): Lecture (2) + Exercise (2)

Workload: Total: 196 hours; Time in class: lecture 21 hours and exercise 21 hour; Independent study time and preparation for the exam: 154 hours.

Course language: English

Prerequisites: Statistik 1+2, Grundlagen der Ökonometrie, Laptop required

Grading: Final Written Exam (takes place in the PC-Pool, 120 minutes) + Homework Assignments to submit plus active participation in tutorials during the semester. The final grade is based on points from the tutorials and points from the final written exam. At maximum, there are 100 points to earn, where 20 points are from the tutorials and 80 points from the written exam.

Expected number of students in class: depends on students' choice.

Goals and contents of the module: In large part, economic data is based on time series, which is data collected on the same observational unit at multiple time periods (e. g. yearly, quarterly or monthly). Analyzing time series data requires specific statistical models and methods, which are usually not taught in basic statistics and basic econometrics courses. Subject of this course is to provide an overview about the most important standard methods for describing and analyzing time series data. Thereby the main focus is on the practical application of forecasting methods. The Statistical Software R will intensively be used upon many real data examples.

Contents: Introduction to TSA, Review of Basic Essentials, Basic Elements of TSA, Basic Properties of Time Series, Forecasting Theory, AR(I)MA Processes, ADL- and VAR-Models, Nonstationarity, Estimation of Dynamic Causal Effects, Additional Topics in TSA

Expected competences acquired after completion of the module: At the end of the semester students

- know and understand most common TSA methods and their theoretical background
- know how to construct forecasting models, how to conduct model based forecasts and how to check model performance
- can proficiently use R for all important parts of TSA: constructing graphics, estimating and testing, forecasting, model diagnosis and assessment
- have experienced the possibilities and limitations of time series methods on the basis of real data examples

Further information: Students should have a solid understanding of Basic Statistics and Basic Econometrics. Students are not allowed to enter this course after the 3rd lecture.

Topics in Labor Market Policies

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher of the module: Prof. Han Ye, Ph.D.

Cycle of offer: Each spring semester

Duration: 1 semester

ECTS credits: 5

Teaching method (hours per week): Lecture (2)

Workload: Time in class 21 hours; independent study time and preparation for the exam: 119 hours.

Course language: English

Prerequisites: Microeconomics A + B

Grading: Final exam 90 min. (70 %) + assignments (30%)

Expected number of students in class: depends on students' choice.

Goals and contents of the module: This course provides an introduction into the field of labor economics. The emphasis is on applied microeconomics and empirical analysis. Topics to be covered include: labor supply and demand, tax policy, minimum wage laws, compensating wage differentials, education and training, inequality, race and sex discrimination, and unemployment.

Expected competences acquired after completion of the module: The goal of the course is to provide a thorough understanding of central concepts in labor economics and to provide an introduction into empirical research in labor economics.

Topics in Political Economy and Public Finance

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher of the module: Prof. Dr. Zohal Hessami

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Lecture (2) + Exercise (1)

Workload: time in class: Lecture 21 hours and exercise 10.5 hours; 136.5 hours independent study time and preparation for the exam

Course language: English

Prerequisites: Mikroökonomik A + B, Statistik I + II und Grundlagen der Ökonometrie

Grading: Final exam (120 min, 80%) + mid-term assignment (20%)

Expected number of students in class: depends on students' choice.

Goals and contents of the module: The goal of this course is to convey basic concepts of political economy from a microeconomic perspective. This includes the median voter theorem, calculus of voting, electoral competition, lobbying, politicians' incentives and career concerns as well as the public provision of public goods from a political-economy perspective.

Expected competences acquired after completion of the module: Students will study and learn to apply basic modeling approaches from the political-economy literature that heavily draws upon their previously acquired knowledge of microeconomic theory. If time permits, we will cover (in addition to the textbook by Antonio Merlo) selected published articles from the empirical literature that test the validity of predictions from the most prominent political-economy models.

Further information: Literature: Merlo, A. (2019). Political Economy and Policy Analysis. Routledge.

Unemployment and Wages in Europe

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teachers of the module: Prof. Michele Tertilt, Ph.D. / Dr. Sena Coskun

Cycle of offer: Irregular

Duration: 1 semester

ECTS credits: 5

Teaching method (hours per week): Lecture (2)

Workload: time in Class (Lecture) 21 hours; independent study time and preparation for the exam: 119 hours

Course language: English

Prerequisites: Mikroökonomik A + B, Makroökonomik A + B, Statistik I + II und Grundlagen der Ökonometrie, basic Stata knowledge

Grading: Final exam 90 min. (60%) + Assignments (40%)

Expected number of students in class: depends on students' choice.

Goals and contents of the module: This course will study topics in labor markets and macroeconomics including human capital formation, skill differentials, unemployment, job search and job creation, wage differentials and hours worked. The course aims at raising the interest on commonly discussed labor market issues among students and also providing tools and view on how to think about them. The main objective of the course is to provide a comprehensive view on labor markets to understand the major issues on unemployment and wages. The course will be a mixture of theory and empirical analysis. Some basic knowledge of software (Stata) is required but the tools on how to use data will be introduced along with the course. Students will be familiar with public macro and micro data sources and will learn how to construct aggregate measures such as youth unemployment rate, college wage premium by using micro data.

Some questions that will be discussed during the course are:

"What are the implications of different labor market regimes in Europe?"

"Why do some countries suffer from youth unemployment?"

"What is college wage premium, how it changed over time and why it is different across countries?"

"Why do some people work more than others?"

Expected competences acquired after completion of the module: The goal of the course is to provide comparative perspective on labor markets and commonly discussed issues in the context of Europe. Students will be able to understand and evaluate observed phenomena with their theoretical knowledge and critical view on how to analyze the data obtained in this course.

Von Adam Smith bis Reinhard Selten. Eine Einführung in die Ideen- und Theoriegeschichte der Ökonomik

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre, ggf. Wahlveranstaltungen in anderen Bachelorstudiengängen der Universität Mannheim.

Modulverantwortliche/r: PD Dr. Stefanie van de Kerkhof

Turnus des Angebots: unregelmäßig

Dauer: 1 Semester

ECTS-Punkte: 6

Lehrmethode: Vorlesung (2 SWS) + Übung (1 SWS)

Arbeitsaufwand: Präsenzzeit Vorlesung: 21 Stunden, Präsenzzeit Übung: 10,5 Stunden, Zeit für Selbststudium, Klausurvorbereitung und Klausur: 136,5 Stunden

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Grundlagen der Volkswirtschaftslehre

Benotung: Klausur, 90 Minuten.

Erwartete Zahl der Teilnehmer/innen: abhängig von den Wahlentscheidungen im Spezialisierungsbereich.

Ziele und Inhalte des Moduls: Was bedeuten Wachstum, Wohlstand und Gerechtigkeit – und wie entstand das ökonomische Denken darüber im 18. Jahrhundert bei Adam Smith, David Ricardo und John Locke? Was verstehen wir unter der Historischen Schule der Nationalökonomie und welche Rolle spielen ihre Protagonisten heute? Wann entstand der Liberalismus, Monetarismus und die Neoklassische Theorie und welche Unterschiede kennzeichnen den Ordoliberalismus? Welche Inhalte der Werke von Karl Marx und Friedrich Engels werden heute noch diskutiert? Und welche Erweiterungen bieten Institutionenökonomik, Spieltheorie, Verhaltensökonomik und Postwachstumsökonomik in der Gegenwart? Diese Fragen behandelt die Vorlesung anhand der wichtigsten ökonomischen Ideen und der bedeutendsten ökonomischen Denker, die in einen historischen Kontext eingeordnet werden. Sie ist damit nicht nur hilfreich um sich einen Überblick über die Ideengeschichte im Sinne einer Pluralen Ökonomik zu verschaffen, sondern dient auch der Einordnung ökonomischer Theorien und der Reflexion eigener (wissenschaftlicher) Positionen.

In der Übung lesen und diskutieren wir gemeinsam ausgewählte und zentrale Texte, die in der Vorlesung einführend behandelt werden. Sie dient damit der Vertiefung mittels eigener Lektüre und Input (ggf. auch Kurzvortrag).

Erwartete Kompetenzen nach Abschluss des Moduls: Fach- und Methodenkompetenzen: Studierende können wesentliche ökonomische Theorieansätze bedeutender Ökonomen und Ökonominen vom Beginn der Neuzeit (u.a. Smith, Ricardo, Malthus, Locke) bis zur Gegenwart (u.a. Keynes, Robinson, Friedman, Ostrom, Nash, Selten) erkennen, differenzieren, ihren Gehalt bewerten und ihre Tragfähigkeit im Hinblick auf neue Fragestellungen überprüfen. Sie können verschiedene theoretische Ansätze vom Liberalismus bis zur Spieltheorie und Postwachstumsökonomik verstehen, ihre Prämissen, Ziele, Themen und wesentlichen Erkenntnisse für das Fach kritisch diskutieren. Zudem sind sie in der Lage, bereits in den Grundlagen der VWL kennengelernte Inhalte vertieft zu verstehen, in ihren sozioökonomischen Kontext einzuordnen und anhand von Rezeption (Vorlesung) und eigener Textanalyse (Übung) kritisch zu reflektieren.

Kommunikative Kompetenzen: In Vorlesung und Übung erlernen Studierende die Fähigkeit, in großen und kleinen Gruppen eigene Fragen zur theoretischen Entwicklung der VWL zu entwickeln und ihre Positionen dazu mündlich wie schriftlich (Klausur) zu vertreten.

Soziale Kompetenzen: Studierende erlernen in der Übung in Kleingruppen miteinander theoretische Konzepte kritisch zu reflektieren und einander zentrale Ideen und theoretische Ansätze der Ökonomik vorzustellen.

Weitere Informationen: Literaturempfehlungen zur Einführung:

- Toni Pierenkemper: Geschichte des modernen ökonomischen Denkens: Große Ökonomen und ihre Ideen, Göttingen 2012 (UTB)
- Joachim Starbatty (Hg.): Klassiker des ökonomischen Denkens von Platon bis John Maynard Keynes (2 Teile in einer Gesamtausgabe), Hamburg 2008
- Gerhard Kolb: Geschichte der VWL. Dogmenhistorische Positionen des ökonomischen Denkens, München 1997.

Teil B: Seminare des Spezialisierungsbereichs

Behavioral Public Economics

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher: Prof. Arthur Seibold, Ph.D.

Cycle of offer: spring semester

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Block Seminar (2)

Workload: 21 working hours for organizational meeting and block seminar; 147 hours for preparation of the seminar paper and presentation.

Course language: English

Prerequisites: Mikroökonomik A + B, Grundlagen der Ökonometrie; having taken Introductory Public Economics is desirable

Grading: seminar paper (50%), presentation (40%), discussions (10%)

Expected number of students in class: depends on students' choice (max. 15)

Goals and contents of the module: Insights from behavioral economics are increasingly applied to a range of topics in public economics. While traditional behavioral economics often relies on experimental evidence, recent research demonstrates that individuals do not behave rationally in many relevant field (real-world) settings. This seminar will analyze a number of classic questions in public economics, such as individual responses to tax and expenditure policies, from an angle of behavioral economics. The discussion will focus on patterns of deviations from rational behavior, as well as potential consequences for policy design. Students will write a paper (approx. 10 pages) and present their work in the seminar.

Expected competences acquired after completion of the module: Students will be able to apply their knowledge of microeconomics and econometrics to topics in behavioral public economics. They will independently analyze recent research papers and critically evaluate their theoretical arguments and empirical research designs. Their understanding of the topics covered will correspond to recent research and they will be able to apply this to real-world issues in public policy where behavioral aspects play a role.

Climate Change in Developing Countries: Impact and Adaptation

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teachers of the module: Dana Kassem, Ph.D. / Prof. Ulrich Wagner, Ph.D.

Cycle of offer: Irregular

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Block Seminar (2)

Workload: 21 working hours for organizational meeting and block seminar; 147 hours for preparation of the seminar paper and presentation.

Course language: English

Prerequisites: Mikroökonomik A + B, Grundlagen der Ökonometrie. A strong background in applied econometrics is desirable.

Grading: Seminar Paper (50%), presentation (30%), classroom discussion (20%).

Expected number of students in class: depends on students' choice (max. 15)

Goals and contents of the module: People in developing countries are among the populations most vulnerable to climate change. Developing economies depend greatly on climate-sensitive sectors. At the same time, developing economies are less likely to adapt and recover from the negative impacts of climate change. There are two main issues to consider when thinking about the relationship between climate change and development. The first is to understand how climate change will affect people in developing countries. This will guide policy making in mitigating climate change adaptation risk. The second is to understand how to grow without harming our environment. Developing countries need economic growth, first to alleviate poverty, and second, because this may help them reduce their adaptation risk (e.g. less dependent on agriculture). Paradoxically, this growth will generate more climate change through increased consumption and environmental degradation. It is therefore important to understand how to establish a better balance between humans and nature.

Based on recent economic literature, we will explore how various aspects of climate change (e.g. weather, deforestation) affect development outcomes such as income, mortality, migration, and conflict. We will also discuss recent evidence on certain policies that could help protect vulnerable populations in developing countries from climate change. Students are required to submit a 10-page paper on a topic based on the material discussed and present their work in class.

Expected competences acquired after completion of the module: Gain an overview of the research frontier on climate change and development.

Controversial Topics in Economics

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher of the module: Dr. Peter Duersch

Cycle of offer: Irregular

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Block Seminar (2)

Workload: 21 hours in class and 147 working hours for preparation of the seminar paper, discussion and presentation.

Course language: English

Prerequisites: none

Grading: discussion (50%) & 5 pages paper (50%)

Expected number of students in class: depends on students' choice (max. 20)

Goals and contents of the module: Students will pick a controversial economic topic to discuss together with another student. Within each pair of students, one person will argue the pro position and one person will argue the contra position. Each student will give a short presentation of their side, followed by a discussion of the topic by both sides of the topic. Each student will hand in a 5 pages long paper putting forward their position. Potential topics could include, but are not limited to:

- Peer punishment in overcoming under provision of public good.
- Fixed-pay vs. performance pay in labor markets.
- Is the utility function a good way to describe human behavior?
- Are teams better than individuals in decision making?
- Should food be subject to lower a consumption tax than other goods?
- Should recipients of Social Service (like welfare) be required to do community service?
- For a developed country, is it good to accept more immigrants to sustain its economic growth?

Expected competences acquired after completion of the module: Students will be able to conduct independent research into a topic of interest and evaluate the found fact. They can put forward logical arguments for a position, even if this position do not match their personal opinion. Students will be able to hold a presentation on their own and effectively coordinate their presentation with another student. In writing their final paper, they will hone their ability to write a scientific text.

Das deutsche Wirtschaftswunder nach dem Zweiten Weltkrieg

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre

Modulverantwortliche/r: Prof. Dr. Jochen Streb

Turnus des Angebots: jedes Semester mit unterschiedlichen Themen

Dauer: 1 Semester

ECTS-Punkte: 6

Lehrmethode: Blockseminar (2 SWS)

Arbeitsaufwand: Präsenzzeit Seminar: 21 Stunden; Zeit für die Anfertigung der Seminararbeit, für die Vorbereitung der Referate sowie für das Selbststudium: 147 Stunden

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Einführung in die Wirtschaftsgeschichte für Volkswirte“ oder ähnlicher Kurs empfohlen.

Benotung: Hausarbeit im Umfang von 15 Seiten (80%), Referat (10%) und Koreferat (10%)

Erwartete Zahl der Teilnehmer/innen: abhängig von den Wahlentscheidungen im Spezialisierungsbereich (max. 15).

Ziele und Inhalte des Moduls: Die Veranstaltung ist für folgende Studiengänge geplant: Bachelor VWL, Bachelor Kultur und Wirtschaft, Bachelor Geschichte, Master Wirtschaftspädagogik. In dem Seminar diskutieren wir Ursachen und Konsequenzen des deutschen Wirtschaftswunders.

Erwartete Kompetenzen nach Abschluss des Moduls: Zentrales Anliegen des Hauptseminars ist es, die Teilnehmer zur eigenständigen Bearbeitung einer mit dem Lehrenden abgestimmten wissenschaftlichen Problemstellung zu befähigen. Die Studierenden sind nach dem Besuch der Veranstaltung in der Lage, die für eine abgegrenzte Problemstellung einschlägige Literatur systematisch zu identifizieren, deren Inhalte zu durchdringen, einzuordnen und kritisch zu hinterfragen, die zu behandelnde Fragestellung im jeweiligen Forschungszusammenhang zu positionieren und mit Hilfe historischer und ökonomischer Methoden zu bearbeiten. Darüber hinaus sind sie damit vertraut, die Ergebnisse ihrer Arbeit zu präsentieren und in einer fachlichen Diskussion zu vertreten.

Weitere Informationen: Die Themenliste für das Seminar finden Sie rechtzeitig auf der Lehrstuhl-Homepage unter <https://www.vwl.uni-mannheim.de/streb/> bzw. an unserem Schwarzen Brett.

Econometrics of Antitrust

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher of the module: Helena Perrone, Ph.D.

Cycle of offer: Each spring semester

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Block Seminar (2)

Workload: 21 working hours for organizational meeting and block seminar; 147 hours for preparation of the seminar paper and presentation.

Course language: English

Prerequisites: Mikroökonomik A + B, Statistik I + II und Grundlagen der Ökonometrie

Grading: presentation (30%) + active participation (20%) + written report (50%)

Expected number of students in class: depends on students' choice (max. 15)

Goals and contents of the module: The aim of this course is introduce students to the most used empirical techniques in Competition Policy and Antitrust. It will cover academic papers and European and U.S. competition cases that have intensely used empirical methods and especially econometrics.

Expected competences acquired after completion of the module: Students will be introduced to the standard empirical and econometrics techniques in competition policy and antitrust.

They will also be familiarized with important European and U.S. competition cases. They will develop skills in the sense of recognizing which empirical techniques are more appropriate to analyze different anti-competitive effects. They will also develop analytical skills, which will help them identify identification/endogeneity problems in different applications.

Further information: The reading list will be provided in the first meeting (February). Presentations will be blocked in two days in April.

Economic Policy Evaluation

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher of the module: Prof. Dr. Sebastian Siegloch

Cycle of offer: Each spring

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Block Seminar (2)

Workload: 21 hours in class and 147 working hours for preparation of the seminar paper and presentation.

Course language: English

Prerequisites: Mikroökonomik A + B, Grundlagen der Ökonometrie

Grading: active seminar participation (20%) + seminar presentation (30%) + paper summary (50%)

Expected number of students in class: depends on students' choice (max. 13)

Goals and contents of the module: This block seminar introduces current empirical methods needed for Economic Policy Evaluation. The course specializes on one or two specific economic policies, usually in the fields of labor, public or urban economics. Examples are minimum wages, personal income taxation or local public finance. For each policy, a set of current research papers will be covered in class. The subfield(s) and the corresponding reading list will be announced in October (<http://sites.google.com/site/sebastiansiegloch/teaching>). Students will choose a paper from the reading list and present it in the seminar. They also have to write a short report (max 10 pages) which summarizes and evaluates the chosen paper critically. Students will learn about research designs and identification strategies needed to evaluate economic policies by working with and on these current papers. They get acquainted with modern empirical methods of policy evaluation and will learn how to implement a sound and clean research design to identify the impact of economic policies

Expected competences acquired after completion of the module: Detailed understanding of the specific policies analyzed both theoretically and empirically. Understanding of advanced empirical techniques to evaluate the impact of policies and political institutions.

Further information: There will be an introductory session of 90 minutes in the first week of the semester, in which papers are assigned. The seminar will be held in two full-day sessions in April or May 2019. The dates of the sessions will be set in the introductory session.

Emissions Trading in Theory and Practice

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher of the module: Prof. Ulrich Wagner, Ph.D.

Cycle of offer: Irregular

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Seminar (2)

Workload: 21 hours in class and 147 working hours for preparation of the seminar paper and presentation.

Course language: English

Prerequisites: Markets and the Environment (can be taken concurrently)

Grading: Presentation (30%), seminar paper (50%), discussions (20%)

Expected number of students in class: depends on students' choice (max. 20)

Goals and contents of the module: Since environmental policies were first implemented in industrialized countries more than four decades ago, the initial "command-and-control" approach has given way to more decentralized, price-based policies to regulated pollution emissions. A Pigouvian tax is such a well-established policy, but governments around the world are increasingly favoring "emissions trading" schemes, i.e. establishing a market where polluters can buy and sell emission permits. Drawing on theoretical, empirical and experimental research, this seminar analyzes a variety of economic, political and environmental aspects of this policy: Environmental effectiveness and economic costs, impacts on market structure and on international competitiveness, incentives for innovation in clean technologies, optimal design of permit allocation mechanisms and market stabilizing interventions, as well as behavioral aspects. Students will write a 10-page paper on a particular aspect and present their work in class.

Expected competences acquired after completion of the module: Students will have to write a research paper of at least 10 pages on a clearly defined topic within the context of the seminar topic. This helps them to develop their skills of in terms of absorbing the current literature and in terms of academic writing, both of which will be useful to them when working on their Bachelor thesis. Moreover, students will have to present their paper in class to their fellow students in a clear and succinct way. Finally, students learn how to engage in a scientific debate. All of the above skills are of outstanding importance in many professional careers for economics graduates, especially so in English, the language of instruction for this class.

Entwicklungsökonomie

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre

Modulverantwortliche/r: Prof. Dr. Markus Frölich

Turnus des Angebots: jedes Semester

Dauer: 1 Semester

ECTS-Punkte: 6

Lehrmethode (Umfang): Blockseminar (2 SWS)

Arbeitsaufwand: Präsenzzeit Seminar: 21 Stunden; Zeit für die Anfertigung der Seminararbeit, für die Vorbereitung der Referate sowie für das Selbststudium 147 Stunden

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Grundlagen der Ökonometrie

Benotung: schriftliche Seminararbeit (50%), Vortrag (25%), Koreferat (25%)

Erwartete Zahl der Teilnehmer/innen: abhängig von den Wahlentscheidungen im Spezialisierungsbereich (max. 13).

Ziele und Inhalte des Moduls: Das Seminar umfasst aktuelle Themen bezogen auf Arbeitsmärkte in Entwicklungsländern mit einem empirischen mikroökonomischen Fokus. Die Themen beinhalten unter anderem: Kinderarbeit, informelle Arbeitsmärkte, Unternehmertum, die Schaffung von Firmen, Arbeitsmarktregulierungen, Mikrokredite, Mikroversicherungen, etc. Die Seminartermine werden nach den Wünschen der Studierenden ausgewählt. Die Studierenden sollen aktuelle Probleme von Entwicklungsländern erörtern und erkennen sowie empirische Studien zu diesen Fragen bewerten und diskutieren. In diesem Sinne ist es eine Mischung zwischen einem reinen Seminar zu Entwicklungsländern und einem angewandten Ökonometrieseminar. Die Studierenden sollen also auch angewandte ökonomische Papiere verstehen, diskutieren und vorstellen, um die konkrete empirische Forschungsweise zu erlernen. Das Seminar ist insbesondere auch als eine Vorbereitung auf eine mögliche Bachelorarbeit im Bereich der angewandten empirischen Forschung gedacht, welche dann üblicherweise eine eigenständige ökonomische Analyse mit Sekundärdaten verlangt. Das Seminar stellt somit eine Brückenfunktion zwischen den Grundlagenvorlesungen zur Ökonometrie, welche eher das Methodenwissen vermitteln, und der eigenständigen empirischen Analyse in der wissenschaftlichen Forschung dar.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden haben gelernt, einen Aufsatz zu einem Thema aus der Entwicklungsökonomie zu schreiben und zu präsentieren, wobei sie den Bezug zu mikroökonomischen Modellen und insbesondere empirisch-ökonomischer Analyse herausgearbeitet haben. Dies umfasst somit auch eine kritische Analyse und Begutachtung von empirischen Studien und deren Methodik, insbesondere der Ökonometrie, der Datengrundlage und der Umsetzung der empirischen Herangehensweise.

Family Policies - An Economic Perspective

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher of the module: Prof. Michele Tertilt, Ph.D.

Cycle of offer: Irregular

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Seminar (2)

Workload: 21 hours in class and 147 working hours for preparation of the seminar paper and presentation.

Course language: English

Prerequisites: Micro A + B, Macro A + B, Statistik I + II und Grundlagen der Ökonometrie

Grading: active class participation (20%), Presentation (40%) and Term Paper (40%)

Expected number of students in class: depends on students' choice (max. 14)

Goals and contents of the module: This is a seminar for Bachelor students interested in family policies. We will analyze policies affecting various aspects of family life – ranging from subsidized day-care, parental leave policies to divorce law. We will study how such laws impact fertility and labor force participation decisions. We will take both a normative and a positive perspective by asking what would be optimal laws. We will study family policy internationally and then zoom in on Germany specifically. This is a seminar. A seminar means that the students are the teachers. You will each be assigned one topic, which you are asked to study in depth and then explain to your classmates.

Expected competences acquired after completion of the module: Students will acquire knowledge about the economic effects of a large set of different family policies. They will be able to critically assess the consequences of various family policies – both from a positive and a normative perspective. Students will learn how to acquire knowledge independently. They can synthesize a body of literature and formulate the most important arguments. They can communicate their findings effectively to their classmates. In the process, they will develop communication, presentation, and writing skills in English.

History of Recent Economics

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher of the module: Dr. Andrej Svorenčík

Cycle of offer: Each spring

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Block Seminar (2)

Workload: 21 hours in class and 147 working hours for preparation of the seminar paper and presentation.

Course language: English

Prerequisites: Mikroökonómik A + B and Makroökonómik A + B

Grading: literature search (10%), presentation (40%), active participation in class (10%), term paper (40%).

Expected number of students in class: depends on students' choice (max. 13)

Goals and contents of the module: Economics underwent several major transformations in the 20th century. Mathematical formalization, economic modeling, econometrics and economic experiments transformed it to such a degree that two economists century apart would have trouble to understand each other and practice economics in the same fashion. The aim of this seminar is to understand these transformations through the study of selected Nobel Prize-winning contributions to economics. The Nobel Memorial Prize in Economic Sciences has come to be associated with the most influential and path-breaking research in economics. Since its inception in 1969, over seventy scholars have been awarded it.

Expected competences acquired after completion of the module: Students gain knowledge and understanding how modern economics emerged and to critically evaluate seminal works of leading economists of the 20th century and analyze them in the broader context of the history of economics.

Institutions and Economic Development in Historical Perspective

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher of the module: Dr. Alexander Donges

Cycle of offer: Irregular

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Block Seminar (2)

Workload: 21 working hours for organizational meeting, block seminar and 147 hours for preparation of the seminar paper and presentation.

Course language: English

Prerequisites: Basic knowledge in econometrics (at the level of "Grundlagen der Ökonometrie") is required for the understanding of empirical research papers.

Grading: Seminar paper (70%), presentation (20%), and active class participation (10%)

Expected number of students in class: The maximum number of participants is 14.

Goals and contents of the module: In this seminar, we discuss the long-run effect of institutional change on economic development. We focus on different countries and periods of time, e.g. the effect of economic liberalization in nineteenth-century Europe, or institutional differences between Europe and former colonies, which include a variety of factors, e.g. property rights, political participation, and the effectiveness of the legal system. The critical discussion of recent empirical research is part of the seminar. Therefore, basic knowledge in econometrics (at the level of "Grundlagen der Ökonometrie") is necessary.

Expected competences acquired after completion of the module: The participants have learned to work independently on a given research question. In particular, they have learned how to search, identify, and critically discuss the relevant literature in a specific field, how to write a research paper, and how to present and defend a paper in front of a scientific audience.

Further information: In early November, a list with seminar topics and introductory literature will be available on: <http://donges.vwl.uni-mannheim.de/>.

Makroökonomische Analyse der Hartz-Reformen

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelor-Studiengang Volkswirtschaftslehre

Modulverantwortliche/r: Prof. Tom Krebs, Ph.D.

Turnus des Angebots: jedes Semester

Dauer: 1 Semester

ECTS-Punkte: 6

Lehrmethode (Umfang): Blockseminar (2 SWS)

Arbeitsaufwand: Präsenzzeit Seminar 21 Stunden; Zeit für die Anfertigung der Seminararbeit, für die Vorbereitung der Referate sowie für das Selbststudium 147 Stunden

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Makroökonomik A und B, Mikroökonomik A und B

Benotung: Vortrag (einfach gewichtet) und schriftliche Seminararbeit (doppelt gewichtet).

Erwartete Zahl der Teilnehmer/innen: max. 16

Ziele und Inhalte des Moduls: Das Seminar beschäftigt sich mit den gesamtwirtschaftlichen Auswirkungen der Hartz-Reformen. Das Ziel der Veranstaltung besteht in der Diskussion der theoretischen Erklärungsansätze für die einzelnen Reformen wie auch in der empirischen Überprüfung des Reformerfolgs. Jede der vier Hartz-Reformen I-IV wird hierbei als Thema an mehrere Studierende vergeben. Das jeweilige Thema wird als Gruppe vorgetragen, die Seminararbeiten jedoch individuell verfasst.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden lernen, selbstständig wirtschaftswissenschaftliche Fragestellungen durch Literaturrecherche und eigenständige Bewertung der Quellen zu beantworten. Dabei wenden die Studierenden die in den Vorlesungen Makroökonomik A und B sowie Mikroökonomik A und B erworbenen Kompetenzen in konkreten Beispielen an. Für die Präsentation der Ergebnisse im Rahmen des Blockseminars entscheiden die Studierenden selbst kooperativ über die Verteilung der einzelnen Präsentationsschwerpunkte untereinander.

Multilateral Bargaining

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher of the module: Prof. Dr. Duk Gyoo Kim

Cycle of offer: Each spring semester

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Block Seminar (2)

Workload: 21 hours in class and 147 working hours for preparation of the seminar paper and presentation.

Course language: English

Prerequisites: Knowledge in non-cooperative game theory at the level of Microeconomics B

Grading: Term paper (50%) + presentation (40%) + active class participation and discussion (10%)

Expected number of students in class: Maximum 15

Goals and contents of the module: The seminar will cover selected topics on multilateral bargaining. Negotiation among many agents with conflicting interest is commonplace. Distributive politics, the process of reaching a collective decision of many legislators to allocate the fixed amount of budget, is one of the main arenas where many-player bargaining happens. Our goal is to keep up with theoretical/experimental advancement of “structured” multilateral bargaining. Students are required to present one paper in the provided list to discuss the paper's main contributions, reasoning, and weaknesses. Students are also required to write a report in the form of a research proposal or a survey paper.

Expected competences acquired after completion of the module: Students will learn to read and understand core ideas of legislative bargaining, and be able to apply their knowledge and understanding in new and unfamiliar bargaining situations connected to their study field in a broad and multidisciplinary way. Students will also learn various methodologies used in the current research of this area, including theoretical analysis and laboratory experiments. While writing a term paper and presenting their work, students will improve their economic writing and presentation skills, develop a way to express complex economic phenomena using their own words, and have chances to critically review the current studies and suggest their own ideas for future research.

Recent Empirical Evidence on the Causes of (Under-)Development

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher of the module: Prof. Dr. Antonio Ciccone

Cycle of offer: Each semester

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Block Seminar (2)

Workload: 21 hours in class and 147 working hours for preparation of the seminar paper and presentation.

Course language: English

Prerequisites: Analysis und lineare Algebra A, Statistik I + II, Grundlagen der Ökonometrie, Makroökonomik A + B

Grading: Presentation (50%) and seminar paper (50%)

Expected number of students in class: max. 15

Goals and contents of the module: We will discuss recent and influential research papers on the causes of development and underdevelopment.

Expected competences acquired after completion of the module:

- Students learn to read empirical research papers in economics, which directly confronts them with scientific language and argument.
- Students learn to synthesize the contribution research papers aim for.
- Students learn to communicate the contribution research papers aim for.
- Students learn to put the contribution of research papers into perspective using related research in economics and elsewhere.
- They also learn to evaluate recent research.

Topics in Economics of Education

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher of the module: Cristina Bellés-Obrero, Ph.D.

Cycle of offer: Spring semester

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Block Seminar (2)

Workload: 21 working hours for organizational meeting, block seminar, 147 working hours for preparation of the seminar paper and presentation.

Course language: English

Prerequisites: Mikroökonomik A, Statistik and Grundlagen der Ökonometrie

Grading: Seminar paper/Research Review (60%), presentation (35%), active participation (5%)

Expected number of students in class: max. 13

Goals and contents of the module: This course is intended to provide an overview of the main research questions, theoretical frameworks, sources of identification, and applied econometric methods used in Economics of Education. The specific topics to be covered include, among others, the impact of class-size, educational tracking, economic incentives in the educational system, teachers' quality, and the socioeconomic returns to education.

Expected competences acquired after completion of the module: After the seminar, students will acquire a critical understanding of the most recent literature on the economics of education. The students are able to synthesize the main findings, analyze the quality of existing papers, and provide some policy implications. Students will also improve their communication skills with a presentation of their research review or seminar paper in front of their classmates. This presentation will be followed by a class discussion on the strengths and weaknesses of the student's work, which will allow the student to defend their position during a group discussion.

Topics in Financial Economics

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teachers of the module: Prof. Dr. Ernst-Ludwig von Thadden / Dr. André Stenzel

Cycle of offer: once a year

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Block Seminar (2)

Workload: 21 hours in the seminar; 147 hours for writing the report, preparing the presentation, and guided independent study

Course language: English

Prerequisites: Microeconomics A + B

Grading: Presentation (40%) and Report (60%)

Expected number of students in class: 15 (Max)

Goals and contents of the module: Students are required to pick a paper in selected topics relating to Financial Economics and give a presentation to discuss the paper's strengths and weaknesses. Based on their work, and the comments that they receive in the presentation, students are required to write a report summarizing and critically discussing the paper, as well as outlining at least one potential extension. Topics include asset pricing, corporate governance, securitization practices and their relation to the Financial Crisis 2007-2009. A detailed list of topics and associated papers will be circulated in advance. It is recommended to pick a paper from the list distributed in advance, but suitable proposals for papers by students will be possible as well.

Expected competences acquired after completion of the module: Students learn to analyze, summarize, and critically discuss original articles at the frontier of current research in financial economics. They improve the skills to communicate complex topics both orally and in writing, and further their presentation skills. The seminar also serves as a bridge towards the Bachelor Thesis. Students learn to engage with current research papers, to critically assess those, and to develop their own ideas based on their findings – all skills which are essential for the successful completion of the thesis.

Topics in International Economics

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher of the module: Prof. Harald Fadinger, Ph.D.

Cycle of offer: Each spring semester

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Block Seminar (2)

Workload: 21 working hours for organizational meeting and block seminar, 147 working hours for preparation of the seminar paper and presentation.

Course language: English

Prerequisites: Mikroökonomik A, Makroökonomik A, Internationale Ökonomik

Grading: oral presentation (40%), term paper (40%), active participation in class (20%): students will present academic articles in class and write a term paper.

Expected number of students in class: max. 20

Goals and contents of the module: This seminar covers varying topics in international economics (depending on the students' interest), such as currency crises and sovereign debt crises, the impact of trade and offshoring on labor markets in developing and industrialized countries, the impact of trade on development/growth. Students should ideally already have some knowledge of international economics (e.g. by having taken the lecture International Economics) and econometrics, since we will mostly discuss empirical papers. The course will have a seminar structure. Students will present academic articles in class and write a term paper. The seminar sessions will be scheduled in the organizational meeting, the date of which is to be announced.

Expected competences acquired after completion of the module: The students will acquire the ability to understand and critically evaluate academic articles in the field of international economics. They will improve their competencies in scientific writing and further their presentation skills by presenting an academic paper.

Wirtschaftspolitisches Seminar für BSc Studierende

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre

Modulverantwortliche/r: Prof. Dr. Hans Peter Grüner

Turnus des Angebots: jedes Frühjahrssemester

Dauer: 1 Semester

ECTS-Punkte: 6

Lehrmethode: Seminar (2 SWS)

Arbeitsaufwand: Präsenzzeit Seminar: 21 Stunden, Zeit für die Anfertigung der Seminararbeit, für die Vorbereitung der Referate sowie für das Selbststudium: 147 Stunden

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Grundlagenbereich

Benotung: Die im Seminar zu erbringende Leistung besteht aus einem eigenen Seminarvortrag (in der Regel über eine wissenschaftliche Arbeit) mit Diskussion des eigenen Vortrages (80%) und den Präsentationsfolien, die am Vortragstag abzugeben sind (20%).

Erwartete Zahl der Teilnehmer/innen: max. 12

Ziele und Inhalte des Moduls: Teilnehmer müssen einen Seminarvortrag halten (üblicherweise über ein wissenschaftliches Papier), dem Publikum für Fragen zu ihrem Vortrag zur Verfügung stehen, sich aktiv an der Diskussion anderer Vorträge beteiligen, und ihre Präsentationsfolien zehn Tage vor dem Vortrag einreichen. Während des ersten Treffens werden die Seminarthemen vorgestellt.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden lernen wirtschaftswissenschaftliche Erkenntnisse beim Lösen praktischer Probleme anzuwenden.

Weitere Informationen: Vortragsthemen und alle weiteren organisatorischen Details finden sich auf der Homepage des Lehrstuhls (<https://www.vwl.uni-mannheim.de/gruener/teaching/#c20486>).

Working Women: The Rise in Female Labor Force Participation

Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher of the module: Prof. Anne Hannusch, Ph.D.

Cycle of offer: Irregular

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Blockseminar (2)

Workload: 21 hours for organizational meeting and block seminar, 147 hours for preparation of the seminar paper and presentation.

Course language: English

Prerequisites: Mikroökonomik A + B, Makroökonomik A, Grundlagen der Ökonometrie

Grading: Presentation (40%), term paper (50%), active participation (10%)

Expected number of students in class: max. 13

Goals and contents of the module: A fundamental change over the last century has been the substantial increase in female labor force participation. In this seminar, we will establish important data facts about participation rates of different groups of working age women across developed countries. We will continue to explore various economic theories that are able to explain rising female participation rates from a macroeconomic perspective, including but not limited to:

- Home Production and Technological Change in the Household
- Technological Change in the Workplace
- Medical Advances
- Changes in Social Attitudes

Our goal is to explore a rich set of economic ideas that were developed to explain the dramatic increase in female labor force participation and to outline future research questions.

Expected competences acquired after completion of the module: At the end of the course, students are able to summarize, compare and contrast various macroeconomic theories that explain female labor force participation behavior. They also learn to read, present, and critically evaluate a recent research article at the frontier of economic research. They learn to put a research paper in the context of the literature and discuss underlying assumptions and explore possible extensions. In doing so, they learn to identify future research questions.

Teil C: Praktikum

Praktikum

Art und Verwendbarkeit des Moduls: Wahlpflichtmodul im Bachelorstudiengang Volkswirtschaftslehre

Modulverantwortliche/r: Prüfungsausschuss für den Bachelorstudiengang Volkswirtschaftslehre sowie die Praktikumsstelle

Dauer: 1 Semester

ECTS-Punkte: 6

Lehrmethode: Praktikum

Arbeitsaufwand: 175 nachgewiesene Zeitstunden im Praktikum; 5 Stunden für die Anfertigung des Praktikumsberichts gemäß Vorlage

Unterrichtssprache: Sprache im Praktikum: beliebig; Sprache der Nachweise: Deutsch oder Englisch

Teilnahmevoraussetzungen: mindestens ein Semester Studium der Volkswirtschaftslehre

Benotung: Mindestens 175 im Praktikum nachgewiesene Zeitstunden, die üblicherweise innerhalb eines Zeitraums von 8 bis 12 Wochen zu erbringen sind; Praktikumsbericht und Bestätigungen gemäß Vorlage; das Praktikum wird nicht benotet.

Ziele und Inhalte des Moduls: Anwendung wirtschaftswissenschaftlichen Fachwissens und wirtschaftswissenschaftlicher Methoden auf praxisrelevante Fragestellungen; Erlernen praktischer berufsfeldbezogener Methoden und Schlüsselkompetenzen.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden sind in der Lage, ihr im Studium erworbenes Wissen und Verständnis im beruflichen Kontext anzuwenden. Sie haben in ihrem Tätigkeitsfeld Argumente und Problemlösungen erarbeitet und weiterentwickelt sowie berufsbezogenes Fachwissen erworben. Sie haben Arbeitsprozesse reflektiert, bewertet und ggf. selbstständig gestaltet. Sie haben gegenüber Mitarbeitenden Positionen und Problemlösungen formuliert und argumentativ verteidigt und sich mit diesen über Informationen, Ideen, Probleme und Lösungen ausgetauscht. Im Rahmen eines Auslandspraktikums haben sie ggf. ihre berufsbezogenen Fremdsprachenkenntnisse erweitert.

Weitere Informationen: Das Praktikum erfüllt die in der Richtlinie des Bundes zur Beschäftigung von Praktikantinnen und Praktikanten (Praktikantenrichtlinie Bund), gültig ab 1.1.2015, sowie die in den ergänzenden Durchführungshinweisen genannten Bedingungen eines Pflichtpraktikums (schriftlich bestätigt durch Referat D5 des Bundesministerium des Innern am 27. Juli 2017).

Teil D: Bachelorarbeit

Bachelorarbeit

Art und Verwendbarkeit des Moduls: Pflichtmodul im Bachelorstudiengang Volkswirtschaftslehre

Modulverantwortliche/r: Prüfungsausschuss für den Bachelorstudiengang Volkswirtschaftslehre sowie der/die Betreuer/in der Bachelorarbeit

Dauer des Moduls: 1 Semester

ECTS-Punkte: 12

Lehrmethode: schriftliche Abschlussarbeit

Arbeitsaufwand: 336 Stunden

Sprache: Deutsch oder Englisch nach Vereinbarung

Teilnahmevoraussetzungen: mindestens ein beständenes Seminar; bei Bachelorarbeiten in den Fächern Mathematik, Philosophie und Wirtschaftsinformatik gelten zusätzliche Voraussetzungen gemäß der Spezifischen Anlage 2

Benotung: Die Bachelorarbeit ist bestanden, wenn sie mindestens mit der Note „ausreichend“ (4,0) bewertet wurde.

Ziele und Inhalte des Moduls: Die Studierenden bearbeiten selbstständig ein Thema aus den Bereichen Volkswirtschaftslehre, Statistik, Ökonometrie und/oder Wirtschaftsgeschichte. Studierende, die die Bachelorarbeit in den Fächern Mathematik, Philosophie oder Wirtschaftsinformatik schreiben, bearbeiten selbstständig ein Thema aus dem jeweiligen Bereich. Die Bachelorarbeit soll zeigen, dass der/die Studierende in der Lage ist, auf der Basis seiner/ihrer grundlegenden und vertiefenden Ausbildung eine vorgegebene Problemstellung innerhalb einer begrenzten Zeit unter Kenntnis bzw. Verwendung der relevanten Theorien und Methoden selbstständig wissenschaftlich zu bearbeiten und die Ergebnisse sprachlich und formal angemessen darzustellen.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden können

- für die Lösung der jeweiligen Problemstellung geeignete wissenschaftliche Literatur selbstständig identifizieren und auswerten,
- wissenschaftliche Konzepte und Methoden selbstständig auf die jeweilige Fragestellung anwenden,
- dabei evtl. Wissenslücken selbstständig im Rahmen ihrer Vorkenntnisse schließen,
- die erarbeiteten Resultate wissenschaftlich, gesellschaftlich und ggf. auch ethisch reflektieren,
- ihre Ergebnisse präzise und konsistent sowie entsprechend den formalen Vorgaben einer wissenschaftlichen Arbeit darstellen und
- ihren wissenschaftlichen Arbeitsprozess selbstständig organisieren.