

**Modulkatalog für den Spezialisierungsbereich
des Bachelorstudiengangs Volkswirtschaftslehre
Frühjahrssemester 2020**



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Teil A: Vorlesungen des Spezialisierungsbereichs

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. Besonderer Wert wird auf rigorose Beweise der teilweise schon bekannten Sätze gelegt (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 ECTS

Teaching method (hours per week): lecture (2) plus 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: Grundlagen der Volkswirtschaftslehre

Grading: written exam (90 min, 80%) and group paper presentation (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 be able to point out and discuss shortcomings for commonly made assumptions in standard microeconomic theory and their consequences in the modeled economic behavior. Students will learn to describe extensions alternative ways of thinking about individual preferences and cognitive processes in economic decisions. Students will work with new economic models and apply them. Further, students will be able to isolate the main contribution of scientific papers and learn to critically evaluate scientific papers.

Economic Growth

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

Responsible teacher of the module: Prof. Antonio Ciccone, Ph.D.

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 8

Teaching method (hours per week): lecture (3) + practical exercises (1)

Workload: time in class 42 hours, independent study time and preparation for the exam 182 hours.

Course language: English

Prerequisites: Calculus, Makroökonomik A

Grading: The final grade will depend on your performance in a final exam administered at the end of the term, how well you do in solving homework, and on classroom discussion. The exam grade will count 80% and your homework grade will count 15%. Classroom discussion will count 5%. Homework can be done in groups but I want individual hand-written solutions from everybody for all analytical questions (involving equations or graphs).

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

Goals and contents of the module: The course is about the principal tools used to analyze theoretical and empirical issues in economic growth and development at the macroeconomic level. The broad structure of the course is:

- a) Important Facts
- b) The Neoclassical Growth Model with Empirical Implications and Applications
- c) Neoclassical Growth Theory in the Balanced Growth Path
- d) Endogenous Growth Theory
- e) Misallocation and Cross-Country Differences in Productivity
- f) Institutions and Economic Development

Students will familiarize themselves with stylized facts in economic growth and development, along with the basic tools to analyze them. We will begin by summarizing stylized growth facts for industrialized countries and the world as a whole. We then proceed to learn the Solow growth model and models building on it. The main goal is to understand the role of macroeconomic models as a tool for the theoretical and empirical analysis of economic growth and development. This involves understanding what empirical facts these models can capture and where they fail.

Expected competences acquired after completion of the module: students understand the most standard models of growth and factors that determine growth and development. Students know how to construct empirical tests for examining competing explanations of growth and development.

Financial Economics

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

Responsible teacher 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: Mikroökonomik 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 methods: 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. Please note that this builds on and hence requires knowledge of game theoretic concepts as covered in Microeconomics B.

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 Bundesstaate 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: lecture 21 hours and exercise 10.5 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:

1. Bayesian Games
2. Extensive Games
3. Evolutionary Games
4. 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.

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% presentation (30 minutes including 5 minutes paper critique and 5 minutes group discussion).

Maximum number of students in class: 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. The lecture and the tutorial will take place every week. Lecture contents will be practiced during Stata exercise sessions in the tutorial or deepened with discussions of the current literature presented by students. 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 5 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 5 minute group discussion with all course participants. In order to participate in the group discussions, all students are required to read the suggested literature before the tutorial sessions.

Expected competences acquired after completion of the course:

- 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: Main reading: Frölich, M. & Sperlich, S. (2019): Impact Evaluation – Treatment effects and causal analysis, Cambridge University Press. 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 Bachelor-Studiengang Volkswirtschaftslehre

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 Kointegration. 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.]

Labor Economics

Form and usability of the module: elective course for B.S.c. 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, 80%) + assignments (20%)

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, education and training, inequality, 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 an introduction into empirical research in labor economics. Students will learn to use Stata to replicate some research results.

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.; Vincenzo Mollisi, 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.

Öffentliche Investitionen und inklusives Wachstum

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

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

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: Makroökonomik A und B, Mikroökonomik A und B, Wirtschaftspolitik und 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 den Auswirkungen öffentlicher Investitionen auf Wachstum, öffentliche Finanzen und Ungleichheit. Dabei werden sowohl Investitionen in Sachkapital (Verkehrsinfrastruktur, digitale Infrastruktur, Wohnungsbau) als auch Bildungsinvestitionen besprochen. Ein besonderer Fokus liegt auf der Frage, inwieweit öffentlichen Investitionen die Chancengerechtigkeit stärken (Verteilung der Lebenschancen).

Erwartete Kompetenzen nach Abschluss des Moduls: Studierende sollen die Fähigkeit entwickeln, die Auswirkungen öffentlicher Investitionen auf Wohlstand und Chancengleichheit auf Basis ökonomischer Methoden zu analysieren. Darüber hinaus soll den Studierenden die Möglichkeit geboten werden, sich kritisch mit der ökonomischen Literatur zum Thema auseinanderzusetzen.

Weitere Informationen: Eine Literaturliste wird in der ersten Vorlesung ausgegeben.

Ökonomische Effekte der Immigration

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

Modulverantwortlicher: Steffen Habermalz, Ph.D.

Turnus des Angebots: unregelmäßig

Dauer: 1 Semester

ECTS-Punkte: 6

Lehrmethode: Vorlesung (2 SWS) plus 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: Immigration. Wenige andere Themen haben in den letzten Jahren in Europa, in den USA und im Rest der Welt für so viel politischen und gesellschaftlichen Zündstoff gesorgt. Dieser Kurs versucht zu dieser Diskussion beizutragen, in dem er Fakten bezüglich der ökonomischen Effekte der Immigration zusammenträgt. Hierbei werden Themen wie z. B. die Effekte von Immigration auf den Arbeitsmarkt und auf die Sozialausgaben eines Landes analysiert und diskutiert.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden werden nach Abschluss der Vorlesung ein gutes Grundverständnis der volkswirtschaftlichen Aspekte der Immigration erworben haben. Mit dem gewonnenen Wissen sind die Studierenden in der Lage, die heutige Diskussion zur Immigration wissenschaftlich zu analysieren und Lösungsvorschläge zu präsentieren oder zu evaluieren. Sie sind auch in der Lage zwischen positiven und normativen Aspekten zu unterscheiden, die die Grundlagen für die Immigrationspolitiken verschiedener Gruppen sind. Dies fördert die soziale Kompetenz. Die Vorlesung gibt den Studierenden auch eine Einführung in die empirischen und theoretischen Methoden, die bei der Schätzung des Effekts von Immigration auf die Arbeitsmarktergebnisse Einheimischer verwendet werden.

Political Economy

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

Responsible teacher of the module: Dr. Dominik Schober

Cycle of offer: once

Duration: 1 semester

ECTS credits: 7

Teaching method (hours per week): lecture (2) + exercise (2)

Workload: 196 hours in total; 42 hours class time and 154 hours for independent studies, project and exam preparation

Course language: English

Prerequisites: Microeconomics A + B, Grundlagen der Ökonometrie, some background in applied econometrics is essential.

Grading: written final exam, 90 minutes

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

Goals and contents of the module: in this module, we study how politicians as actors driven by self-interest form the economy. First, we will consider how the voting process can be organized and how this impacts election outcomes. Furthermore, we will study how lobbying and bureaucratic interests alter the political decision-making process and finally economic policy. Second, we will then see in examples how political events and political risks influence financial markets and corporate governance.

Expected competences acquired after completion of the module: in this module, you will learn to apply economic reasoning to different (also non-economic) aspects of the world, but we will also see how economic decisions and voting are sometimes driven by non-rational aspects. You will understand the background of political decisions, and learn how to anticipate the impact of government policies on business operations. 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. Students apply the English language throughout the course.

Further information: literature will be given presenting corresponding topics.

Resampling-Verfahren

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang VWL

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: Klausur (60 Minuten)

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.

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: spring semester

Duration: 1 semester

ECTS credits: 5

Teaching method (hours per week): intensive workshop for two weekends (late April/early May)

Workload: 140 hours in total; 21 hours class time and 119 hours for independent studies, project and exam preparation

Course language: English

Prerequisites: Grundlagen der Ökonometrie

Grading: final exam (120 min.) in PC-Pool (100%)

Expected number of students in class: 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. During the course, we will review supervised problems, in which the value of an outcome measure is predicted on the base of a number of 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.

Course roadmap:

1. Introduction to programming in R.
2. Classical econometrics with R. Monte-Carlo simulation. Gauss-Markov theorem revised.
3. Statistical Learning. What is it? The trade-off between prediction accuracy and model interpretability. The bias-variance trade-off. Supervised vs. unsupervised learning.
4. Resampling methods. Cross-validation and bootstrap.
5. Linear model selection and regularization. Subset selection. Shrinkage methods: ridge regression and lasso.
6. Regression trees. Random forests

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

Literature:

- Golemund, G. (2014) "Hands-On Programming with R: Write Your Own Functions and Simulations."
- Matloff, N. (2011) "The Art of R Programming: A Tour of Statistical Software Design."
- James, G.; D. Witten; T. Hastie; R. Tibshirani (2013) "An Introduction to Statistical Learning: with Applications in R"

Statistics and Stata

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

Responsible teacher of the module: Dr. Atika Pasha; Dr. Ingo Steinke

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: 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.

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 I + II, Grundlagen der Ökonometrie, Laptop required

Grading: final written exam (takes place in the PC-Pool, 120 minutes) + homework assignments to submit plus cooperative active learning 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(1)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.

Wirtschaftsgeschichte des Nationalsozialismus

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelor-Studiengang Volkswirtschaftslehre, BA Geschichte, BA Kultur und Wirtschaft, MSc Wirtschaftspädagogik und in anderen Bachelorstudiengänge der Universität Mannheim

Modulverantwortliche/r: Prof. Dr. Jochen Streb

Turnus des Angebots: unregelmäßig

Dauer: 1 Semester

ECTS-Punkte: 7

Lehrmethode: Vorlesung (3 SWS)

Arbeitsaufwand: 196 Stunden (31,5 Stunden Präsenzzeit Vorlesung, 164,5 Stunden für Selbststudium, Klausurvorbereitung, Klausur)

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Empfohlene Voraussetzung ist der Besuch der Vorlesung „Einführung in die Wirtschaftsgeschichte“ oder des Proseminars in Wirtschaftsgeschichte

Benotung: Klausur (135 Minuten)

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

Ziele und Inhalte des Moduls: Diese Veranstaltung gibt den Studierenden die Gelegenheit, sich vertiefende Kenntnisse zur Wirtschaftspolitik und zum Unternehmerverhalten im „Dritten Reich“ anzueignen. Besondere Schwerpunkte werden auf aktuelle Forschungskontroversen gelegt.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden haben die fachlichen Kenntnisse und methodischen Fertigkeiten erworben, um wirtschaftshistorische Entwicklungen zur Zeit des Nationalsozialismus kritisch zu analysieren.

Weitere Informationen: Einführende Literatur:

- Spoerer, Mark/Streb, Jochen (2013): Neue deutsche Wirtschaftsgeschichte des 20. Jahrhunderts, München.
- Schanetzky, Tim (2015): Wirtschaft und Konsum im Dritten Reich, München.

Teil B: Seminare des Spezialisierungsbereichs

Antitrust Economics

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

Responsible teacher of the module: Prof. Volker Nocke, Ph.D.

Cycle of offer: each spring semester

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): blockseminar (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, Industrial Organization

Grading: presentation (40%) + classroom discussion (10%) + written report (50%)

Expected number of students in class: max. 16

Goals and contents of the module: The aim of this course is to introduce students to recent cases in Competition Policy and Antitrust, and to apply economic analysis to these cases.

Expected competences acquired after completion of the module: Students learn to apply the tools of microeconomics and industrial organization to analyze real-world competition cases. Students will improve their 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 critically assess theories, methods and policies, and to develop their own ideas based on their analysis – all skills which are essential for the successful completion of the thesis.

Further information: Required reading is the textbook by Kwoka & White (2018): *The Antitrust Revolution: Economics, Competition, and Policy*, 7th Edition, Oxford University Press. Further readings will be suggested in the first meeting in February. Presentations will be blocked in two days in April or May.

Applied Econometrics

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

Responsible teacher of the module: Prof. Dr. Carsten Trenkler

Cycle of offer: each spring semester

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Grundlagen der Ökonometrie und Statistik I + II

Grading: seminar paper (75%) and presentation (25%)

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

Goals and contents of the module: students will conduct an own empirical study in order to become familiar with applied research, what includes the ability to interpret empirical results in a meaningful way. Based on the material covered in the course Grundlagen der Ökonometrie, students will extend their knowledge on econometric models, estimation methods and test procedures in order to solve empirical problems. The seminar topics will refer to the multiple regression model for cross-section data as well as to microeconomic, panel data and time series models. Thereby, students should gain a broad overview on the various model classes through their own and their colleagues' projects.

Expected competences acquired after completion of the module: Students will have acquired advanced expertise in econometrics and empirical research. They are able to understand and use the corresponding literature for their projects. They will have the required competence for empirical data work (data search, preparation and analysis). Students are able to divide a comprehensive empirical research project into appropriate sub-problems to be addressed, to interpret and prepare the obtained empirical results in an adequate way, to present the results in oral and written form as well as to defend them within a discussion with their fellow students and the instructor. Students are able to follow specialist presentations and to critically discuss the content of such presentations.

Behavioral Public Economics

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

Responsible teacher of the module: Prof. Arthur Seibold, Ph.D.

Cycle of offer: spring semester

Duration: 1 semester

ECTS credits: 6

Method (hours per week): blockseminar (2)

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

Course language: English

Prerequisites: introductory classes in Microeconomics and Econometrics; having taken introductory Public Economics is desirable

Grading: seminar paper (50%), presentation (40%), classroom discussion (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: By the end of the course, students will be able to

- apply microeconomic methods to topics in behavioral public economics
- independently analyze recent research papers and critically evaluate their theoretical arguments and empirical evidence
- understand the topics covered corresponding to recent research, and usefully apply this to real-world issues in public policy where behavioral aspects play a role

Econometrics of Antitrust

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

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

Cycle of offer: each spring semester

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): blockseminar (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 (40%) + classroom discussion (10%) + written report (50%)

Expected number of students in class: max. 15

Goals and contents of the module: The aim of this course is introducing 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 or May.

Empirical Seminar on the Energy Transition

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

Responsible teacher of the module: Dr. Dominik Schober

Cycle of offer: once

Duration: 1 semester

ECTS credits: 6

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

Workload: 168 working hours in total; 21 working hours for organizational meeting and block seminar; 147 hours for independent study time, preparation of presentations and seminar paper.

Course language: English

Prerequisites: Grundlagen der Volkswirtschaftslehre, Statistik I + II, Grundlagen der Ökonometrie, Microeconomics A + B, Energy Economics – Markets and Regulation or Energy, Environment and Development recommended

Grading: seminar thesis paper (70%) + presentation (20%) + classroom discussion (10%)

Expected number of students in class: max. 15

Goals and contents of the module: students will conduct an own empirical study in order to become familiar with applied research, what includes the ability to interpret empirical results in a meaningful way. Based on the material covered in basic courses such as “Foundations of Econometrics”, “Empirical Economics”; “Energy Economics – Markets and Regulation” or “Energy, Environment and Development”, students will extend their knowledge on empirical models, estimation methods and test procedures in order to solve empirical problems. In addition, a 2-day block course will explain GAMS, Stata and R software and some basic approaches frequently used in energy economics. The seminar topics will refer to the material covered in “Energy Economics – Markets and Regulation” or, if students wish, in “Energy, Environment and Development”. Thereby, students should gain a broad overview on the various topics touched in energy economics through their own and their colleagues’ projects. The goal is to learn about bringing theoretical knowledge about the economics and characteristics of energy and environmental fields to the case and empirical application. This can encompass the use of descriptive statistics as well as the application of econometric models and optimization techniques. The methods used in this seminar are useful in many fields of applied economic research in all micro-based empirical economics such as industrial, public, energy and environmental economics asf.

Expected competences acquired after completion of the module: students will have acquired advanced expertise in energy and environmental economics as well as econometrics and empirical research. They are able to understand and use the corresponding literature for their projects. They will have the required competence for empirical data work (data search, preparation and analysis). In particular, they learn the implementation and (optionally) the extension of existing methods. They learn to understand strengths and weaknesses of those methods in the context of the energy sector. Application to real-world cases enables students to understand practical implications in business and economic environments. This helps to quantitatively evaluate firm behavior as well as economic policy. Students are able to divide a comprehensive empirical research project into appropriate sub-problems to be addressed, to interpret and prepare the obtained empirical results in an adequate way, to present the results in oral and written form as well as to defend them within a discussion with their fellow students and the instructor. Students are able to follow specialist presentations and to critically discuss the content of such presentations. In particular, students will each discuss one other student’s seminar paper as common in the academic world, which will train students applying their knowledge in order to critically assess their fellow students’ work. Students apply the English language throughout the course.

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: 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. / Effrosyni Adamopoulou, 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: Microeconomics A + B, Macroeconomics A + B, Statistik I + II, Grundlagen der Ökonometrie

Grading: term paper (50%) + presentation (50%)

Goals and contents of the module: This is a seminar for Bachelor students interested in family economics, and more specifically family policies. It will analyze policies all over the world affecting various aspects of family life such as subsidized day-care, tax breaks for children, parental leave policies and divorce law. The goal is to study both from a positive and a normative perspective (i.e. what is optimal) how these policies affect fertility and labor force participation. This is a seminar. Therefore, each student will be assigned a topic to study in depth and then explain in class.

Expected competences acquired after completion of the module: Students will acquire knowledge about the effects of a large set of different family policies and will be able to assess them both from a positive and a normative perspective. They will learn to work independently, synthesize the literature, and formulate the most important arguments regarding a topic. Throughout the seminar, students 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): blockseminar (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%), classroom discussion (10%), term paper (40%).

Expected number of students in class: 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.

International Economics

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

Responsible teacher of the module: Prof. Lei Li, Ph.D.

Cycle of offer: every spring semester

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Microeconomics A + B. General requirements: experience with statistical software Stata will be helpful

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: International trade has grown remarkably over the last few decades and it has dramatic impacts on the way the economies are organized. An important goal of the seminar is to provide students with the necessary knowledge to understand several important topics about international trade. This seminar covers several frontier research topics in empirical international economics. A tentative list of topics includes: how trade affects wage structure; how trade affects employment structure; etc. Students should ideally already have some knowledge of international economics and econometrics, since we will mostly discuss empirical papers. Students will choose a paper from the reading list and present it in the seminar. Moreover, they will write a seminar paper (max. 10 pages) which summarize and evaluates the chosen paper.

Expected competences acquired after completion of the module: Students develop skills in reading, understanding, and critically evaluating research papers in the field of international economics. They will improve their competencies in scientific writing and presentation skills.

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 Reformersfolgs. 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.

Migration aus wirtschaftshistorischer Perspektive

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelor-Studiengang Volkswirtschaftslehre, BA Geschichte, BA Kultur und Wirtschaft, MSc Wirtschaftspädagogik

Modulverantwortliche/r: Prof. Dr. Jochen Streb

Turnus des Angebots: unregelmäßig

Dauer: 1 Semester

ECTS-Punkte: 6

Lehrmethode: Blockseminar (2 SWS)

Arbeitsaufwand: 168 Stunden (21 Stunden Einführungsveranstaltung und Blocktermine; 147 Stunden Zeit für die Anfertigung der Seminararbeit und der Präsentation sowie für das Selbststudium)

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Empfohlene Voraussetzung ist der Besuch der Vorlesung „Einführung in die Wirtschaftsgeschichte“ oder des Proseminars in Wirtschaftsgeschichte

Benotung: Der Leistungsnachweis wird durch das Anfertigen einer schriftlichen Hausarbeit (80%), ein Referat zum gleichen Thema (10%) und die Übernahme eines Koreferats (10%) erbracht.

Erwartete Zahl der Teilnehmer/innen: maximal 15 Teilnehmer

Ziele und Inhalte des Moduls: In diesem Seminar diskutieren wir die Ursachen und Folgen von Migration aus wirtschaftshistorischer Perspektive.

Erwartete Kompetenzen nach Abschluss des Moduls: Zentrales Anliegen des Seminars ist es, die Teilnehmer zur eigenständigen wissenschaftlichen Bearbeitung einer wirtschaftshistorischen Problemstellung zu befähigen. Die Studierenden sind nach dem Besuch der Veranstaltung in der Lage, einschlägige Literatur systematisch zu identifizieren, deren Inhalte zu durchdringen, einzuordnen und kritisch zu hinterfragen, die eigene 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: Themenliste und Literaturangaben finden Sie ab Oktober 2019 auf meiner Homepage (<http://www.vwl.uni-mannheim.de/streb/>).

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): blockseminar (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%) + classroom 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.

Nudging

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

Responsible teacher of the module: Dr. Franziska Heinicke

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: none

Grading: term paper (60%), presentation (30%) and classroom discussion (10%)

Expected number of students in class: max. 15

Goals and contents of the module: Recently, nudging has received increased attention in economic research as well as in the political debate. Nudging is understood as small changes in a choice environment that guide people's decisions in a certain direction without restricting choices. Prominent examples are nutrition labels on food or warnings on cigarettes. In this seminar, we will discuss insights of behavioral economics to better understand the effectiveness of nudges and consider the experimental evidence on nudges in various fields, such as financial decisions, health, politics, development economics and environmental economics. We will discuss experimental methods, effectiveness and limits of nudging, and ethical concerns arising with nudges.

Expected competences acquired after completion of the module: The seminar will enable students to read and critically evaluate scientific papers in the field of nudging. In the term paper, students will focus on a problem of their choosing that might be addressed by nudging and propose a possible nudge for this situation. By applying insights gained from the literature to an existing problem, students will get a more practical understanding of nudges and train their ability to transfer knowledge between different contexts. By writing and presenting a term paper students will further improve their skill in writing and presenting scientific work.

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): blockseminar (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: depends on students' choice (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. / Prof. Michelle Sovinsky, Ph.D.

Cycle of offer: spring semester

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): blockseminar (2 SWS)

Workload: 21 working hours for organizational meeting and blockseminar; 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%), classroom discussion (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 student to defend their position during a group discussion.

Topics in empirical public and labor economics

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 semester

Duration: 1 semester

ECTS credits: 6

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

Workload: 168 hours; 21 working hours for organizational meeting and blockseminar; 147 working hours for preparation of the seminar paper and presentation.

Course language: English

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

Grading: classroom discussion (20%) + seminar presentation (30%) + paper summary (50%)

Expected number of students in class: max. 13

Goals and contents of the module: This block seminar introduces current empirical methods in public and labor economics. The course specializes on a specific topic in the fields of labor, public or urban economics. Examples are female labor supply, regional subsidies, tax evasion, personal income taxation or local public finance. For the specific topic, a set of current research papers will be covered in class. The subfield and the corresponding reading list will be announced in October (<http://sebastian-siegloch.com/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: Students will acquire a solid knowledge and understanding of current methods in empirical methods in public and labor economics in general. In addition, they will acquire a deep and thorough understanding and knowledge of the selected topic studies in the class, comprising the specialist literature, the relevant theoretical background and empirical methodology, which will help them to apply the learned problem solving techniques in their professional careers. Students will be able to interpret complex results in the field of study and judge existing claims made in public, e.g. in newspapers, scientifically. Graduates will learn how to independently organize and design their own learning processes. In class, students will discuss contradictory research findings with fellow students, learning to formulate and defend own positions. By presenting in class, students learn how to communicate effectively and efficiently with and to other class member.

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 March, April or May. The dates of the sessions will be set in the introductory session.

Topics in Financial Economics

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

Responsible teacher 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): blockseminar (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 (prerequisite), Introduction to Econometrics (recommended for empirical papers), Financial Economics (helpful)

Grading: presentation (40%) and report (60%)

Expected number of students in class: depends on students' choice (16 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, and synthesizing the findings in related papers presented by other students. Topics can 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 once the seminar spots have been allocated.

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.

Further information: Having attended the course in Financial Economics is helpful but not required. Please carefully read the following information regarding the timing of the seminar!

Timing: Please note that this block seminar aims to finish in early-to-mid March. This means that a substantial part of the guided independent work will need to be conducted in January and February. An introductory meeting (for students currently in Mannheim) will take place in mid-December. Paper selection and allocation will take place by early January. Presentations will be held mid-February, and the seminar reports are due in early March. The instructor will be available for individual meetings throughout this time.

Wirtschaftsgeschichte der Weimarer Republik

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelor-Studiengang Volkswirtschaftslehre, BA Geschichte, BA Kultur und Wirtschaft, MSc Wirtschaftspädagogik.

Modulverantwortliche/r: Dr. Alexander Donges

Turnus des Angebots: unregelmäßig

Dauer: 1 Semester

ECTS-Punkte: 6

Lehrmethode: Blockseminar (2 SWS)

Arbeitsaufwand: 168 Stunden (21 Stunden für Einführungsveranstaltung und Blocktermine; 147 Stunden Zeit für die Anfertigung der Seminararbeit und der Präsentation sowie für das Selbststudium)

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: keine

Benotung: Seminararbeit (70%), Präsentation (20%) und Diskussionsbeteiligung (10%)

Erwartete Zahl der Teilnehmer/innen: maximal 14

Ziele und Inhalte des Moduls: Tiefgreifende Krisen prägten die Wirtschaftsgeschichte der Weimarer Republik. Nach dem Ersten Weltkrieg misslang die Umstellung auf die Friedenswirtschaft. Soziale Unruhen und hohe Reparationsforderungen trugen dazu bei, dass sich der Staat mithilfe der Notenpresse finanzierte. Die immer schneller steigenden Inflationsraten führten in der Hyperinflation des Jahres 1923 zum Zusammenbruch der Wirtschaft. Mit der Währungsreform von 1924 konnte diese zwar stabilisiert werden, jedoch setzte aufgrund struktureller Probleme kein nachhaltiger Wirtschaftsaufschwung ein. Die Weltwirtschaftskrise markierte schließlich das Ende der Weimarer Republik. Im Blockseminar diskutieren wir die wirtschaftshistorische Forschung zu folgenden Themenbereichen: Reparationen, Hyperinflation, Konjunkturentwicklung, Kapitalmärkte, Auslandsverschuldung, Weltwirtschaftskrise, Bankenkrise von 1931.

Erwartete Kompetenzen nach Abschluss des Moduls: Zentrales Anliegen des Blockseminars 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: Themenliste und Literaturangaben finden Sie ab November auf der Homepage der Abteilung VWL/Wirtschaftsgeschichte <https://www.vwl.uni-mannheim.de/streb/lehre/>.

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: 1 Semester

ECTS-Punkte: 12

Lehrmethode: schriftliche Abschlussarbeit

Arbeitsaufwand: 336 Stunden

Sprache: Deutsch oder Englisch nach Vereinbarung

Teilnahmevoraussetzungen: mindestens ein bestandenes 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.