

**Annotated Course Catalog for courses held in English language
Spring Semester 2022
B.Sc. Economics**

Changes and updates are published in a separate file: <https://www.vwl.uni-mannheim.de/studium/bachelorstudium/vorlesungsverzeichnis/>

Please note that there was a single week to register for seminars in the Bachelor program (6 - 12 December 2021). Changing or cancelling seminar registrations was only possible in the week after the registration period.

All courses marked with ** / **** are suitable for German students in their second / fourth semester or international students with equivalent level of knowledge.

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Introductory Phase

Macroeconomics A

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Responsible teacher of the module: Prof. Miren Azkarate-Askasua, Ph.D.

Further instructor(s): teaching assistants for exercise classes

Cycle of offer: each spring

ECTS credits: 8

Teaching method (hours per week): Lectures (4) + Exercises (2)

Course language: English

Prerequisites: Analysis or Analysis und lineare Algebra A, recommended: Grundlagen der Volkswirtschaftslehre

Grading: final exam (120 min)

Goals and contents of the module: The course sequence Macroeconomics A and Macroeconomics B provides a comprehensive introduction to macroeconomics. Participants will learn fundamental macroeconomic concepts and theories and how they are applied to answer policy-relevant questions. In addition, students will become familiar with important macroeconomic data facts and whether the theories studied in the course are consistent with these facts. The course Macroeconomics A focuses mainly on medium and long-run economic theories (classical theory and growth), while Macroeconomics B focuses on the short-run (business cycles).

Specific topics include:

1. Saving and investment
2. Microeconomic foundation
3. Macroeconomic data
4. Open economies
5. Monetary theory and monetary policy
6. Aggregate demand and aggregate supply
7. Economic growth
8. Unemployment

Expected competences acquired after completion of the module: Students who successfully complete the course will acquire basic tools for analyzing economic issues from a macroeconomic perspective. They are able to apply theories and models to analyze the effects of economic policies on the macroeconomy and to evaluate benefits and costs of such policies. In addition, they attain a critical understanding of basic macroeconomic models and empirical regularities in order to formulate scientific arguments relevant for current debates on macroeconomic issues. Finally, they will be able to propose policy reforms aimed at improving the overall economic situation and to discuss these proposals with economic experts.

Further information: Textbook: N. Gregory Mankiw, "Macroeconomics", Worth, 9th edition

Contact information: Prof. Miren Azkarate-Askasua, Ph.D.; e-mail: azkarate-askasua@uni-mannheim.de.

Microeconomics A

[Schedule lecture](#)

[Schedule exercises](#)

Responsible teachers of the module: Eleftheria Triviza, Ph.D.

Further instructors: Dr. Alexander Donges (coordination exercises), teaching assistants

Cycle of offer: each spring semester

ECTS credits: 8

Teaching method (hours per week): Lecture (4) + Exercise (2)

Course language: Lectures and Exercises are offered in English and German.

Prerequisites: Analysis und Lineare Algebra A, Grundlagen der Volkswirtschaftslehre recommended

Grading: final exam (120 min)

Goals and contents of the module: The goal is to teach the functioning and the welfare properties of competitive markets. The emphasis is on the interdependence of different markets (general equilibrium) and the resulting insights into welfare economics. Towards these goals the topics of preference relations, consumer theory, decisions under uncertainty, intertemporal decisions, producer theory and taxation of goods are introduced. Partial equilibrium is developed as a special case of general equilibrium. The taught knowledge of theoretical methods gets practiced in numerous applications. The technical aspects are amplified in particular in the tutorials and in problems solved in class. In contrast to the course Microeconomics B, the focus in Microeconomics A is on the analysis of non-strategic behavior. The knowledge obtained in Microeconomics A is essential for many advanced courses in economics and business administration.

Expected competences acquired after completion of the module: The students are able to move away from the individual point of view when analyzing social situations.

Instead, they comprehend the interaction of individuals are an important factor, in particular in the context of interdependent markets, of decisions under uncertainty, and of decisions with delayed consequences.

The students have learned to model economic problems as mathematical optimization problems under constraints and to think in terms of equilibria. After completing the course, the students are able to reproduce the obtained theoretical knowledge and to apply it to related problems. Furthermore, they have critically looked into the model of a competitive market and understand the assumptions that are necessary to make model applicable. The students are able to deepen their knowledge in advanced courses as well as in self-study. The small number of participants per tutorial facilitates the interaction between the students and the tutors. Through the enfolding discussions, the students improve their ability to take field-related positions and formulate arguments to defend these.

Further information: Literature:

- Robert S. Pindyck und Daniel S. Rubinfeld, Microeconomics. (8th Edition), Pearson, 2017.
- Hal R. Varian, Intermediate Microeconomics: A Modern Approach. (9th Edition), Norton & Company, 2014.

Contact Information: Eleftheria Triviza, Ph.D.; e-mail: etriviza@mail.uni-mannheim.de

Advanced Phase

Lectures

Behavioral Economics****

[Schedule](#)

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

Cycle of offer: each spring semester

ECTS credits: 7

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

Course language: English

Prerequisites: Microeconomics A + B, Statistik I + II

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

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.

Contact: Prof. Dr. Wladislaw Mill; phone: +49 621 181-1897; e-mail: mill@uni-mannheim.de; L 7, 3-5 room 4.18; consultation hour(s): Tue 4 p.m. – 5 p.m.

Competition under the microscope****

[Schedule](#)

Responsible teacher of the module: Prof. Dr. Henrik Orzen

Cycle of offer: each spring semester

ECTS credits: 7

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

Course language: English

Prerequisites: Microeconomics A + B

Good command of basic game theory at the level of Microeconomics B.

Grading: Final exam (90 minutes)

Expected number of students in class: depends on students' choices. Maximum number of students in class: 46 (due to capacity limitations in the experimental laboratory).

Please note that you have to register for this course in Portal2 from 17 January until 10 February 2022.

Goals and contents of the module: This module takes a closer look at fundamental principles of competition in markets, contests and auctions. The focus will be on game-theoretical models that describe various competitive settings and deliver predictions, and on experiments that implement such settings in the laboratory and then investigate behavior as well as outcomes under controlled conditions, testing the theoretical predictions. Topics will include output and pricing strategies, collusion, market structure, market entry decisions, contests and auctions. There will also be a brief introduction to the role and use of experimental methods in economics more generally. Furthermore, to facilitate learning and a better feel for different situations characterized by competition students will participate in several experiments themselves.

Expected competences acquired after completion of the module: On completion of the module students will have gained a better understanding of model-based theoretical arguments and experimental research methods - specifically in the area of competition economics but also more broadly. Students will have acquired improved analytical skills of solving game-theoretical problems and foundation knowledge of elementary approaches to investigating the nature of competition in a range of applications. They will have developed their ability to critically evaluate empirical evidence and theoretical approaches in economics.

Contact Information: Prof. Dr. Henrik Orzen; phone: (0621) 181 - 1890; e-mail: henrik.orzen@uni-mannheim.de; Office: room 4.01; office hours: Tuesdays, 4-5pm (by appointment only).

Economic Growth****

[Schedule](#)

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

Cycle of offer: irregular

ECTS credits: 8

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

Course language: English

Prerequisites: Calculus, Macroeconomics A

Grading: The final grade will depend on your performance in a final exam (120 min) administered at the end of the term, how well you do in solving homeworks, and on classroom discussion. The exam grade will count 80% and your homework grade will count 15%. Classroom discussion will count 5%. Homeworks can be done in groups, but I want individual hand-written solutions from everybody for all analytical questions (involving equations or graphs).

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.

Contact Information: Prof. Antonio Ciccone, Ph.D.; e-mail: antonio.ciccone@uni-mannheim.de; phone: (0621) 181-1830; office: L7, 3-5, room 2.19; office hour: Wed, 1pm-2pm.

Economic Inequality and Public Policy

[Schedule](#)

Responsible teacher of the module: Dr. Lorenzo Pessina

Cycle of offer: irregular

ECTS credits: 5

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

Course language: English

Prerequisites: Microeconomics A + B, Grundlagen der Ökonometrie (Basic Econometrics)

Grading: presentation (15%), empirical exercise (30%), final exam (50%), classroom discussion (5%)

Goals and contents of the module: Inequality has increased over recent decades in developed countries, reaching very high levels by historical standards. This has sparked a wide public debate on the causes and the appropriate measures - if any - to counter these trends. Citizens have taken the streets to protest; some politicians have campaigned on platforms geared towards curbing high concentration of income and wealth at the top. This course will introduce students to the academic research produced to quantify, diagnose, and explain economic inequality. The contents of the course are divided in three main parts:

1. Measurement (recent trends in income and wealth inequality, measurements of inequality)
2. Theory (explanations and analyses of the evolution of income and wealth inequality)
3. Policy (institutions and pre-distribution, tax policy)

Expected competences acquired after completion of the module: The course will equip students with the tools to understand the causes proposed by scholars and critically evaluate the policies that have been proposed as a remedy to the rise in inequality. In this course, we will use tools developed by theorists and state-of-the-art empirical methods to (i) understand how to measure income and wealth concentration and quantify their trends in the past century and over the recent decades, (ii) assess the explanations that have been put forth by the academic literature to explain these developments; (iii) evaluate public policies that have been adopted or proposed.

Contact Information: Dr. Lorenzo Pessina; e-mail: Lorenzo.Pessina@zew.de

Economics of Monetary Unions****

[Schedule](#)

Responsible teacher: Prof. Antoine Camous, Ph.D.

Cycle of offer: irregular

ECTS credits: 5

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

Course language: English

Prerequisites: Macroeconomics A + B

Grading: based on two assignments (25% each) and an individual project (50%).

Goals and contents of the module: to form a Monetary Union, countries renounce to independent monetary policy and exchange rate adjustments. They adopt a common currency, free capital circulation and centralize monetary policy.

Still, substantial elements of economic policy (fiscal policy, labor market regulations, etc.) are kept being conducted at the national level. Why do countries form a monetary union? Which kind of issues can arise? How to design institutions for a viable and effective experience? Concretely, what happens when economic performances of countries differ? What if firms can freely operate across borders, while being regulated by national governments? Is the conduct fiscal policy different in a monetary union? Etc. This class intends to present theoretical frameworks to understand and critically review these economic issues. The European project, the recent crisis and current debates on institutional reforms will be discussed in light of the elements presented in class, and contrasted to other monetary unions, essentially the United States. Weekly lectures bring together theoretical elements of monetary union institutions with a data-based discussion of the European experience.

Lectures are organized around the following topics:

- Introduction – Currency arrangements and currency area.
- Forming a monetary union: US then, Europe now.
- Monetary union and institution design: theory.
- The first decade of the EMU. Did the Eurozone plant the seeds of its own crisis?
- The Eurozone crisis reveals deep institutional weaknesses.
- Reform agenda. Can the Eurozone be completed for a viable and effective experience?

Expected competences acquired after completion of the module: students are able to

- review frontier theories on international cooperation / monetary union and critically assess their different implications
- develop a personal theoretical analysis
- evaluate a concrete policy reform proposal, e. g. banking union, fiscal arrangement
- identify a research question and provide an empirical answer
- communicate effectively scientific research and defend an original idea.

Contact person: Prof. Antoine Camous, Ph.D., phone: (0621) 181 - 1806, e-mail: camous@uni-mannheim.de, office: 2.43, office hours: Wed 4-5 pm.

Experimental Economics/******

[Schedule](#)

Responsible teacher of the module: Dr. Peter Dürsch

Cycle of offer: irregular

ECTS credits: 7

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

Course language: English

Prerequisites: none

Grading: final exam (120 minutes)

Goals and contents of the module: The course aims, first, at introducing experimental economics and its various applications in economics. We will conduct some of the experiments in the classroom, providing the participants of the course with first-hand experience of the economic situations that are being described. The course consists of two parts: In the first part, "the methodology of experimental economics", we introduce experimental economics. We will discuss the merits (and limits) of experiments, the principles of conducting and analyzing an experiment.

In the second part, "Applications: Influential experiments in economics", we will survey some of the seminal research in experimental and behavioral economics (e. g., market experiments, bargaining experiments, biases and heuristics, public good games). The course is not technical and students from all disciplines are encouraged to participate.

Expected competences acquired after completion of the module: After the course, the students will:

- be able to analyze the quality of existing experimental papers
- know the theoretical underpinning of generating empirical experimental data and the testing of said data
- understand the difference between various treatment forms, such as within and between subject designs
- be able to formulate their own designs and instructions for experiment
- know a variety of prominent experiments in the field of behavioral economics
- be able to point out possible flaws in experimental designs
- be able to evaluate deviations of actual behavior from theoretically predicted optimal behavior

Contact: Dr. Peter Dürsch, e-mail: duersch@uni-mannheim.de.

Family Economics****

[Schedule](#)

Responsible teacher of the module: Prof. Philipp Ager, Ph.D. / Effrosyni Adamopoulou, Ph.D.

Cycle of offer: irregular

ECTS credits: 6

Teaching method (hours per week): lecture (2), exercises (1)

Course language: English

Prerequisites: Microeconomics A + B and Macroeconomics A + B

Grading: final exam 120 min (60%) + midterm 120 min (40%)

Goals and contents of the module: This course will address three broad topics in family economics:

- The causes and consequences of historical changes in the organization of families (e.g., the demographic transition and the increase in female labor force participation)
- The relationship between economic development and family laws
- The effect of policies that target families/children (e.g., parental leave policies, social security, childcare subsidies).

Expected competences acquired after completion of the module: The course will provide a solid background in economic models of family behavior by analyzing the determinants of family formation, household specialization and decision-making, fertility decisions, and intergenerational relationships. Students will be able to understand the role of families in traditional and modern societies and their evolution over time.

Contact Information: Dr. Effrosyni Adamopoulou, e-mail: adamopoulou@uni-mannheim.de, office: L7, 3-5, room P.26, office hours: Tuesday 13:30-15:00.

Financial Economics****

[Schedule](#)

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

Cycle of offer: once per academic year

ECTS credits: 6

Teaching method (hours per week): lecture (2) + exercise (1)

Course language: English

Prerequisites: Microeconomics A + B

Grading: 100% final exam (120 min)

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. 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.

Contact Information: Dr. André Stenzel, e-mail: andre.stenzel[at]uni-mannheim.de; phone: +49-621-181-1876; office: L7, 3-5 room 3.04

Game Theory****

Schedule

Responsible teacher of the module: Prof. Dr. Vitali Gretschko

Cycle of offer: once a year

ECTS credits: 6

Teaching method (hours per week): lecture (2) + exercise (1)

Course language: English

Prerequisites: Microeconomics A and Microeconomics B or equivalent

Grading: final exam (90 min)

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 5 parts:

- Bayesian Games
- Extensive Games
- Repeated Games
- Refinements and Advanced Solution Concepts

Expected competences acquired after completion of the module: In learning this cross-sectional subject, the students have obtained in particular methodological knowledge. This knowledge enables them to analyze strategic interactions. They distinguish the most important non-cooperative solution concepts with respect to their domains of applicability. They are able to use these concepts in order to compute solutions to concrete games of appropriate difficulty. In addition, successful participants can read scientific literature and articles of appropriate difficulty insofar game-theoretic methods are applied.

Further information: Main Text: Martin Osborne, "An Introduction to Game Theory"

Additional Reading:

- Drew Fudenberg and Jean Tirole, "Game Theory"
- Michael Maschler, Eilon Solan, and Shmuel Zamir, „Game Theory“

Contact Information: Prof. Dr. Vitali Gretschko, e-mail: vitali.gretschko@zew.de

Impact Evaluation

[Schedule](#)

Responsible teacher of the module: Dr. Katharina Richert / Dr. Benjamin Chibuye

Cycle of offer: every Spring semester

ECTS credits: 7

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

Course language: English

Prerequisites: Statistik I + II, Grundlagen der Ökonometrie

Grading: exam (90 minutes) and presentation, 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

Please note that you have to register for this course in Portal2 from 17 January until 10 February 2022.

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-minutes 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 judgements 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. and Lemieux, T., Regression discontinuity designs in economics (2010). Journal of economic literature, 48 (2), 281-355.

Labor Economics****

[Schedule](#)

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

Cycle of offer: each spring semester

ECTS credits: 5

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

Course language: English

Prerequisites: Microeconomics A + B

Grading: final exam (90 minutes)

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
- 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. Students will learn to use Stata to replicate some research results.

Contact Information: Prof. Han Ye, Ph.D.; L7, 3-5, room 223; phone: +49 621 181-1813; e-mail: han.ye@uni-mannheim.de

Markets and the Environment

[Schedule](#)

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

Instructor: Dimitri Szerman, Ph.D.

Cycle of offer: every spring semester

ECTS credits: 7

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

Course language: English

Prerequisites: Microeconomics A + B, Grundlagen der Ökonometrie

Grading: written final exam, 90 min.

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:

- Economic analysis of policy instruments for regulating environmental pollution: Command-and-control regulation vs. market-based policy instruments.

- Techniques for the valuation of environmental quality as an input for cost-benefit analysis: Hedonic pricing, travel cost method and contingent valuation.
- International aspects of environmental regulation: International environmental agreements, “pollution leakage” via international trade and investment.
- 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.

Contact Information: Prof. Ulrich Wagner, Ph.D.; e-mail: ulrich.wagner@uni-mannheim.de; phone: +49 (0) 621 181-1420; office: L7, 3-5 room 211/12; office hours: Thursdays, 2-3pm
 Dimitri Szerman, Ph.D.; e-mail: szerman@uni-mannheim.de; phone: +49 (0) 621 181-1957; office: L7, 3-5 room P32; office hours: Wednesday, 2-3pm

Statistics and Stata

[Schedule](#)

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

Cycle of offer: every spring semester

ECTS credits: 7

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

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).

Please note that you have to register for this course in Portal2 from 17 January until 10 February 2022.

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.

Contact Information: Dr. Ingo Steinke; phone: (0621) 181 1940; e-mail: isteinke@rumms.uni-mannheim.de
Dr. Atika Pasha; e-mail: pasha@uni-mannheim.de

Time Series Analysis (TSA)

[Schedule](#)

Responsible teacher of the module: Dr. Toni Stocker

Cycle of offer: each spring semester

ECTS credits: 7

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

Course language: English

Prerequisites: solid understanding of Basic Statistics and Basic Econometrics

Grading: final written exam (120 minutes) + homework assignments to submit plus cooperative learning in tutorials during the semester. Achieving a minimum of points in the homework gradings is required for participating in the exam (please check the course guidelines for details). 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.

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: The course should be attended from the first session. Entering the course later is strongly discouraged.

Contact Information: Dr. Toni Stocker; phone: +49 621 181 3963; e-mail: stocker@uni-mannheim.de; office: L7, 3-5; 1st floor, room 143, office hours: Wednesday, 3:00-4:30 p.m. or upon appointment.

Seminars

Applied Econometrics

[Schedule](#)

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

Cycle of offer: each spring semester

ECTS credits: 6

Teaching method (hours per week): block seminar (2)

Course language: English

Prerequisites: Grundlagen der Ökonometrie and Statistik I + II

Grading: seminar paper and hand-out (75%), and presentation (25%)

Expected number of students in class: maximum 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 models 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.

Contact information: Carsten Trenkler, phone: 181-1851, e-mail: trenkler<at>uni-mannheim.de, L7, 3-5, room 105

Behavioral Public Economics

[Schedule](#)

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

Cycle of offer: spring semester

ECTS credits: 6

Method (hours per week): block seminar (2)

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: 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

Further information: Please note that you have to register for this seminar within the common registration week.

Contact Information: Prof. Arthur Seibold, Ph.D.; phone: +49 621 181-1781; e-mail: seibold(at)uni-mannheim.de; L 7, 3-5 – room 224; consultation hour(s): Wed, 5 – 6 p.m.

Corporate Social Responsibility (CSR)/******

[Schedule](#)

Responsible teachers of the module: Prof. Nicolas Bonneton, Ph.D.

Cycle of offer: once a year

ECTS credits: 6

Teaching method (hours per week): block seminar (2)

Course language: English

Prerequisites: none

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

Expected number of students in class: max. 15

Goals and contents of the module: students must choose one of the following two options.

First, students can pick a paper in selected topics relating to CSR and give a presentation to discuss the paper's strengths and weaknesses. Alternatively, students can create their own case study documenting one firm/sector's CSR activities (or lack of CSR). 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/case study and synthesizing the findings from other presentations. 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: the students will improve their ability to critically think about societal issues. They will improve their competencies in scientific writing and further their presentation skills.

Contact: Prof. Nicolas Bonneton, Ph.D., e-mail: nicolas.bonneton@gmail.com

Econometrics of Antitrust

[Schedule](#)

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

Cycle of offer: each spring semester

ECTS credits: 6

Teaching method (hours per week): block seminar (2 SWS)

Course language: English

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

Grading: presentation (40%) + classroom discussions (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 (March). Presentations will be blocked in two days in April or May. Please note that you have to register for this seminar within the common registration week.

Contact Information: Prof. Helena Perrone, Ph.D.; phone: +49 621 181-1838, e-mail: helena.perrone@uni-mannheim.de, office: L 7, 3-5 – room 3.13.

Family and Macroeconomics****

[Schedule](#)

Responsible teacher of the module: Prof. Minchul Yum, Ph.D.

Cycle of offer: each spring

ECTS credits: 6

Teaching method (hours per week): block seminar (2)

Course language: English

Prerequisites: Macroeconomics A and B; Microeconomics A and B

Grading: presentation (60%) + term paper (40%)

Expected number of students in class: max. 13

Goals and contents of the module: Many economic decisions such as education, labor supply, and savings, are made at the family level. Also, decisions such as fertility and marriage (i) depend on various economic factors, and (ii) have lifecycle and intergenerational economic consequences. The goal of this seminar is to understand recent macroeconomic models that capture the above family-level behavior, and to study how these models are applied to answer macroeconomic questions. We will also cover some selected empirical work relevant for the macroeconomic studies in family economics.

Expected competences acquired after completion of the module: Students will attain a critical understanding of the recent macroeconomic theories and empirical methods in the field of macroeconomics and family economics. Students will develop the ability of summarizing an academic paper and presenting it in front of audience. In the meantime, students will learn how to communicate with audience. Finally, students will learn how to formulate an independent, original idea developed upon the existing literature. These skills will be useful for developing a Bachelor thesis.

Further information: Please note that you have to register for this seminar within the common registration week.

Contact information: Prof. Minchul Yum, Ph.D. (0621) 181-1853; myum@mail.uni-mannheim.de; L7, 3-5, P09; Tue 3-5 pm

Inequalities and Policies

[Schedule](#)

Responsible teacher of the module: Prof. Camille Urvoy, Ph.D.

Cycle of offer: irregular

ECTS credits: 6

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

Course language: English

Prerequisites: Microeconomics A and B, and Introduction to Econometrics, as we will focus on empirical papers.

Grading: 40% presentation and presentation slides + 40% seminar paper + 20% classroom discussion

Expected number of students in class: max. 13

Goals and contents of the module: The aim of this seminar is to study different types of inequalities and how economic policies can be used to tackle them. We will cover wealth inequalities, income inequalities, and inequalities in intergenerational mobility. We will study policies such as taxation, transfers, public provision of goods and services, and the challenges they pose such as (dis)incentives, inefficiencies, acceptability constraints, etc. The course material will consist in academic publications, as well as policy reports. Student presentations should provide a summary of the papers studied, and use the conceptual tools developed in the papers to discuss policies. Topics will include intergenerational mobility, attitudes towards redistribution, the taxation of multinational firms and policies to curb carbon emissions.

Expected competences acquired after completion of the module: In this course, students will acquire knowledge regarding different types of economics policies, which is relevant both for practitioners and researchers. By the end of the semester, they should have learnt the main conceptual tools used in the literature to think and evaluate public policies. They should be able to use this knowledge to discuss the pros, cons and challenges of different types of policies. Students will also develop a better understanding of empirical research and will learn to critically evaluate empirical methods. They will also improve on their presentation skills.

Further information: Please note that you have to register for this seminar within the common registration week.

Contact Information: Prof. Camille Urvoy, Ph.D.; e-mail: camille.urvoy@uni-mannheim.de, office: 208, L7, 3-5.

International Economics

[Schedule](#)

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

Cycle of offer: each spring semester

ECTS credits: 6

Teaching method (hours per week): block seminar (2)

Course language: English

Prerequisites: Microeconomics A + B, Grundlagen der Ökonometrie (Econometrics)

Grading: seminar paper (50%) + presentation (40%) + participation (10%).

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

- The first goal of the seminar is to introduce frontier research topics in international economics and to provide students with the necessary knowledge about these research topics. A tentative list of topics includes the US-China trade war, Brexit, the impact of international trade on wage structure and employment structure, global value chain, and the welfare gain of international trade.
- The second goal is to help students develop research skills. This seminar will help students learn how to find good research topics, how to search for relevant literature for a given the research topic, how to present papers, and how to write paper summary. To achieve these goals, students will choose a paper from the reading list and present it in the seminar. Moreover, they will write a seminar paper (max. 5 pages) that summarizes the chosen paper.
- The third goal is to present the empirical tools used in international trade to students. We will focus on discussing empirical papers and students are expected to have a better understanding of several widely used applied econometrics tools after this seminar. Before taking this block seminar, students should have taken the prerequisite Econometrics and have a good understanding of the commonly used econometric methods, especially the OLS.

Expected competencies acquired after completion of the module: Students develop skills in reading, understanding, and critically evaluating research papers in the field of international economics. They are also expected to have a good understanding of the widely used empirical tools in international economics. They will improve their competencies in literature review, scientific writing, and presentation skills.

Contact Information: Prof. Lei Li, Ph.D.; L7, 3-5, room 301; phone: +49 621 181-1911

Introduction to predictive analytics and machine learning

[Schedule](#)

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

Cycle of offer: spring semester

ECTS credits: 6

Teaching method (hours per week): block seminar (2)

Course language: English

Prerequisites: Grundlagen der Ökonometrie

Grading: final report (50%) and the presentation (50%)

Expected number of students in class: max. 14

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 seminar will introduce to the basics of statistical learning with emphasis put on building models that provide the most accurate predictions. Each participant will have to study on her own using materials pre-recorded and shared by me. In those video materials, I 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. During the seminar the students will present their prediction model built with the use of artificial datasets prepared by me.

Course roadmap:

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

Further information: literature:

- Grolemond, 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"

Contact Information: Prof. Krzysztof Pytka Ph.D.; e-mail: pytka@uni-mannheim.de; phone: (0621) 181-181-7; office: L7 3-5, room 2.09, office hours: by appointment.

Nudging/******

[Schedule](#)

Responsible teacher of the module: Dr. Franziska Heinicke

Cycle of offer: irregular

ECTS credits: 6

Teaching method (hours per week): block seminar (2)

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.

Contact Information: Dr. Franziska Heinicke, e-mail: f.heinicke@uni-mannheim.de, office: 4.04, L7, 3-5, office hours: by appointment.

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

[Schedule](#)

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

Cycle of offer: each semester

ECTS credits: 6

Teaching method (hours per week): block seminar (2)

Course language: English

Prerequisites: Analysis und lineare Algebra A, Statistik I + II, Grundlagen der Ökonometrie, Macroeconomics 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.

Contact Information: Prof. Dr. Antonio Ciccone; phone: (0621) 181-1830; e-mail: antonio.ciccone@uni-mannheim.de; office: L7, 3-5, room 2.19

Residential Energy Demand, Climate, and Growth

[Schedule](#)

Responsible teacher of the module: Dr. Andreas Gerster / Dana Kassem, Ph.D.

Cycle of offer: irregular

ECTS credits: 6

Teaching method (hours per week): block seminar (2)

Course language: English

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

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

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

Goals and contents of the module: There is stark inequality in energy consumption across the globe. The richest countries consume the most energy and contribute most to climate change. On the other hand, the world's poorest, the majority of which lives in Sub-Saharan Africa and South Asia, lack basic access to energy. However, energy is an essential ingredient of the much-needed growth in developing countries. Reflecting these fundamental differences, policies differ starkly between developed and developing countries. To limit climate change, many governments in developed countries aim at reducing residential energy demand dramatically over the next decades through a mix of information instruments, price instruments and command-and-control measures. On the other hand, the challenge in developing countries is to increase energy demand of the poor, based on the idea that access to electricity is essential to unlock the potential of growth. Drawing on empirical research, this seminar analyzes a variety of economic, political, and environmental aspects of policies that aim at influencing residential energy demand in developed and developing countries. For developed countries, we will investigate the environmental effectiveness and economic costs of policy instruments to foster energy efficiency such as energy labels, energy audits, carbon taxes, retrofit subsidies, or minimum standards. In the context of developing countries, we will explore the patterns of residential electricity demand with special focus on barriers to energy consumption, and how energy can be used for growth without harming the environment. 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 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.

Contact Information: Dr. Andreas Gerster; e-mail: gerster@uni-mannheim.de; phone: +49 (0) 621 181-1791; office: L7, 3-5 room 232

Topics in Economics of Education

[Schedule](#)

Responsible teacher of the module: Prof. Michelle Sovinsky, Ph.D. / Cristina Bellés-Obrero, Ph.D.

Cycle of offer: spring semester

ECTS credits: 6

Teaching method (hours per week): block seminar (2 SWS)

Course language: English

Prerequisites: Microeconomics 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 the student to defend their position during a group discussion.

Please note that you have to register for this seminar within the common registration week.

Contact Information: Christina Bellés-Obrero, Ph.D.; e-mail: cbelleso@mail.uni-mannheim.de; office: L7, 3-5, room 326

Topics in Financial Economics****

[Schedule](#)

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

Cycle of offer: once a year

ECTS credits: 6

Teaching method (hours per week): block seminar (2)

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 before the Easter Break. This means that a substantial part of the guided independent work will need to be conducted in January and February. A detailed timeline will be disseminated immediately following the allocation of seminar spots and will reflect the circumstances due to COVID-19 (if still applicable). The instructor will be available for individual meetings throughout this time.

Registration: Please note that you have to register for this seminar within the common registration week.
Contact Information: Dr. André Stenzel, andre.stenzel@uni-mannheim.de, office L7, 3-5 Room 3.04

Additional courses for Economics

Forschungsseminar in Wirtschaftsgeschichte

[Termine](#)

Modulverantwortlicher: Prof. Dr. Jochen Streb

Turnus des Angebots: jedes Semester

ECTS-Punkte: keine

Lehrmethode: Seminar (2 SWS)

Unterrichtssprache: Deutsch oder Englisch je nach Vortrag

Teilnahmevoraussetzungen: keine

Benotung: keine

Ziele und Inhalte des Moduls: Im Forschungsseminar präsentieren Wissenschaftler aus Mannheim und auswärts ihre aktuellen Forschungsergebnisse.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Teilnehmer setzen sich mit dem aktuellen Forschungsstand in bestimmten wirtschaftshistorischen Themenfeldern auseinander und nutzen diese Erkenntnisse für ihre eigenen wissenschaftlichen Abschlussarbeiten.

Weitere Informationen: Für Studierende, die im aktuellen Semester eine Bachelor- oder Masterarbeit am Lehrstuhl für Wirtschaftsgeschichte anfertigen, wird der Besuch des Forschungsseminars empfohlen.

Kontakt: Sekretariat; E-Mail: wisoge@rumms.uni-mannheim.de

Das aktuelle Programm entnehmen Sie bitte dem gesonderten Aushang „Research in Economic History“ unter folgendem Link: <https://www.vwl.uni-mannheim.de/streb/forschung/aktuelle-vortraege/>

Ringvorlesung

Die genauen Termine der einzelnen Veranstaltungen werden noch bekannt gegeben. Bitte beachten Sie die Ankündigungen über die Webseite der Fachschaft VWL, die sich für die Organisation der Ringvorlesung verantwortlich zeichnet, unter <http://fsvwl-unimannheim.de/de/ringvorlesungen/>.

Business Studies & Economics: Literature Search

Course format: web seminar on April 13th, 10:15 a.m. - 11:45 a.m.

Registration: via [Portal2](#)

The course teaches techniques of a scientific literature search by the example of Economics and Business databases (Primo, Business Source Premier, Google Scholar) and describes how to get access to the books and electronic documents. Key subjects:

- Overview UB Mannheim
- Which forms of literature are appropriate for your paper?
- How and where can you find literature (Primo, Business Source Premier, Google Scholar)?
- Tips for your literature search, literature search strategies, quality aspects, interlibrary loan etc.

Course language: English

Target audience: Students in Business Studies or Economics

Further dates by arrangement (starting from 5 participants).

The course can also be booked for seminar or thesis courses. Please contact the responsible subject librarian for date arrangements or further information.

Subject librarian: Lorena Steeb, E-Mail: lorena.steeb@bib.uni-mannheim.de

Note for registration: Interested persons, who are not students of the University of Mannheim, please contact the responsible subject librarian by email for registration.

