

**Updates zum Kommentierten Vorlesungsverzeichnis
für das Frühjahrs-/Sommersemester 2023
B. Sc. Volkswirtschaftslehre**

07.03.2023

Econometrics of Antitrust

[Schedule](#)

Responsible teacher of the module: 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: Mikroökonomik A + B, Statistik I + II und Grundlagen der Ökonometrie

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

Grading: 60% presentation + 15% classroom discussion + 25% written report (2-3 pages). The presentation should last 40 minutes + 10 minutes of classroom discussion.

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. 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.

Media Economics

[Schedule](#)

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

Cycle of offer: fall semester

ECTS credits: 6

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

Course language: English

Prerequisites: Microeconomics A and B. A basic knowledge of econometrics is preferable as we will study empirical papers, but office hours can also be arranged to answer questions.

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

Grading: 30% presentation (20 min.) + 50% seminar paper (max. 10 pages) + 20% classroom discussion (10 min.)

Expected number of students in class: max. 13

Goals and contents of the module: The aim of this seminar is to gain a better understanding of how the information is produced and disseminated by media outlets, and how it impacts people down the line. We will first motivate the study of media by exploring the impact of information provision on how it helps voters monitor elected officials, and how elected officials respond to the incentives thus created. We will then consider how to measure media bias, whether media outlets are indeed biased, and if so, what are economic forces at play, i.e., demand and supply of media bias. Then, we will turn to understanding whether people are persuaded by biased reporting, or 'fake news', as well as the resulting effects on real life behaviors such as voting or social distancing. Finally, we will take a deeper dive into what shapes media market. In particular, we will discuss the competition environment and business model of media outlets: how is has been impacted by increased competition, the internet, and social media.

Expected competences acquired after completion of the module: The competences acquired fall mainly into three categories. First, students will gain a general understanding of the role of the media in democratic systems, as well as the changes the sector is currently experiencing. This knowledge is relevant from a practitioner's perspective. It will also inform students on today's research frontier, and what we still need to understand better to tackle inequalities. Second, the papers studied use a variety of methods, and some of them make use of recent advances in text analysis to study media content. Students will also study how these methods are used in practice and will learn how to critically evaluate them. Finally, students will also become more familiar with reading empirical research papers and improve 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.; email: 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%) + classroom discussion (10%).~~

Grading: 3-5 pages seminar paper (30%) + 45 min. presentation (40%) and classroom discussion (30%).

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.

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15.02.2023

Schlüsselqualifikation 1 (Programmierkurs C)

Ergänzend zum Angebot an Schlüsselqualifikationen kann ein Programmierkurs an der Fakultät für Wirtschaftsinformatik und Wirtschaftsmathematik belegt werden. Weitere Informationen finden Sie über Ihren Studienplaner im Portal2.

09.02.2023

Neue Kursbeschreibung

Topics in Financial Economics

[Schedule](#)

Responsible teacher of the module: Dr. Andrea Modena

Cycle of offer: once a year

ECTS credits: 6

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

Course language: English

Prerequisites: undergraduate-level knowledge of Statistics, Micro (A+B), and Macroeconomics (prerequisite), lecture in Financial Economics (recommended).

Grading: Seminar presentation (1/2), seminar paper (1/2)

Expected number of students in class: 16 (max)

Goals and contents of the module: This course complements the topics discussed in the Financial Economics lecture; in particular, it provides a general introduction to the fundamentals of modern financial theory, focusing on asset pricing and portfolio theory and its relation to the macroeconomy (macro-finance). After an initial and general introduction, students must pick a research paper on selected topics relating to asset pricing, corporate finance, or macro-finance and give a 30 mins presentation to discuss the article, its strengths, and weaknesses. Based on their work and the comments they receive in the presentation, students must write a summary and a referee report of the selected paper (approximately 10 pages). A detailed list of topics and articles will circulate once the seminar spots have been allocated.

Expected Competencies acquired after completion of the module: Students learn to analyse, summarize, and critically discuss original articles at the frontier of current research in financial economics. They improve their skills to communicate complex topics 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, critically assess those, and develop their ideas based on their findings – all skills essential for completing the thesis.

Extra information (timing): This block seminar is split into three parts. The first part of the seminar (weeks 1-2, lectures) is dedicated to reviewing some essential topics in financial economics and its connection to the macroeconomy. Students prepare their paper presentation during Part 2 (weeks 3-10, independent work). The instructor will be available for individual meetings throughout this time.

Finally, during Part 3, students hold their presentations (30 mins followed by 10 mins for Q&A). Within two weeks after the presentations, students shall hand in their reports.

Contact: Dr. Andrea Modena, andrea.modena@uni-mannheim.de, Office 3.03 in L7, 3-5 (Economics Building)

Aktualisierung Literaturangaben

Föderalismus und Steuerwettbewerb

Termine

Modulverantwortliche/r: Prof. Dr. Eckhard Janeba

Turnus des Angebots: mindestens jedes zweite Jahr

ECTS-Punkte: 5

Lehrmethode: Vorlesung (2 SWS)

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Vorlesung Finanzwissenschaft

Benotung: Klausur (90 Minuten)

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):

- ~~Jean Hindriks und Gareth D. Myles: Intermediate Public Economics, MIT Press, 2006.~~
- **Jean Hindriks and Gareth D. Myles: Intermediate public economics (Second ed.), MIT Press, 2013.**
- Besley, T. and S. Coate: Central versus Local Provision of Public Goods: A Political Economy Analysis, Journal of Public Economics, 2003, 2611-2637.
- Kimberley A. Clausing: Closer Economic Integration and Corporate Tax Systems, Global Economy Journal 8(2), 2008.
- Devereux, M.P. and S. Loretz, What do we know about corporate tax competition, National Tax Journal 66, 2013, 745-774.
- Buettner, T. und M. Krause: Föderalismus im Wunderland: Zur Steuerautonomie bei der Grunderwerbsteuer, Perspektiven der Wirtschaftspolitik 19(1), 2018, 32-41

- Blesse, S., Heinemann, F. und E. Janeba: „Einhaltung der Schuldenbremse und Bewertung von Länderfusionen - Ergebnisse einer Umfrage in allen 16 Landesparlamenten“, ZEW policy brief Nr. 16-06, 2016.
- Christofzik, Désirée I. & Kessing, Sebastian G., 2018. "Does fiscal oversight matter?" Journal of Urban Economics 105, 70-87.

Kontakt: Prof. Dr. Eckhard Janeba; Tel.: (0621) 181-1795; E-Mail: janeba@uni-mannheim.de; Büro: L7, 3-5, Raum 229.

Institutioneller Wandel und langfristiges Wirtschaftswachstum/******

Termine

Modulverantwortliche/r: Dr. Alexander Donges

Turnus des Angebots: jedes Frühjahrssemester

ECTS-Punkte: 7

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

Unterrichtssprache: Deutsch

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

Benotung: Klausur (90 Minuten)

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 von Eigentumsrechten, 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. In der Übung erhalten die Studierenden eine Einführung in die Methoden der quantitativen Wirtschaftsgeschichte (Kliometrie). Grundkenntnisse der Ökonometrie sind hilfreich, aber nicht notwendig.

Die Übungen finden zu Beginn des Semesters im Rahmen mehrerer Blockveranstaltungen statt. Aufbauend auf den in den Übungen vermittelten Methoden, diskutieren wir dann in den Vorlesungen die empirische Forschungsliteratur.

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.

Daron Acemoglu und James A. Robinson (2015): Warum Nationen scheitern: Die Ursprünge von Macht, Wohlstand und Armut (3. Aufl.), Fischer Taschenbuch, Frankfurt am Main.]

Kontakt: Dr. Alexander Donges; Telefon: 0621-181-3428; E-Mail: donges@uni-mannheim.de; Büro: L7, 3-5, Raum 403.

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

[Termine Vorlesung](#)

[Termine Übung](#)

Modulverantwortliche/r: Apl. Prof. Dr. Stefanie van de Kerkhof

Turnus des Angebots: unregelmäßig

ECTS-Punkte: 6

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

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Grundlagen der Volkswirtschaftslehre

Benotung: Klausur, 90 Minuten.

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

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

Erwartete Kompetenzen nach Abschluss des Moduls:

- Fach- und Methodenkompetenzen: Studierende können wesentliche ökonomische Theorieansätze bedeutender Ökonomen und Ökonominen vom Beginn der Neuzeit (u.a. Smith, Ricardo, Malthus) bis zur Gegenwart (u.a. von Menger, Walras, Jevons, Keynes, Robinson, Friedman, Ostrom, Nash, Selten) erkennen, differenzieren, ihren Gehalt bewerten und ihre Tragfähigkeit im Hinblick auf neue Fragestellungen überprüfen. Sie können verschiedene theoretische Ansätze vom Liberalismus bis zur Spieltheorie und Postwachstumsökonomik verstehen, ihre Prämissen, Ziele, Themen und wesentlichen Erkenntnisse für das Fach kritisch diskutieren. Zudem sind sie in der Lage, bereits in den Grundlagen der VWL kennengelernte Inhalte vertieft zu verstehen, in ihren sozioökonomischen Kontext einzuordnen und anhand von Rezeption (Vorlesung) und eigener Textanalyse (Übung) kritisch zu reflektieren.
- Kommunikative Kompetenzen: In Vorlesung und Übung erlernen Studierende die Fähigkeit, in großen und kleinen Gruppen eigene Fragen zur theoretischen Entwicklung der VWL zu entwickeln und ihre Positionen dazu mündlich wie schriftlich (Klausur) zu vertreten.

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

Weitere Informationen: Literaturempfehlungen zur Einführung:

- Toni Pierenkemper: Geschichte des modernen ökonomischen Denkens: Große Ökonomen und ihre Ideen, Göttingen 2012 (UTB)
- Joachim Starbatty (Hg.): Klassiker des ökonomischen Denkens von Platon bis John Maynard Keynes (2 Teile in einer Gesamtausgabe), Hamburg 2008
- ~~Gerhard Kolb: Geschichte der VWL. Dogmenhistorische Positionen des ökonomischen Denkens, München 1997.~~
- **Gerhard Kolb: Geschichte der Volkswirtschaftslehre: Dogmenhistorische Positionen des ökonomischen Denkens (2. überarb. und wesentlich erw. Aufl.), München 2004**

Kontakt: Apl. Prof. Dr. Stefanie van de Kerkhof, E-Mail: kerkhof@uni-mannheim.de

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"~~
- **James, G., Witten, D., Hastie, T., & Tibshirani, R. (2017) "An introduction to statistical learning: With applications in R."**

Contact Information: Prof. Krzysztof Pytka, Ph.D.; e-mail: pytka@uni-mannheim.de; phone: (0621) 181-1817; Office: L7 3-5, room 2.09, Office hours: by appointment.

25.01.2023

Impact Evaluation

[Schedule](#)

Responsible teacher of the module: Dr. Benjamin K. Chibuye / ~~N.-N.~~ **Dr. Viviana Urueña**

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 must register for the course in portal2 from 16 January to 12 February 2023.

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 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
- Caliendo M. & Kopeinig S. (2005): Some Practical Guidance for the Implementation of Propensity Score Matching
- Angrist, J., Imbens, G. & Rubin, D. (1996): Identification of causal effects using instrumental variables. Journal of the American Statistical Association, 91(434), 444-455.

Contact Information: Dr. Benjamin K. Chibuye, e-mail: [chibuye\(at\)uni-mannheim.de](mailto:chibuye(at)uni-mannheim.de)

Dr. Viviana Urueña, e-mail: [uruena\(at\)uni-mannheim.de](mailto:uruena(at)uni-mannheim.de)

Statistics and Stata

[Schedule \(new course dates\)](#)

Responsible teacher of the module: Dr. Ingo Steinke / ~~N.-N.~~ **Nicholas Barton, Ph.D.**

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 must register for the course in portal2 from 16 January to 12 February 2023.

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.~~

Cameron, A., & Trivedi, P. (2022). Microeconometrics using Stata (Second ed.). College Station, Texas.

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