UNIVERSITÄT MANNHEIM
Abteilung Volkswirtschaftslehre

Modulkatalog für den Spezialisierungsbereich

des Bachelorstudiengangs Volkswirtschaftslehre

Frühjahrssemester 2022

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Teil A: Vorlesungen des Spezialisierungsbereichs

Analysis B
Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre, ggf. Wahlveranstaltung in anderen Bachelorstudiengängen der Universität Mannheim Modulverantwortliche/r: Steffen Habermalz, Ph.D. Turnus des Angebots: jedes Frühjahrs-/Sommersemester Dauer: 1 Semester ECTS-Punkte: 7 Lehrmethode: Vorlesung (2 SWS) + Übung (2 SWS) Arbeitsaufwand: Präsenzzeit Vorlesung und Übung: 42 Stunden, Zeit für Selbststudium, Klausurvorbereitung und Klausur: 154 Stunden. Unterrichtssprache: Deutsch Teilnahmevoraussetzungen: Analysis und lineare Algebra A Benotung: Klausur (90 Minuten) Erwartete Zahl der Teilnehmer/innen: abhängig von den Wahlentscheidungen im Spezialisierungsbereich. Ziele und Inhalte des Moduls: Die Vorlesung bietet eine Vertiefung und Erweiterung des in Analysis und Lineare Algebra A erworbenen Wissens. Während viele Themen wie Stetigkeit oder Differenzierbarkeit dort schon behandelt wurden, geht es in dieser Vorlesung darum die Themen in einem streng formalen Rahmen zu präsentieren. Alte und neue Resultate werden streng formal dargestellt und in der Regel mathematisch bewiesen. Die Vorlesung behandelt zunächst Eigenschaften der reellen Zahlen wie Vollständigkeit und Mächtigkeit. Danach wird mit der Behandlung von reellen Zahlenfolgen und dem Begriff der Konvergenz der formale Grundstein der Analysis gelegt. Nachdem wir dann funktionale Grenzwerte, Stetigkeit und Differenzierbarkeit formal dargestellt haben, wenden wir uns einigen wichtigen Theoremen der Analysis zu (Mittelwertsatz, L'Hospital und andere). Wir beschließen die Vorlesung mit Beweisen innerhalb der Optimierung mit und ohne Gleichungsnebenbedingungen. Unter anderem wird hier das der Methode der Lagrange-Multiplikatoren zu Grunde liegende Theorem bewiesen. Das Ziel dieser Vorlesung ist die optimale Vorbereitung von Studierenden, die entweder großes mathematisches Interesse haben und/oder einen PhD/Master in Volkswirtschaftslehre anstreben. Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden haben zusätzliche mathematische Kompetenzen, insbesondere in den oben genannten Bereichen, erworben. Sie haben ihr Verständnis für anspruchsvollere mathematische Methoden vertieft und sind in der Lage, diese bspw. in Seminar- oder Bachelorarbeiten anzuwenden.

Analysis C
Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre, ggf. Wahlveranstaltung in anderen Bachelorstudiengängen der Universität Mannheim Modulverantwortliche/r: Steffen Habermalz, Ph.D. Turnus des Angebots: jedes Frühjahrs-/Sommersemester Dauer: 1 Semester ECTS-Punkte: 7 Lehrmethode: Vorlesung (2 SWS) + Übung (2 SWS) Arbeitsaufwand: Präsenzzeit Vorlesung und Übung: 42 Stunden, Zeit für Selbststudium, Klausurvorbereitung und Klausur: 154 Stunden. Unterrichtssprache: Deutsch Teilnahmevoraussetzungen: Analysis und lineare Algebra A sowie Analysis B Benotung: Klausur (90 Minuten) Erwartete Zahl der Teilnehmer/innen: abhängig von den Wahlentscheidungen im Spezialisierungsbereich. Ziele und Inhalte des Moduls: Dieser Kurs ist eine Fortsetzung von Analysis B und behandelt Themen wie z. B. gleichmäßige Stetigkeit, Konvergenz von Reihen, Konvergenz von Folgen und Reihen von Funktionen, Fixpoint Theoreme, Vektorräume und metrische Räume. Dabei wird versucht, wenn möglich, aufzuzeigen wie diese Konzepte in der ökonomischen Theorie Verwendung finden. Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden haben zusätzliche mathematische Kompetenzen, insbesondere in den oben genannten Bereichen, erworben. Sie haben ihr Verständnis für anspruchsvollere mathematische Methoden vertieft und sind in der Lage, diese bspw. in Seminar- oder Bachelorarbeiten anzuwenden.

Behavioral Economics

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

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

Cycle of offer: each spring semester

Duration: 1 semester

ECTS credits: 7

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

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

Course language: English

Prerequisites: Microeconomics A + B, Statistik I + II

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

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

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

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

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

Competition under the microscope
Form and usability of the module: elective course for B.Sc. Economics
Responsible teacher of the module: Prof. Dr. Henrik Orzen
Cycle of offer: each spring semester
Duration: 1 semester
ECTS credits: 7
Teaching method (hours per week): lecture (2) + exercise (2)
Workload: 196 working hours (lecture: 21 hours, exercise: 21 hours, independent study time and preparation for exam: 154 hours)
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).

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. |

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

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

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

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 8

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

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

Course language: English

Prerequisites: Calculus, Makroökonomik A

Grading: The final grade will depend on your performance in a final exam (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).

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

Goals and contents of the module: The course is about the principal tools used to analyze theoretical and empirical issues in economic growth and development at the macroeconomic level. The broad structure of the course is:
a) Important Facts
b) The Neoclassical Growth Model with Empirical Implications and Applications
c) Neoclassical Growth Theory in the Balanced Growth Path
d) Endogenous Growth Theory
e) Misallocation and Cross-Country Differences in Productivity
f) Institutions and Economic Development

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

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

Economic Inequality and Public Policy
Form and usability of the module: elective course for B.Sc. Economics   Responsible teacher of the module: Dr. Lorenzo Pessina   Cycle of offer: irregular   Duration: 1 semester   ECTS credits: 5   Teaching method (hours per week): lecture (2)   Workload: 21 hours for lectures and 119 hours of independent study time and exam preparation   Course language: English   Prerequisites: Microeconomics A + B, Grundlagen der Ökonometrie (Basic Econometrics)   Grading: presentation (15%), empirical exercise (30%), final exam (50%), classroom discussion (5%)   Expected number of students in class: depends on students' choice.   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.

Economics of Monetary Unions

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

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

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 5

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

Workload: 21 hours for lectures and 119 hours of independent study time and exam preparation

Course language: English

Prerequisites: Macroeconomics A + B

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

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

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 an 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.

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

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

Responsible teacher of the module: Dr. Peter Dürsch

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 7

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

Workload: 42 hours in class, 154 hours of independent study time and preparation for the exam

Course language: English

Prerequisites: none

Grading: final exam (120 minutes)

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

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

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

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

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

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 6

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

Workload: time in class: lecture 21 hours and exercise 10.5 hours, independent study time and preparation for the exam: 136.5 hours.

Course language: English

Prerequisites: Microeconomics A + B and Macroeconomics A + B

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

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

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.

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

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

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

Cycle of offer: once per academic year

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Microeconomics A + B

Grading: 100% final exam (120 min)

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

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

Föderalismus und Steuerwettbewerb

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

Modulverantwortliche/r: Prof. Dr. Eckhard Janeba

Turnus des Angebots: mindestens jedes zweite Jahr

Dauer: 1 Semester

ECTS-Punkte: 5

Lehrmethode: Vorlesung (2 SWS)

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

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Vorlesung Finanzwissenschaft

Benotung: Klausur (90 Minuten)

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

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

Erwartete Kompetenzen nach Abschluss des Moduls: Den Studierenden wird der institutionelle Hintergrund föderaler Staatsordnungen aus ökonomischer Sicht vermittelt. Dabei spielt der Vergleich von Staaten eine wichtige Rolle. Damit werden die Studierenden in die Lage versetzt, Unterschiede zu erkennen, Länder systematisch zu vergleichen und Ursachen für Unterschiede zu erarbeiten. Im zweiten Schritt lernen die Studierenden die wichtigsten Theorien zum Fiskalföderalismus und Steuerwettbewerb kennen. Dabei erwerben die Studierenden die Fähigkeit, Hypothesen abzuleiten und die Annahmen kritisch zu bewerten.

Die Studierenden werden mit den wichtigsten Datenquellen vertraut gemacht, um die Hypothesen zu testen. Dies ermöglicht Ihnen, selbständig Daten zu finden, auszuwerten und auf finanzwissenschaftliche Fragestellungen anzuwenden. Die beschriebene Vorgehensweise setzt die Studierenden in die Lage, aktuelle und mögliche Reformen der föderalen Ordnung in Deutschland kritisch zu beleuchten und selbständig zu analysieren.

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

- Jean Hindriks und Gareth D. Myles: Intermediate Public Economics, MIT Press, 2006
- Besley, T. und S. Coate: Central versus Local Provision of Public Goods: A Political Economy Analysis, Journal of Public Economics, 2003, 2611-2637.
- 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.

Game Theory

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

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

Cycle of offer: once a year

ECTS credits: 6

Duration: 1 semester

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

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

Course language: English

Prerequisites: Microeconomics A and Microeconomics B or equivalent

Grading: final exam (90 min)

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

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"

Impact Evaluation
Form and usability of the module: elective course for B.Sc. Economics
Responsible teacher of the module: Dr. Katharina Richert / Dr. Benjamin Chibuye
Cycle of offer: every spring semester
Duration: 1 semester
ECTS credits: 7
Teaching method (hours per week): lecture (2) + exercise (2)
Workload: time in class: lecture 21 hours and exercise 21 hours, independent study time and preparation for the exam 154 hours
Course language: English
Prerequisites: Statistik I + II, Grundlagen der Ökonometrie
Grading: 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: depends on students' choice (max. 41).
Goals and contents of the module: The course is designed for introducing students to the main empirical strategies that are typically used for impact evaluation: Randomized Control Trials, Identification on Observables, Instrumental Variables, Difference-in-Difference, Regression Discontinuity Design. Students will be both exposed to fundamental concepts behind the estimation of causal effects and related applied applications. Students will be asked to actively participate and prepare a presentation once during the tutorial session. 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.

Institutioneller Wandel und langfristiges Wirtschaftswachstum
Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre, ggf. Wahlveranstaltung in anderen Bachelorstudiengängen der Universität Mannheim Modulverantwortliche/r: Dr. Alexander Donges Turnus des Angebots: jedes Frühjahrssemester Dauer: 1 Semester ECTS-Punkte: 7 Lehrmethode: Vorlesung (2 SWS) + Übung (2 SWS) Arbeitsaufwand: insgesamt 196 Stunden (davon Präsenzzeit Vorlesung + Übung: 42 Stunden; Zeit für Selbststudium, Klausurvorbereitung und Klausur: 154 Stunden). Unterrichtssprache: Deutsch Teilnahmevoraussetzungen: keine Vorkenntnisse erforderlich, Grundkenntnisse in Statistik und ökonometrischen Methoden hilfreich. Benotung: Klausur (90 Minuten) Erwartete Zahl der Teilnehmer/innen: abhängig von den Wahlentscheidungen im Spezialisierungsbereich (es werden ca. 30-40 erwartet). 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.] Eine detaillierte Gliederung mit Literaturagaben finden Sie vor Semesterbeginn auf meiner Website (https://www.vwl.uni-mannheim.de/donges/).

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

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

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

Cycle of offer: each spring semester

Duration: 1 semester

ECTS credits: 5

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

Workload: 21 hours for lectures and 119 hours of independent study time and exam preparation

Course language: English

Prerequisites: Microeconomics A + B

Grading: final exam (90 minutes)

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

Goals and contents of the module: This course provides an introduction into the field of labor economics. The emphasis is on applied microeconomics and empirical analysis.

Topics to be covered include:
- labor supply and demand
- tax policy
- minimum wage laws
- education and training
- inequality
- discrimination
- 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.

Markets and the Environment

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

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

Instructor: Dimitri Szerman, Ph.D.

Cycle of offer: every spring semester

Duration: 1 semester

ECTS credits: 7

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

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

Course language: English

Prerequisites: Microeconomics A + B, Grundlagen der Ökonometrie

Grading: written final exam, 90 min.

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

Goals and contents of the module: This course will provide an introduction to the field of environmental and natural resource economics.

The course will be subdivided into four subject areas:

- 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.

Statistics and Stata
Form and usability of the module: elective course for B.Sc. Economics Responsible teacher of the module: Dr. Ingo Steinke / Dr. Atika Pasha Cycle of offer: every spring semester Duration: 1 semester ECTS credits: 7 Teaching method (hours per week): lecture (2) + exercise (2) Workload: time in class: lecture 21 hours and exercise 21 hours; independent study time and preparation for the exam 154 hours. Course language: English Prerequisites: Statistik I + II, Grundlagen der Ökonometrie Grading: programming exam (90 min.) Expected number of students in class: depends on students' choice (max. 41). Goals and contents of the module: The course gives an introduction into the data management in Stata. That includes how to set up do-files, the preparation of data for analysis, the generation of variables, the use of macros in Stata, and the merging of data sets. Basic and advanced statistical procedures will be discussed in the course. For each model, there will be an introduction to the statistical model, and it will be shown how to analyze the corresponding data with Stata and how to interpret the output of Stata. The models considered are some elementary statistical models, the linear regression model with homoscedastic and heteroscedastic error terms, analysis of variance models, linear panel data models, nonlinear regression models and binary and multinomial models. Expected competences acquired after completion of the module: The students know basic probabilistic and statistical concepts, e.g., the concept of a statistical test and how to compute and use p-values. The students can analyze data with Stata: The students are able to review a data set, generate summary statistics, and merge data sets. They know how to work with variables, matrices, and macros. They know how to perform elementary tests. The students can generate advanced plots. They are able to set up a linear model with homoscedastic or heteroscedastic error terms and understand the results provided by Stata. They can do an analysis of variance and test for heteroscedasticity in a linear regression model. They understand the ideas of linear panel data regression and can analyze corresponding data. The students are able to estimate the parameters, perform tests for the parameters, and analyze the results in nonlinear regression models and binary choice models. Further information: Literature: Cameron/Trivedi (2009). Microeconometrics using Stata. Stata Press.

Statistische Lernverfahren

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

Modulverantwortlicher: Dr. Ingo Steinke

Turnus des Angebots: etwa jedes Frühjahrssemester

Dauer: 1 Semester

ECTS-Punkte: 8 ECTS

Lehrmethode: Vorlesung (3 SWS) plus Übung (1 SWS)

Arbeitsaufwand: Präsenzzeit Vorlesung: 31,5 Stunden, Präsenzzeit Übung: 10,5 Stunden, Zeit für Selbststudium, Klausurvorbereitung und Klausur: 182 Stunden

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Statistik I und II, Grundlagen der Ökonometrie

Benotung: Hausaufgaben (20%), Klausur im Umfang von 90 Minuten (80%)

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

Ziele und Inhalte des Moduls: Statistisches Lernen umfasst eine Reihe von statistischen Verfahren, mit deren Hilfe es möglich ist, Zusammenhänge zwischen den Variablen eines Datensatzes zu erkennen, Prognosen aufzustellen und Entscheidungen in Form von Gruppenzuordnungen durchzuführen. In der Vorlesung werden eine Reihe von Verfahren besprochen. Dazu gehören neben den klassischen Verfahren der linearen Regression und Klassifikation mit logistischer Regression und Diskriminanzanalyse auch Resampling-Verfahren, die häufig zur Wahl eines geeigneten Modells verwendet werden, nichtlineare Modellansätze und Baum-basierte Verfahren wie Regressions- und Klassifikationsbäume. Neben der Motivation für die Verfahren werden auch einige ihrer theoretischen Eigenschaften besprochen. Im Rahmen der Vorlesung und in der begleitenden Übung wird von der Programmiersprache R Gebrauch gemacht. Grundkenntnisse in R sollten vorhanden sein.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden kennen verschiedene Verfahren des statistischen Lernens. Sie wissen, wie sie Modelle anpassen können, können mittels der Modelle Prognosen und Klassifikationen vornehmen. Sie beherrschen die Grundfunktionalität des Statistikprogramms R und können R benutzen, um Verfahren des statischen Lernens auf Datensätze anzuwenden und die resultierenden Ergebnisse zu interpretieren.

Time Series Analysis (TSA)
Form and usability of the module: elective course for B.Sc. Economics Responsible teacher of the module: Dr. Toni Stocker Cycle of offer: each spring semester Duration: 1 semester ECTS credits: 7 Teaching method (hours per week): lecture (2) + exercise (2) Workload: time in class: lecture 21 hours and exercise 21 hour; independent study time and preparation for the exam: 154 hours. 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 form the final written exam. At maximum, there are 100 points to earn, where 20 points are from the tutorials and 80 points from the written exam. Expected number of students in class: depends on students' choice. Goals and contents of the module: In large part, economic data is based on time series, which is data collected on the same observational unit at multiple time periods (e. g. yearly, quarterly, or monthly). Analyzing time series data requires specific statistical models and methods, which are usually not taught in basic statistics and basic econometrics courses. Subject of this course is to provide an overview about the most important standard methods for describing and analyzing time series data. Thereby the main focus is on the practical application of forecasting methods. The Statistical Software R will intensively be used upon many real data examples. Contents: Introduction to TSA, Review of Basic Essentials, Basic Elements of TSA, Basic Properties of Time Series, Forecasting Theory, AR(I)MA Processes, ADL- and VAR-Models, Nonstationarity, Estimation of Dynamic Causal Effects, Additional Topics in TSA Expected competences acquired after completion of the module: At the end of the semester students   - know and understand most common TSA methods and their theoretical background   - know how to construct forecasting models, how to conduct model based forecasts and how to check model performance   - can proficiently use R for all important parts of TSA: constructing graphics, estimating, and testing, forecasting, model diagnosis and assessment   - have experienced the possibilities and limitations of time series methods on the basis of real data examples   Further information: Students should have a solid understanding of Basic Statistics and Basic Econometrics. The course should be attended from the first session. Entering the course later is strongly discouraged.

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

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

Modulverantwortliche/r: PD Dr. Stefanie van de Kerkhof

Turnus des Angebots: unregelmäßig

Dauer: 1 Semester

ECTS-Punkte: 6

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

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

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Grundlagen der Volkswirtschaftslehre

Benotung: Klausur, 90 Minuten.

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

Ziele und Inhalte des Moduls: Was bedeuten Wachstum, Wohlstand und Gerechtigkeit – und wie entstand das ökonomische Denken darüber im 18. Jahrhundert bei Adam Smith, David Riccardo 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 Ökonominnen 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.

Wirtschaftsgeschichte des Nationalsozialismus
Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre, ggf. Wahlveranstaltung in anderen Bachelorstudiengängen der Universität Mannheim Modulverantwortliche/r: Prof. Dr. Jochen Streb Turnus des Angebots: unregelmäßig Dauer: 1 Semester ECTS-Punkte: 7 Lehrmethode: Vorlesung (3 SWS) Arbeitsaufwand: 196 Stunden (31,5 Stunden Präsenzzeit Vorlesung, 164,5 Stunden für Selbststudium, Klausurvorbereitung, Klausur) Unterrichtssprache: Deutsch Teilnahmevoraussetzungen: Empfohlene Voraussetzung ist der Besuch der Vorlesung „Einführung in die Wirtschaftsgeschichte" oder des Proseminars in Wirtschaftsgeschichte Benotung: Klausur (135 Minuten) Erwartete Zahl der Teilnehmer/innen: abhängig von den Wahlentscheidungen im Spezialisierungsbereich. Ziele und Inhalte des Moduls: Diese Veranstaltung gibt den Studierenden die Gelegenheit, sich vertiefende Kenntnisse zur Wirtschaftspolitik und zum Unternehmerverhalten im „Dritten Reich" anzueignen. Besondere Schwerpunkte werden auf aktuelle Forschungskontroversen gelegt. Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden haben die fachlichen Kenntnisse und methodischen Fertigkeiten erworben, um wirtschaftshistorische Entwicklungen zur Zeit des Nationalsozialismus kritisch zu analysieren. Weitere Informationen: Einführende Literatur: • Spoerer, Mark/Streb, Jochen (2013): Neue deutsche Wirtschaftsgeschichte des 20. Jahrhunderts, München; • Schanetzky, Tim (2015): Wirtschaft und Konsum im Dritten Reich, München.

Teil B: Seminare des Spezialisierungsbereichs

Applied Econometrics
Form and usability of the module: elective course for B.Sc. Economics
Responsible teacher of the module: Prof. Dr. Carsten Trenkler
Cycle of offer: each spring semester
Duration: 1 semester
ECTS credits: 6
Teaching method (hours per week): block seminar (2)
Workload: 21 hours in class and 147 working hours for preparation of the seminar paper, handout and presentation
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 microeconometric, panel data, and time series models. Thereby, students should gain a broad overview on the various model classes through their own and their colleagues' projects.
Expected competences acquired after completion of the module: Students will have acquired advanced expertise in econometrics and empirical research. They are able to understand and use the corresponding literature for their projects. They will have the required competence for empirical data work (data search, preparation, and analysis). Students are able to divide a comprehensive empirical research project into appropriate sub-problems to be addressed, to interpret and prepare the obtained empirical results in an adequate way, to present the results in oral and written form as well as to defend them within a discussion with their fellow students and the instructor. Students are able to follow specialist presentations and to critically discuss the content of such presentations.

Behavioral Public Economics
Form and usability of the module: elective course for B.Sc. Economics Responsible teacher of the module: Prof. Arthur Seibold, Ph.D. Cycle of offer: spring semester Duration: 1 semester ECTS credits: 6 Method (hours per week): block seminar (2) Workload: 168 working hours for first meeting, block seminar, preparation of the seminar paper and presentation. Course language: English Prerequisites: introductory classes in Microeconomics and Econometrics; having taken Introductory Public Economics is desirable Grading: seminar paper (50%), presentation (40%), classroom discussion (10%) Expected number of students in class: 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.

Corporate Social Responsibility (CSR)
Form and usability of the module: elective course for B.Sc. Economics Responsible teachers of the module: Prof. Nicolas Bonneton, Ph.D. Cycle of offer: once a year Duration: 1 semester ECTS credits: 6 Teaching method (hours per week): block seminar (2) Course language: English Workload: 21 working hours for organizational meeting and block seminar, 147 hours for preparation of the seminar paper and presentation. 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.

Die Große Divergenz: Warum manche Länder reich wurden und andere Länder arm blieben
Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre, ggf. Wahlveranstaltung in anderen Bachelorstudiengängen der Universität Mannheim

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

Modulverantwortliche/r: Prof. Dr. Jochen Streb

Turnus des Angebots: jedes Semester

Dauer des Moduls: 1 Semester

ECTS-Punkte: 6

Lehrmethode: Blockseminar (2 SWS)

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

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Voraussetzung für die Teilnahme ist der erfolgreiche Besuch der Vorlesung "Einführung in die Wirtschaftsgeschichte für Volkswirte" oder des Proseminars in Wirtschaftsgeschichte.

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

Erwartete Zahl der Teilnehmer/innen: max. 15 Teilnehmer

Ziele und Inhalte des Moduls: In dem Seminar diskutieren wir die Ursachen für wirtschaftliche Entwicklung aus historischer Perspektive.

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

Weitere Informationen: Themenliste und Literaturangaben finden Sie ab November 2021 auf meiner Homepage (https://www.vwl.uni-mannheim.de/streb/lehre/).

Die Anmeldung zum Seminar erfolgt während des zentralen Anmeldezeitraums von 6.12.2021 bis 12.12.2021.

Econometrics of Antitrust
Form and usability of the module: elective course for B.Sc. Economics
Responsible teacher of the module: Prof. Helena Perrone, Ph.D.
Cycle of offer: each spring semester
Duration: 1 semester
ECTS credits: 6
Teaching method (hours per week): block seminar (2 SWS)
Workload: 168 working hours for organizational meeting, block seminar, preparation of the seminar paper and presentation
Course language: English
Prerequisites: Microeconomics A + B, Statistik I + II, and 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.

Family and Macroeconomics
Form and usability of the module: elective course for B.Sc. Economics Responsible teacher of the module: Prof. Minchul Yum, Ph.D. Cycle of offer: each spring Duration: 1 semester ECTS credits: 6 Teaching method (hours per week): block seminar (2) Workload: 168 working hours for organizational meeting, block seminar, preparation of the seminar paper and presentation 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.

Inequalities and Policies
Form and usability of the module: elective course for B.Sc. Economics   Responsible teacher of the module: Prof. Camille Urvoy, Ph.D.   Cycle of offer: irregular   Duration: 1 semester   ECTS credits: 6   Teaching method (hours per week): seminar (2)   Workload: 21 working hours for organizational meeting and seminar, 147 working hours for preparation of the seminar paper and presentation.   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.

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

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

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

Cycle of offer: each spring semester

Duration: 1 semester

ECTS credits: 6

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

Workload: 168 working hours in total. To be specific, 21 hours in class and 147 working hours for organizational meeting, block seminar, and preparation of the seminar paper and presentation.

Course language: English

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

Grading: seminar paper (50%) + presentation (40%) + classroom discussion (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.

Introduction to predictive analytics and machine learning

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

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

Cycle of offer: spring semester

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: 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:
- Grolemund, 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'"

Makroökonomische Analyse der Hartz-Reformen
Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelor-Studiengang Volkswirtschaftslehre Modulverantwortliche/r: Prof. Tom Krebs, Ph.D. Turnus des Angebots: jedes Semester Dauer: 1 Semester ECTS-Punkte: 6 Lehrmethode (Umfang): Blockseminar (2 SWS) Arbeitsaufwand: Präsenzzeit Seminar 21 Stunden; Zeit für die Anfertigung der Seminararbeit, für die Vorbereitung der Referate sowie für das Selbststudium 147 Stunden Unterrichtssprache: Deutsch Teilnahmevoraussetzungen: Makroökonomik A und B, Mikroökonomik A und B Benotung: Vortrag (einfach gewichtet) und schriftliche Seminararbeit (doppelt gewichtet). Erwartete Zahl der Teilnehmer/innen: max. 16 Ziele und Inhalte des Moduls: Das Seminar beschäftigt sich mit den gesamtwirtschaftlichen Auswirkungen der Hartz-Reformen. Das Ziel der Veranstaltung besteht in der Diskussion der theoretischen Erklärungsansätze für die einzelnen Reformen wie auch in der empirischen Überprüfung des Reformerfolgs. Jede der vier Hartz-Reformen I-IV wird hierbei als Thema an mehrere Studierende vergeben. Das jeweilige Thema wird als Gruppe vorgetragen, die Seminararbeiten jedoch individuell verfasst. Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden lernen, selbstständig wirtschaftswissenschaftliche Fragestellungen durch Literaturrecherche und eigenständige Bewertung der Quellen zu beantworten. Dabei wenden die Studierenden die in den Vorlesungen Makroökonomik A und B sowie Mikroökonomik A und B erworbenen Kompetenzen in konkreten Beispielen an. Für die Präsentation der Ergebnisse im Rahmen des Blockseminars entscheiden die Studierenden selbst kooperativ über die Verteilung der einzelnen Präsentationsschwerpunkte untereinander.

Moderne Klimapolitik
Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelor-Studiengang Volkswirtschaftslehre Modulverantwortliche/r: Prof. Tom Krebs, Ph.D. Turnus des Angebots: jedes Frühjahssemester Dauer: 1 Semester ECTS-Punkte: 6 Lehrmethode (Umfang): Blockseminar (2 SWS) Arbeitsaufwand: Präsenzzeit Seminar 21 Stunden; Zeit für die Anfertigung der Seminararbeit, für die Vorbereitung der Referate sowie für das Selbststudium 147 Stunden Unterrichtssprache: Deutsch Teilnahmevoraussetzungen: Makroökonomik A und B, Mikroökonomik A und B Benotung: Vortrag (einfach gewichtet) und schriftliche Seminararbeit (doppelt gewichtet). Erwartete Zahl der Teilnehmer/innen: max. 16 Ziele und Inhalte des Moduls: Das Seminar beschäftigt sich mit den wirtschafts- und klimapolitischen Maßnahmen, die eine erfolgreiche sozial-ökologischer Transformation der Wirtschaft ermöglichen. Das Ziel der Veranstaltung besteht in der Diskussion der theoretischen und empirischen Fundierung der klimapolitischen Maßnahmen, die von der neuen Bundesregierung im Koalitionsvertrag festgelegt wurden. Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden lernen, selbstständig wirtschaftswissenschaftliche bzw. klimapolitische Fragestellungen durch Literaturrecherche und eigenständige Bewertung der Quellen zu beantworten. Dabei wenden die Studierenden die in den Vorlesungen Makroökonomik A und B sowie Mikroökonomik A und B erworbenen Kompetenzen in konkreten Beispielen an. Für die Präsentation der Ergebnisse im Rahmen des Blockseminars entscheiden die Studierenden selbst kooperativ über die Verteilung der einzelnen Präsentationsschwerpunkte untereinander.

Nudging
Form and usability of the module: elective course for B.Sc. Economics Responsible teacher of the module: Dr. Franziska Heinicke Cycle of offer: irregular Duration: 1 semester ECTS credits: 6 Teaching method (hours per week): block seminar (2) Workload: 21 working hours for organizational meeting and block seminar, 147 working hours for preparation of the seminar paper and presentation. Course language: English Prerequisites: none Grading: term paper (60%), presentation (30%) and classroom discussion (10%) Expected number of students in class: max. 15   Goals and contents of the module: Recently, nudging has received increased attention in economic research as well as in the political debate. Nudging is understood as small changes in a choice environment that guide people's decisions in a certain direction without restricting choices. Prominent examples are nutrition labels on food or warnings on cigarettes. In this seminar, we will discuss insights of behavioral economics to better understand the effectiveness of nudges and consider the experimental evidence on nudges in various fields, such as financial decisions, health, politics, development economics and environmental economics. We will discuss experimental methods, effectiveness and limits of nudging, and ethical concerns arising with nudges. Expected competences acquired after completion of the module: The seminar will enable students to read and critically evaluate scientific papers in the field of nudging. In the term paper, students will focus on a problem of their choosing that might be addressed by nudging and propose a possible nudge for this situation. By applying insights gained from the literature to an existing problem, students will get a more practical understanding of nudges and train their ability to transfer knowledge between different contexts. By writing and presenting a term paper students will further improve their skill in writing and presenting scientific work.

Recent Empirical Evidence on the Causes of (Under-)Development
Form and usability of the module: elective course for B.Sc. Economics Responsible teacher of the module: Prof. Dr. Antonio Ciccone Cycle of offer: each semester Duration: 1 semester ECTS credits: 6 Teaching method (hours per week): block seminar (2) Workload: 21 hours in class and 147 working hours for preparation of the seminar paper and presentation. Course language: English Prerequisites: Analysis und lineare Algebra A, Statistik I + II, Grundlagen der Ökonometrie, 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.

Residential Energy Demand, Climate, and Growth
Form and usability of the module: elective course for B.Sc. Economics Responsible teacher of the module: Dr. Andreas Gerster / Dana Kassem, Ph.D. Cycle of offer: irregular Duration: 1 semester ECTS credits: 6 Teaching method (hours per week): block seminar (2) Workload: time in class 21 hours, independent study time for preparation of the seminar paper and presentation 147 hours. 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 is 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 of in terms of absorbing the current literature and in terms of academic writing, both of which will be useful to them when working on their Bachelor thesis. Moreover, students will have to present their paper in class to their fellow students in a clear and succinct way. Finally, students learn how to engage in a scientific debate. All of the above skills are of outstanding importance in many professional careers for economics graduates, especially so in English, the language of instruction for this class.

Topics in Economics of Education
Form and usability of the module: elective course for B.Sc. Economics
Responsible teacher of the module: Prof. Michelle Sovinsky, Ph.D. / Cristina Bellés-Obrero, Ph.D.
Cycle of offer: spring semester
Duration: 1 semester
ECTS credits: 6
Teaching method (hours per week): block seminar (2 SWS)
Workload: 21 working hours for organizational meeting and block seminar; 147 working hours for preparation of the seminar paper and presentation.
Course language: English
Prerequisites: 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 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 from their classmates. This presentation will be followed by a class discussion on the strengths and weaknesses of the student's work, which will allow student to defend their position during a group discussion.
Please note that you have to register for this seminar within the common registration week.

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

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

Cycle of offer: once a year

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Microeconomics A + B (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.

Wirtschaftsgeschichte der Weimarer Republik
Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelor-Studiengang Volkswirtschaftslehre Modulverantwortliche/r: Dr. Alexander Donges Turnus des Angebots: unregelmäßig Dauer: 1 Semester ECTS-Punkte: 6 Lehrmethode: Blockseminar (2 SWS) Arbeitsaufwand: 168 (Einführungsveranstaltung, Blocktermine, Zeit für die Anfertigung der Seminararbeit und der Präsentation sowie für das Selbststudium) Unterrichtssprache: Deutsch Teilnahmevoraussetzungen: keine Benotung: Seminararbeit (70%), Präsentation (20%) und Diskussionsbeteiligung (10%) Erwartete Zahl der Teilnehmer/innen: maximal 14 Teilnehmer. Ziele und Inhalte des Moduls: Tiefgreifende Krisen prägten die Wirtschaftsgeschichte der Weimarer Republik. Nach dem Ersten Weltkrieg misslang die Umstellung auf die Friedenswirtschaft. Soziale Unruhen und hohe Reparationsforderungen trugen dazu bei, dass sich der Staat mithilfe der Notenpresse finanzierte. Die immer schneller steigenden Inflationsraten führten in der Hyperinflation des Jahres 1923 zum Zusammenbruch der Wirtschaft. Mit der Währungsreform von 1924 konnte diese zwar stabilisiert werden, jedoch setzte aufgrund struktureller Probleme kein nachhaltiger Wirtschaftsaufschwung ein. Die Weltwirtschaftskrise markierte schließlich das Ende der Weimarer Republik. Im Blockseminar diskutieren wir unter anderem die wirtschaftshistorische Forschung zu folgenden Themenbereichen: Reparationen, Hyperinflation, Konjunkturentwicklung, Kapitalmärkte, Auslandsverschuldung, Weltwirtschaftskrise, Bankenkrise von 1931 und die wirtschaftlichen Ursachen für den Aufstieg der Nationalsozialisten. Erwartete Kompetenzen nach Abschluss des Moduls: Zentrales Anliegen des Blockseminars ist es, die Teilnehmer zur eigenständigen Bearbeitung einer mit dem Lehrenden abgestimmten wissenschaftlichen Problemstellung zu befähigen. Die Studierenden sind nach dem Besuch der Veranstaltung in der Lage, die für eine abgegrenzte Problemstellung einschlägige Literatur systematisch zu identifizieren, deren Inhalte zu durchdringen, einzuordnen und kritisch zu hinterfragen, die zu behandelnde Fragestellung im jeweiligen Forschungszusammenhang zu positionieren und mit Hilfe historischer und ökonomischer Methoden zu bearbeiten. Darüber hinaus sind sie damit vertraut, die Ergebnisse ihrer Arbeit zu präsentieren und in einer fachlichen Diskussion zu vertreten. Weitere Informationen: Themenliste und Literaturangaben finden Sie auf meiner Homepage (http://donges.vwl.uni-mannheim.de/). Die Anmeldung zum Seminar erfolgt während des zentralen Anmeldezeitraums im Herbstsemester 2021.

Teil C: Praktikum

Praktikum
Art und Verwendbarkeit des Moduls: Wahlpflichtmodul im Bachelorstudiengang Volkswirtschaftslehre Modulverantwortliche/r: Prüfungsausschuss für den Bachelorstudiengang Volkswirtschaftslehre sowie die Praktikumsstelle Dauer: 1 Semester ECTS-Punkte: 6 Lehrmethode: Praktikum Arbeitsaufwand: 175 nachgewiesene Zeitstunden im Praktikum; 5 Stunden für die Anfertigung des Praktikumsberichts gemäß Vorlage Unterrichtssprache: Sprache im Praktikum: beliebig; Sprache der Nachweise: Deutsch oder Englisch Teilnahmevoraussetzungen: mindestens ein Semester Studium der Volkswirtschaftslehre Benotung: Mindestens 175 im Praktikum nachgewiesene Zeitstunden, die üblicherweise innerhalb eines Zeitraums von 8 bis 12 Wochen zu erbringen sind; Praktikumsbericht und Bestätigungen gemäß Vorlage; das Praktikum wird nicht benotet. Ziele und Inhalte des Moduls: Anwendung wirtschaftswissenschaftlichen Fachwissens und wirtschafts-wissenschaftlicher Methoden auf praxisrelevante Fragestellungen; Erlernen praktischer berufsfeldbezogener Methoden und Schlüsselkompetenzen. Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden sind in der Lage, ihr im Studium erworbenes Wissen und Verständnis im beruflichen Kontext anzuwenden. Sie haben in ihrem Tätigkeitsfeld Argumente und Problemlösungen erarbeitet und weiterentwickelt sowie berufsbezogenes Fachwissen erworben. Sie haben Arbeitsprozesse reflektiert, bewertet und ggf. selbstständig gestaltet. Sie haben gegenüber Mitarbeitenden Positionen und Problemlösungen formuliert und argumentativ verteidigt und sich mit diesen über Informationen, Ideen, Probleme und Lösungen ausgetauscht. Im Rahmen eines Auslandspraktikums haben sie ggf. ihre berufsbezogenen Fremdsprachenkenntnisse erweitert. Weitere Informationen: Das Praktikum erfüllt die in der Richtlinie des Bundes zur Beschäftigung von Praktikantinnen und Praktikanten (Praktikantenrichtlinie Bund), gültig ab 1.1.2015, sowie die in den ergänzenden Durchführungshinweisen genannten Bedingungen eines Pflichtpraktikums (schriftlich bestätigt durch Referat D5 des Bundesministerium des Innern am 27. Juli 2017).

Teil D: Bachelorarbeit

Bachelorarbeit
Art und Verwendbarkeit des Moduls: Pflichtmodul im Bachelorstudiengang Volkswirtschaftslehre Modulverantwortliche/r: Prüfungsausschuss für den Bachelorstudiengang Volkswirtschaftslehre sowie der/die Betreuer/in der Bachelorarbeit Dauer: 1 Semester ECTS-Punkte: 12 Lehrmethode: schriftliche Abschlussarbeit Arbeitsaufwand: 336 Stunden Sprache: Deutsch oder Englisch nach Vereinbarung Teilnahmevoraussetzungen: mindestens ein bestandenes volkswirtschaftliches Seminar; bei Bachelorarbeiten in den Fächern Mathematik, Philosophie und Wirtschaftsinformatik gelten zusätzliche Voraussetzungen gemäß der Spezifischen Anlage 2 Benotung: Die Bachelorarbeit ist bestanden, wenn sie mindestens mit der Note „ausreichend" (4,0) bewertet wurde. Ziele und Inhalte des Moduls: Die Studierenden bearbeiten selbstständig ein Thema aus den Bereichen Volkswirtschaftslehre, Statistik, Ökonometrie und/oder Wirtschaftsgeschichte. Studierende, die die Bachelorarbeit in den Fächern Mathematik, Philosophie oder Wirtschaftsinformatik schreiben, bearbeiten selbstständig ein Thema aus dem jeweiligen Bereich. Die Bachelorarbeit soll zeigen, dass der/die Studierende in der Lage ist, auf der Basis seiner/ihrer grundlegenden und vertiefenden Ausbildung eine vorgegebene Problemstellung innerhalb einer begrenzten Zeit unter Kenntnis bzw. Verwendung der relevanten Theorien und Methoden selbstständig wissenschaftlich zu bearbeiten und die Ergebnisse sprachlich und formal angemessen darzustellen. Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden können • für die Lösung der jeweiligen Problemstellung geeignete wissenschaftliche Literatur selbstständig identifizieren und auswerten, • wissenschaftliche Konzepte und Methoden selbstständig auf die jeweilige Fragestellung anwenden, • dabei evtl. Wissenslücken selbstständig im Rahmen ihrer Vorkenntnisse schließen, • die erarbeiteten Resultate wissenschaftlich, gesellschaftlich und ggf. auch ethisch reflektieren, • ihre Ergebnisse präzise und konsistent sowie entsprechend den formalen Vorgaben einer wissenschaftlichen Arbeit darstellen und • ihren wissenschaftlichen Arbeitsprozess selbstständig organisieren.