



Universität Regensburg

TOPICS IN BEHAVIORAL LABOR ECONOMICS

Winter 2022

Instructor:	Alex Alekseev	Time:	See below
Email:	aleksandr.alekseev@ur.de	Place:	Zoom Link + See below

Course Page: [GRIPS Link](#)

Office Hours: By appointment

Office: Virtual - Zoom

Overview: The course serves as a reading seminar that provides students with an overview of the latest trends in behavioral labor economics—an intersection of behavioral/experimental economics and labor economics—as well as an opportunity for an in-depth study of a topic of interest. The course offers four topics that occupy a prominent place in the field: goal setting, loss aversion, gender differences, and peer effects. Each topic is represented by a few recent papers published in top-ranked journals. The students are given an option to select a paper from the menu and critically evaluate it by the means of giving an oral presentation and a written report.

Learning Objectives: At the end of the course, the students should

- understand recent trends in behavioral labor economics
- have an in-depth understanding of a study of choice
- be able to critically evaluate the study of choice by the means of an oral presentation and a written report
- be able to explain how their study of choice contributes to the field

Prerequisites: Advanced knowledge of economics, in particular, labor economics, behavioral/experimental economics, and econometrics will greatly help in completing the course. However, basic knowledge will also suffice, provided that a student is willing to put in enough effort.

Topics and Papers:

Loss Aversion

- de Quidt, J. 2017. Your Loss Is My Gain: A Recruitment Experiment with Framed Incentives. *Journal of the European Economic Association* 16:522–559
- Bulte, E., J.A. List, and D. van Soest. 2020. Toward an Understanding of the Welfare Effects of Nudges: Evidence from a Field Experiment in the Workplace. *The Economic Journal* 130:2329–2353

Peer Effects

- Dube, A., L. Giuliano, and J. Leonard. 2019. Fairness and Frictions: The Impact of Unequal Raises on Quit Behavior. *American Economic Review* 109:620–63
- Heinz, M., S. Jeworrek, V. Mertins, H. Schumacher, and M. Sutter. 2020. Measuring the Indirect Effects of Adverse Employer Behaviour on Worker Productivity: A Field Experiment. *The Economic Journal* 130:2546–2568

Goal Setting

- Gosnell, G.K., J.A. List, and R.D. Metcalfe. 2020. The Impact of Management Practices on Employee Productivity: A Field Experiment with Airline Captains. *Journal of Political Economy* 128:1195–1233
- Clark, D., D. Gill, V. Prowse, and M. Rush. 2020. Using Goals to Motivate College Students: Theory and Evidence From Field Experiments. *The Review of Economics and Statistics* 102:648–663

Gender Differences

- Exley, C.L., M. Niederle, and L. Vesterlund. 2020. Knowing When to Ask: The Cost of Leaning In. *Journal of Political Economy* 128:816–854
- Mengel, F. 2020. Gender differences in networking. *The Economic Journal* 130:1842–1873
- Sarsons, H., K. Gërxhani, E. Reuben, and A. Schram. 2021. Gender Differences in Recognition for Group Work. *Journal of Political Economy* 129:101–147

Important Dates:

- October 25, 10:00–11:30, CH 33.1.89: Kick-off meeting
- December 2, 23:59: Deadline to submit presentations
- December 3, 10:00–15:00, ++VG 1.37: Student presentations 1
- December 16, 10:00–15:00, ++VG 1.37: Student presentations 2
- January 17, 2022, 23:59: Deadline to submit reports

Grading Policy: Students are required to do an oral presentation (45% of the grade) and written report (45% of the grade) on the study of choice, selected from the menu below. Students may work independently or in teams of two. In case of a team work, each team-member will receive the same grade. Active participation during presentations is encouraged and can yield additional points (up to 10% of the grade). Grading is as follows:

1,0: 95 to 100	3,3: 60 to 64
1,3: 90 to 94	3,7: 55 to 59
1,7: 85 to 89	4,0: 50 to 54
2,0: 80 to 84	4,3: 45 to 49
2,3: 75 to 79	4,7: 40 to 44
2,7: 70 to 74	5,0: less than 40
3,0: 65 to 69	

Course Policies:

1. This course syllabus provides a general plan for the course, deviations may be necessary
2. Depending on the University policies, the meetings could be held in-person or online
3. Your constructive assessment of this course plays an indispensable role in shaping education in the University. Upon completing this course, please take time to fill out the course evaluation
4. If you have read the syllabus up to this point, send me an email with “Topics in Behavioral Labor Economics” in the subject line and “Syllabus” in the body
5. Students are expected to behave properly in class so as not to interfere with the learning environment of others in the classroom. This includes showing up for class on time, not leaving early (or at least being quiet if either of those do happen), not talking to neighbors in class, not using cell phones during class, etc. All cell phones and other noise-making devices must be turned off during exams. Students not adhering to these guidelines may be asked to leave the class and may be subject to an administrative withdrawal (depending on the severity of the infraction).