UNIVERSITÄT
MANNHEIM
Abteilung Volkswirtschaftslehre

Modulkatalog für den Spezialisierungsbereich

des Bachelorstudiengangs Volkswirtschaftslehre

Kalenderjahr 2018

Foto: Anna Logue

Stand: 11.04.2019

Inhaltsverzeichnis

Teil A: Vorlesungen des Spezialisierungsbereichs

Analysis und lineare Algebra B
Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre, ggf. Wahlveranstaltungen in anderen Bachelorstudiengängen der Universität Mannheim. **Modulverantwortliche/r:** Steffen Habermalz, Ph.D. **Turnus des Angebots:** jedes Frühjahrs-/Sommersemester **Dauer:** 1 Semester **ECTS-Punkte:** 6 **Lehrmethode:** Vorlesung (2 SWS) + Übung (1 SWS) **Arbeitsaufwand:** Präsenzzeit Vorlesung und Übung: 31,5 Stunden; Zeit für Selbststudium, Klausurvorbereitung und Klausur: 136,5 Stunden. **Unterrichtssprache:** Deutsch **Teilnahmevoraussetzungen:** Analysis und lineare Algebra A **Benotung:** Klausur (90 Minuten) **Erwartete Zahl der Teilnehmer/innen:** abhängig von den Wahlentscheidungen im Spezialisierungsbereich. **Ziele und Inhalte des Moduls:** Dieser Kurs wendet sich an VWL-Studierende ohne Beifach Mathematik ab dem zweiten Fachsemester. Er erweitert und vertieft die Inhalte der Erstsemesterveranstaltung Analysis und Lineare Algebra A. Im Mittelpunkt steht die Optimierung von Funktionen mehrerer Variablen (hauptsächlich mit Nebenbedingungen) als Kerngebiet der ökonomischen Analyse. Besonderen Wert gelegt wird auf rigorose Beweise der teilweise schon bekannten Sätze (z. B. LaGrange, Kuhn-Tucker). Um dies zu erreichen, werden formale Grundlagen der Analyse von Funktionen der reellen Zahlen formal erläutert und bewiesen (z. B. Mengen, Konvergenz, Stetigkeit, Differenzierbarkeit, verschiedene Theoreme). **Erwartete Kompetenzen nach Abschluss des Moduls:** Die Studierenden haben zusätzliche mathematische Kompetenzen, insbesondere in den oben genannten Bereichen, erworben. Sie haben ihr Verständnis für anspruchsvollere mathematische Methoden vertieft und sind in der Lage, diese bspw. in Seminar- oder Bachelorarbeiten anzuwenden.

Antitrust / Competition Policy

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

Responsible teacher: Harim Kim, Ph.D.

Cycle of offer: Irregular

Duration: 1 semester

ECTS credits: 6

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

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

Course languague: English

Prerequisites: Mikroökonomik A + B, Grundlagen der Ökonometrie

Grading: written final exam, 120 min.

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

Goals and contents of the module: This course is designed to provide an introduction to theoretical models and empirical methods in industrial organization, focusing on competition policy/antitrust. Monopoly and strategic interactions between firms will be studied using research papers and antitrust cases. Specifically, topics include collusion, horizontal merger, predation, and vertical restraints.

Expected competences acquired after completion of the module: Upon completion of the course, students will be able to evaluate firm interactions to determine if they violate current antitrust/competition policy laws, to analyze the welfare and competitive impact of firm interactions in the light of policy; and enhancement of communication skills through presentation in the exercise session.

Applied Multivariate Statistics
Form and usability of the module: Elective course for B.Sc. Economics **Responsible teacher of the module:** Dr. Toni Stocker **Cycle of offer:** Each Fall Semester **Duration:** 1 semester **ECTS credits:** 7 ECTS **Teaching method (hours per week):** Lecture (2) + Exercise (2) **Workload: Total:** 196 hours, Time in class: 42 hours, Independent study time and preparation for the exam: 154 hours **Course language:** English **Prerequisites:** Statistik I+II, Grundlagen der Ökonometrie, Laptop required **Grading:** Final Written Exam (takes place in the PC-Pool, 120 minutes) + Homework Assignments to submit plus active participation in tutorials during the semester. 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:** Subject of this course is to provide an overview about classical methods for describing and analyzing high-dimensional data. Thereby the main focus is on their practical application. The Statistical Software R will intensively be used upon many real data examples. Contents: Introduction to AMS, Matrix Algebra, Multivariate Samples, Principal Component Analysis (PCA), Biplots, Factor Analysis, Multidimensional Scaling (MDS), Cluster Analysis, Linear Discriminant Analysis (LDA), Binary Response Models, Correspondence Analysis. **Expected competences acquired after completion of the module:** At the end of the semester students • know and understand most common methods for analyzing multivariate data and their theoretical background • can proficiently use R when using multivariate techniques: data import, constructing graphics, inference, model diagnosis and assessment • have experienced the possibilities and limitations of multivariate methods on the basis of real data examples **Further information:** Students should have a solid background in Statistics (e.g. two or more courses in Statistics). A course in Basic Econometrics is helpful but not strictly required. Students are not allowed to enter this course after the 3rd lecture.

Behavioral Development Economics

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

Responsible teacher of the module: Dr. Arne Robert Weiss

Cycle of offer: Each fall

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, exam preparation and preparation of the presentation.

Course language: English

Prerequisites: Mikroökonomik A + B, Statistik I + II.

Some statistical background (in particular hypothesis testing and understanding regression results) is necessary to be able to follow the course. Prior knowledge in development economics, experimental economics and behavioral economics is helpful but not required.

Grading: 90 min Exam (70%), presentation (30%)

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

Goals and contents of the module: This course will cover the "behavioral turn" in development economics, from "thinking big" to "thinking small". We will cover the relevance of behavioral economics to development, structured along theoretical mechanisms, in areas such as decisions on consumption and spending, savings, health, and production. Furthermore, we will discuss how to learn from experiments, the arguably primary source of evidence in behavioral development economics, for theory-building and development policy.

Expected competences acquired after completion of the module: Students will be familiar with key areas of behavioral development economics. They will know how to apply these diagnostically when thinking of development problems. Students will have gathered experience in reading, summarizing and discussing original academic literature ("papers") in this field and in critically appraising experimental results.

Economic Growth

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

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

Cycle of offer: each fall semester

Duration: 1 semester

ECTS credits: 8

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

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

Course language: English

Prerequisites: Calculus, Makroökonomik A

Grading: The final grade will depend on your performance in a final exam administered at the end of the term and on how well you do in solving problem sets. The exam grade will count 70% and your problem set grade will count 30%. Problem sets can be done in groups but I want individual hand-written solutions from everybody.

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

Goals and contents of the module: The course is about fundamental models used to analyze theoretical and empirical issues in economic growth. The broad structure of the course is:

A. Important Facts
B. The Neoclassical Growth Model with Empirical Implications and Applications
C. Human Capital, Externalities, Endogenous Technological Change, and Ideas
D. Institutions and Economic Development

In this class, we will learn about economic growth and development at the aggregate level. Growth typically refers to economic progress post-industrialization, while development refers to the process of industrialization itself, or the process of less-developed countries catching up with advanced countries. In this course, 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 its variants, which attempt to explain these facts - the main elements of the model are physical and human capital, population growth, and technological progress. The model-based approach allows us to think about the effects of government policy or exogenous changes from outside the model. We conclude the first half of the course with a theoretical review of why these models are able to explain some growth facts, where they fail, and a brief discussion of globalization. The latter half of the course will focus on development. We will briefly review Solow model variants of development and discuss why they are less well suited to answer questions regarding development. To this end, we study a Malthusian model and contrast its implications with a Solow-style model.

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.

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 languague: English

Prerequisites: Makroökonomik A + B

Grading: based on 2 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.

Empirical Methods for Public Economics and Economic Policy
Form and usability of the module: Elective course for B.Sc. Economics
Responsible teacher of the module: Dr. Philipp Dörrenberg
Cycle of offer: Spring term 2018
Duration: 1 semester
ECTS credits: 5
Teaching method (hours per week): Lecture (2)
Workload: time in class 21 hours lecture, independent study time and preparation for the exam 119 hours.
Course language: English
Prerequisites: Introductory classes in Mathematics, Econometrics and Public Economics
Grading: written exam (90 minutes) and/or take-home exam
Expected number of students in class: depends on students' choice.
Goals and contents of the module: The course gives students a thorough understanding of the main methods and approaches for empirical research in public economics and economic policy. The focus is on understanding the advantages and disadvantages of the available econometric methods and data, and less on a highly technical presentation. Using examples of recent academic research papers, we will analyze applications in public economics, political economy and policy evaluation. It is advisable that students have completed classes in Mathematics, Econometrics and Public Economics before attending this course.
Expected competences acquired after completion of the module: Students understand the basic theoretical concepts and fundamental empirical methods to analyze the effects of policy interventions. Students are able to understand, and critically evaluate, research papers in the field of public economics.

Experimental Economics

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

Responsible teacher of the module: Prof. Dr. Peter Dürsch

Cycle of offer: Irregular

Duration: 1 semester

ECTS credits: 7

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

Workload: Lecture/exercise class: 42 hours of time in class and 154 hours of independent study time and preparation for the exam.

Course language: English

Prerequisites: none (some knowledge of game theory will be helpful)

Grading: written exam, 120 min.

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 analysing 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 experiments
- 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

Financial Econometrics

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

Responsible teacher of the module: Prof. Dr. Nestor Parolya

Cycle of offer: irregular

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 and Grundlagen der Ökonometrie

Grading: Final exam, written 90 min.

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

Goals and contents of the module: The lecture deals with the statistical properties of financial market data and econometric methods which can be used to analyse these data. We will study procedures to test for the efficient market hypothesis and become familiar with methods to model the mean and the volatility of financial time series. Besides the application of nonparametric and classical test procedures, the focus will be on time series methods and models. In particular, ARMA and GARCH models will be covered. Empirical illustrations and exercises are incorporated into the lecture.

Expected competences acquired after completion of the module: after this course the students will be able to analyze financial data sets and apply the appropriate time series models to them. This includes understanding and interpretation of the obtained results and its economic plausibility. At last, the students will gain the basics of the statistical software R, which can be further used for different purposes of statistical modelling. The gained knowledge will help to develop skills for construction of more complex multivariate models.

Fiscal Federalism

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

Responsible teacher of the module: Dr. Zareh Asatryan

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 5

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

Workload: time in class: lecture 21 hours, independent study time and preparation for the exam 119 hours.

Course language: English

Prerequisites: Basic Econometrics, Micro A and Macro A

Grading: Grading is based on active class participation and quizzes (20%), a presentation of an academic paper (30%), and a take home exam consisting of a short briefing paper on the broader topic related to the class presentation (50%).

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

Goals and contents of the module: This lecture deals with the public finances of multi-tiered governments. It starts with a historical and comparative review of fiscal federalism, particularly focusing on US, Swiss and German federations as well as on the emerging model of fiscal governance in the European Union. The lecture introduces the basic tradeoffs on central versus local provision of public goods, and on tax competition including the interdependence of fiscal decisions of multi-tiered governments through the mobility and overlap of tax bases. It then uses the tools of applied micro-econometrics to analyze the spending and revenue-raising choices of state and local governments, and the political economy of intergovernmental transfers.

Expected competences acquired after completion of the module: With completion of the course students are expected to learn:

i)   the most important theories, practices and methods in the field of fiscal federalism,

ii)   how to interpret research findings in a meaningful way, and

iii)   how to use the available evidence to make policy suggestions.

Game Theory

Form and usability of the module: Elective course for B.Sc. Economics
Responsible teacher of the module: Lily Yang, Ph.D.; Prof. Dr. Thomas Tröger
Cycle of offer: Every Spring semester
Duration: 1 semester
ECTS credits: 6
Teaching method (hours per week): Lecture (2) + exercise (1)
Workload: time in class: lecture 21 hours and exercise 10.5 hours, independent study time and preparation for the exam 136.5 hours.
Course language: English
Prerequisites: Mikroökonomik A+B
Grading: Written Exam, 90 min.
Expected number of students in class: depends on students' choice.
 	
Goals and contents of the module: Goals and Contents: 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:
   I.   Bayesian Games
  II.   Extensive Games
 III.   Evolutionary Games
 IV.   Repeated Games
  V.   Coalitional Games
 	
Expected competences acquired after completion of the module: Basic understanding and knowledge of game theory.

Impact Evaluation

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

Responsible teacher of the module: Dr. Giulia Montresor

Cycle of offer: Every Spring semester

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Basic Econometrics, Statistics I and II

Grading: final exam (90 minutes)

Expected 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, and Regression Discontinuity Design. Students will be both exposed to fundamental concepts behind the estimation of causal effects and related applied application.

Expected competences acquired after completion of the module:
- Understand what impact evaluation is and the different techniques use
- Understand the identification assumptions underlying each impact evaluation technique
- Review the "parameters of interest"
- Make judgments about what specific impact evaluation technique is appropriate to use according to the context and type of intervention

Industrial Organization

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

Responsible teacher of the module: Prof. Nicolas Schutz, Ph.D.

Cycle of offer: Every fall term

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Microeconomics A and B

Grading: written, 90 minutes

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

Goals and contents of the module: In a market economy, firms are in charge of deciding what and how much to produce, and consumers respond to this by shopping for the best alternative. This course analyzes the behavior of firms. It aims to answer the following questions: What is a firm? What defines the boundaries of a firm? Given established boundaries, how do firms make production decisions and how do they compete with each other? Should government meddle with the operation of firms?

The course is organized as follows:
1. Review on perfect competition
2. Review on game theory
3. Monopoly
4. Static oligopoly
5. Dynamic oligopoly and collusion
6. Product differentiation
7. Information
8. Advertising
9. Merger, entry and market structure
10. Network effects
11. Vertical relations
12. Patents and R&D
13. Antitrust

Expected competences acquired after completion of the module: Students acquire a broad knowledge in the field of industrial organization. They understand, among others, why monopolies harm social welfare, why price discrimination may benefit final consumers, why firms have incentives to escape the so-called Bertrand paradox, why collusion becomes harder to sustain in a shrinking industry, why firms have incentives to differentiate themselves as much as possible from their competitors, etc. To deal with these issues, and to solve the relevant theoretical models, students apply various game theoretical and mathematical tools, such as optimization methods and multivariate calculus. 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. They will understand the limitations of these theories, and how these limitations can be overcome. The focus on model-building, and not on mindless memorization, will enable students to deepen their knowledge in the field of industrial organization if they need to do so. In particular, students will be able to teach themselves theories which are not dealt with in this course, or to read more advanced research articles. The field of industrial organization has a lot of real-world applications. For instance, a graduate working in an antitrust authority will be able to apply monopoly, oligopoly and cartel theory, when deciding whether to clear a horizontal merger.

A graduate working for a management consulting firm, or for any corporation, will be able to apply industrial organization theory to pricing strategy. More generally, this course promotes strategic, analytical and critical thinking, which is crucial in any professional career. Graduates are able to apply industrial organization theory to real world situations. For instance, when conducting a market analysis, they are able to identify what are the most important characteristics of this specific market. What are the available technologies? Are they likely to evolve in the near future? Is there a scope for product differentiation? Is entry likely to occur in the short run? In the longer run? The field of industrial organization uses analytical and quantitative tools. Theories are formulated using formal, mathematical models. However, as already pointed out, 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 industrial organization.

Informational Economics

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

Responsible teacher of the module: Prof. Takakazu Honryo, Ph.D.

Cycle of offer: every spring term

Duration: 1 semester

ECTS credits: 5

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

Workload: time in class: lecture 21 hours, independent study time and preparation for the exam 119 hours.

Course language: English

Prerequisites: Basic knowledge in Game Theory

Grading: Written Exam, 120 min.

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

Goals and contents of the module: This course covers topics related to asymmetric information, and especially we learn basics of contract theory (adverse selection and Moral Hazard) and signaling games (that includes theory of communication). Contract theory designs the strategic environment so as to induce players to behave in the desired way. The question is: "How can we change the strategic environment (by imposing a contract or an organizational structure) such that the resulting equilibrium behavior of the involved players is efficient. In signaling games, we analyze the situation in which informed players decide how to signal their type, and the uninformed player has to decide how to respond to his informed opponent recognizing that signals may be strategically chosen. Both classes of models have a wide variety of applications.

Expected competences acquired after completion of the module: This course introduces three or four basic models of situations under asymmetric information. Students will acquire a lens through which they can analyze important issues in the real worlds: how prices are set in various markets, how communication is done effectively, how organizations work, and how people's opinions are formed. Through analyzing formal economic models, students are expected to learn how to express their opinion in a rigorous manner and learn how to elaborate their thoughts.

Institutioneller Wandel und langfristiges Wirtschaftswachstum

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre

Modulverantwortliche/r: Dr. Alexander Donges

Turnus des Angebots: jedes Frühjahrssemester

Dauer: 1 Semester

ECTS-Punkte: 7

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

Arbeitsaufwand: Insgesamt 196 Stunden (davon Präsenzzeit Vorlesung + Übung: 42 Stunden; Zeit für Selbststudium, Klausurvorbereitung und Klausur: 154 Stunden).

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Vorlesung „Wirtschaftsgeschichte"

Benotung: Klausur (90 Minuten)

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

Ziele und Inhalte des Moduls: In dieser Veranstaltung betrachten wir den Zusammenhang zwischen institutionellem Wandel und langfristigem Wirtschaftswachstum aus wirtschaftshistorischer Perspektive. In Anlehnung an die jüngere empirische Forschungsliteratur untersuchen wir die Ursachen langfristiger globaler und regionaler Entwicklungsunterschiede. Die Rolle institutioneller Faktoren (z.B. die Sicherheit der Eigentumsrechte, politische Partizipationsmöglichkeiten sowie die Effizienz des Rechtssystems) soll von anderen Entwicklungsdeterminanten wie geographischen oder kulturellen Faktoren abgegrenzt werden. Den Schwerpunkt der Vorlesung bildet die Frage nach dem Zeitpunkt und den Ursachen der „großen Divergenz" („Great Divergence"), d.h. der Beschleunigung des Wirtschaftswachstums in den Staaten Westeuropas, die sich in ihrer Entwicklung von anderen Erdteilen, insbesondere China und Indien, spätestens ab dem 19. Jahrhundert abkoppelten. Daran anknüpfend untersuchen wir, inwieweit institutionelle Faktoren die langfristigen Entwicklungsunterschiede ehemaliger europäischer Kolonien erklären können. Ferner betrachten wir die Ursachen aufholender wirtschaftlicher Entwicklung im 19. und 20. Jahrhundert. In diesem Zusammenhang untersuchen wir unter anderem, warum es Japan und Südkorea gelang, zu den führenden westlichen Industrienationen aufzuschließen. Die Veranstaltung setzt sich aus einer 2-stündigen Vorlesung und einer 2-stündigen Übung zusammen. Ziel der Übung ist es, die in der Vorlesung vermittelten Inhalte zu vertiefen. Hierzu sollen ausgewählte Aufsätze aus der jüngeren empirischen Forschungsliteratur im Detail beleuchtet und mit den Studierenden kritisch diskutiert werden.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden haben die fachlichen Kenntnisse und methodischen Fertigkeiten zur Analyse und Interpretation empirischer Zusammenhänge erworben. Dabei haben sie insbesondere gelernt, die Erkenntnisse aus empirischen Daten mit qualitativen Quellen sinnvoll zu verknüpfen und Theorie zu diskutieren.

Weitere Informationen: Als einführende Literatur wird empfohlen: Daron Acemoglu und James A. Robinson (2012): Why Nations Fail. The Origins of Power, Prosperity, and Poverty, London. [deutsche Übersetzung des englischen Originals: Daron Acemoglu und James A. Robinson (2013): Warum Nationen scheitern. Die Ursprünge von Macht, Wohlstand und Armut, Frankfurt am Main.]

Intermediate Econometrics

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

Responsible teacher of the module: Dr. Mehdi Hosseinkouchack

Cycle of offer: Irregular

Duration: 1 semester

ECTS credits: 7

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

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

Course language: English

Prerequisites: Statistik I + II, Grundlagen der Ökonometrie, Grundlagenwissen in Stata/R

Grading: Final exam (120 min, 70%) + assignments (30%)

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

Goals and contents of the module: This module discusses the following topics:

1. Review of OLS
2. Measurement error problem
3. Weighted least squares
4. Partitioned regressions
5. Panel data models: fixed effects and random effects
6. Treatment effects analysis
7. Binary choice models
8. Generalized method of moments - GMM

This module is designed for Bachelor students who already have some background knowledge in econometrics and would like to learn more econometric tools that are quite common in social sciences and to sharpen their understandings on some of the more elementary estimation techniques. After a brief review of the ordinary least squares [OLS] estimation method, this course looks into one of the prevalent problems in most of the applications, namely the MEASUREMENT ERROR. As such, it sharpens the understanding of the participants on the possible pitfalls of OLS. WEIGHTED LEAST SQUARES is then the next topic covered by this course, which helps taking care of some heterogeneity in the data. The next topic is PARTITIONED REGRESSIONS, which is a very important input to the regression analysis when it comes to understanding how do control variables help single out the parameters of interest. Such partitioning is also an important tool for more advanced econometric courses. PANEL DATA analysis comes next with a focus on both fixed effects and random effects. TREATMENT EFFECT ANALYSIS that is one of the most used techniques in the analysis of job market policies, among other contexts, is discussed next. We also discuss BINARY CHOICE MODELS, so that the participants learn how to deal with the estimation of models where the dependent variable is a binary variable stemming from most assignment mechanisms. Finally, we discuss the GENERALIZED METHOD OF MOMENTS briefly. The course includes many examples on each topic, analyzing different problems using a statistical software.

Expected competences acquired after completion of the module: Upon completing this course, the students will have a deep understanding of the ordinary least squares method, learning tools that fit a wide range of real world problems. The course has an applied flavor, while certain theoretical issues will be discussed too; therefore, the students will be able to both apply the techniques in this course and to understand how these estimation techniques function. In particular,

- the participants will understand what is the measurement error problem and how does that affect their estimations in a linear framework, as such they will become well aware of one the pitfalls of the ordinary least squares method;

- the participants will learn partitioned regressions and this helps them learn how does conditioning on control variables provides channels to identify parameters of interests while being prepared for more advanced courses;
- the participant will be able to take care of some forms of heterogeneity by learning weighted least squares and as such they will be able to understand how to make more efficient inference which is the single most important topic for social scientists and quantitative analysts;
- the participants will learn what a panel data structure is and will learn how to take care of unobserved effects in this framework;
- the participants will learn how to analyze the effect of policy implementations in different social frameworks using treatment effects analysis;
- the participants will learn how to go about estimation of their parameters of interest when dependent variable is a binary variable;
- the participants will finally learn a quite general estimation technique, namely generalized method of moments, which is helpful for situations where there is endogeneity or some forms of heterogeneity in the data;
- the participants will learn to conduct their analyses based on the methods discussed above using a statistical software.

Further information: References used for this course are
- Bruce E. Hansen (2018), Econometrics, Manuscript, University of Wisconsin.
- James H. Stock and Mark W. Watson (2003) Introduction to Econometrics, Addison Wesley.

Internationale Ökonomik

Form and usability of the module: Elective course / Compulsory course for B.Sc. Economics

Responsible teacher of the module: Prof. Harald Fadinger, Ph.D.

Cycle of offer: each fall semester

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): lecture (2) and practical exercise (2)

Workload: time in class 42 hours, independent study time and preparation for the exam 126 hours.

Course language: English

Prerequisites: Mikroökonomik A, Makroökonomik A

Grading: written exam (90 minutes)

Further instructor(s): teaching assistants for exercise classes.

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

Goals and contents of the module: The course gives an introduction to international economics. The covered material corresponds to the international standard for a course in international economics. The first half of the course covers core models of international trade, such as classical theories of comparative advantage (Ricardo and Heckscher-Ohlin) and trade models with scale economies (Krugman), and fundamentals of trade policy and the World Trade Organization. The second half of the course covers international macroeconomics. We will discuss the intertemporal approach to the current account, international capital flows, exchange rates, fiscal and monetary policy in open economies.

1. International Trade
    1.1. Introduction and facts about international trade
    1.2. The Ricardian model of international trade
    1.3. The Heckscher-Ohlin model
    1.4. Trade models with imperfect competition
    1.5. Trade policy and the WTO
    1.6. Foreign direct investment (FDI) and offshoring
2. International Macroeconomics
    2.1. The balance of payments
    2.2. Theories of international financial flows and the current account
    2.3. Short-run theories of exchange rates
    2.4. Long-run theories of exchange rates
    2.5. Fiscal and monetary policy in open economies
    2.6. Sovereign debt crises/exchange rate crises

Expected competences acquired after completion of the module: The student is acquainted with the core theories in international economics, as well as basic knowledge of the relevant international institutions. The student has learned to analyze and evaluate questions in international economics independently. The ability to analyze complex situations using analytical tools and logical thinking is increased.

Further information: Literature:
- Feenstra and Taylor (2011), International Economics, Second Edition, Worth Publishers.
- Schmitt-Grohe and Uribe: International Macroeconomics, Lecture Notes, Duke University.
- Krugman, Obstfeld und Melitz (2014): International Economics, 10th Edition, Pearson.

Internet Economics

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

Responsible teacher of the module: Anton Sobolev, Ph.D.

Cycle of offer: Irregular

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Mikroökonomik A + B, Industrial Organization, basic knowledge in game theory recommended

Grading: Final exam, 120 min (+ potentially presentation)

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

Goals and contents of the module: The rapid development of the Internet provides not only new business models and life styles but also a novel area for economists to explore. We are especially interested in how online businesses are organized, what role search intermediaries play in getting together buyers and sellers, the optimal design of online platforms and related efficiency issues. The topics we are going to cover are based on real world examples, such as consumer search using search engines, competition between major search engines such as Google and Yahoo, information overload and junk emails, and online auctions on eBay. The course will be mainly theory-orientated. The theoretical models we will cover thus require a solid microeconomics and math background. However, we will also discuss related case studies, empirical works and experiments.

Expected competences acquired after completion of the module: Students are expected to acquire basic knowledge of the internet markets and can explain online phenomenon by using economics language. They should be able to discuss the platform pricing structure, online participant interactions, consumer surplus and related policy issues.

Further information: There is no required textbook for this course. The lecture will be mainly based on lecture notes and some research papers. However, the following books might be useful for both refreshing basic IO knowledge and selective reading of topics.

- Paul Belleflamme and Martin Peitz, Industrial Organization: Markets and Strategies, 2010, Cambridge University Press.
- Martin Peitz and Joel Waldfogel, The Oxford Handbook of The Digital Economy, 2012, Oxford University Press.
- Hal Varian, Information Rules: A Strategic Guide to the Network Economy, 1998, Harvard Business Review Press.

Notice that it is unnecessary to buy those books, as we will only cover a small fraction of each book.

Labor Markets

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

Responsible teacher of the module: Steffen Habermalz, Ph.D.

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 8

Teaching method (hours per week): Lecture (3) + exercise (1)

Workload: time in class: lecture 31.5 hours and exercise 10.5 hours, independent study time and preparation for the exam 182 hours.

Course language: English

Prerequisites: Grundlagenbereich

Grading: Written Exam, 90 min.

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

Goals and contents of the module: This course introduces the student to the economic analysis of the market for human resources: The Labor Market. After a brief introduction we will analyze the determinants of Labor Supply and Labor Demand followed by discussion of Labor Market Equilibrium including the debate over the minimum wage. The acquisition of Human Capital (overall skill level of a person incl. education / degrees) plays a major role in modern societies. We will outline the basic theory of Human Capital formation with an application to education. After reviewing Signaling as an alternative reason for the acquisition of educational degrees the course introduces Compensating Differentials as the basis for occupational choice. We then examine worker mobility with an emphasis on geographic mobility followed by a discussion of the wage effects of (legal) immigration. Finally, we will outline different theories of labor market discrimination and also describe the empirical evolution of gender and racial differences in wages.

Expected competences acquired after completion of the module: After taking this course the student should have a good understanding of the theoretical and empirical models used in the analysis of labor markets. While the course will mostly rely on positive analysis, the fact that Labor Economics deals with human beings necessitates the discussion of the interaction between normative and positive economic analysis. Understanding this difference is key when communicating with non-economists. Understanding the critical issues in Labor Economics (i.e. the minimum wage, labor demand) gives graduates critical knowledge and skills that they can use in their jobs when asked to make decisions. In addition, emphasis will be placed on an intuitive understanding of the topics which enables the students to effectively communicate complex topics to both laypersons and groups. Finally, this course is taught in English, and graduates therefore acquire a profound knowledge of the English terminology in the field of Labor.

Law and Economics

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

Responsible teacher of the module: Prof. Galina Zudenkova, Ph.D.

Cycle of offer: once a year

Duration: 1 semester

ECTS credits: 5

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

Workload: time in class 21 hours lecture, independent study time and preparation for the exam 119 hours.

Course language: English

Prerequisites: Intermediate Microeconomics, Basic Game Theory

Grading: Final exam, written 90 min. (85%) + Active participation in class (15%)

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

Goals and contents of the module: This course provides an introduction to the field of Law and Economics. It covers core ideas in the areas of tort law, contract law and criminal law, property law and the Coase Theorem, intellectual property law and constitutional law, among others. The focus of the lectures will be primarily on theoretical work. Practice exercises will be assigned during the semester. The course provides an introduction to economic analysis and its application to legal rules and institutions that is accessible to any student who has taken principles of microeconomics and game theory.

Contents:

1. Tort law with one active party
2. Tort law with two or more active parties
3. Contracts
4. Contracts with two active parties
5. Criminal law
6. Property rights & the Coase Theorem
7. Intellectual property law
8. Constitutional law

Expected competences acquired after completion of the module: Students leave the course understanding how microeconomic theory can be used to critically evaluate law and public policy. The course should prove useful for any student interested in analyzing policy issues. It will be particularly valuable background for those students intending to specialize in public economics and political economy.

Markets and the Environment

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

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

Cycle of offer: Every Spring semester

Duration: 1 semester

ECTS credits: 7

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

Workload: Time in Class: Lecture 21 hours and exercise 21 hours; independent study time and preparation for the exam: 154 hours.

Course language: English

Prerequisites: Mikroökonomik A+B, Grundlagen der Ökonometrie

Grading: Written final exam, 90 min.

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

Goals and contents of the module: This course will provide an introduction to the field of environmental and natural resource economics. The course will be subdivided into four subject areas:

1. Economic analysis of policy instruments for regulating environmental pollution: Command-and-control regulation vs. market-based policy instruments.
2. Techniques for the valuation of environmental quality as an input for cost-benefit analysis: Hedonic pricing, travel cost method and contingent valuation.
3. International aspects of environmental regulation: International environmental agreements, "pollution leakage" via international trade and investment.
4. Efficient management of renewable and non-renewable natural resources.

Expected competences acquired after completion of the module: Students acquire a broad knowledge in the field of environmental and resource economics. They understand the economic underpinnings of environmental regulation, for example, how environmental externalities affect social welfare, and why international cooperation to curb transboundary pollution is sometimes hard to achieve. Furthermore, they acquire an economic understanding of supply and demand for natural resources, and why scarce resources command a rent even when markets are competitive. To analyze these issues and to solve the relevant theoretical models, students apply various game theoretical and mathematical tools, such as optimization methods and multivariate calculus.

For a better grasp of the mechanics of these models, students learn how to use spreadsheet software to solve optimization models and how to employ statistical software to estimate quantitative models of environmental valuation. Computer tasks are solved in teams of 2-3 students, so that students learn how to solve applied problems in small teams and communicate their ideas to fellow students. Students should not mindlessly memorize the theories presented in this course, but rather understand where the models come from, and why they have been developed. Likewise, they should not simply employ computational tools but understand the limitations of these theories, and how these limitations can be overcome.

The field of environmental economics has a lot of real-world applications. For instance, a graduate working in an environmental regulatory authority will be able to apply both the theory of environmental regulation and environmental valuation techniques when deciding whether to impose quota or a tax on pollution emissions. When working for a private corporation that participates in a cap-and-trade system for pollution emissions, a graduate will be able to apply the tools learned in order how to best respond to this policy. More generally, this course promotes strategic, analytical and critical thinking, which is crucial in any professional career.

The field of environmental economics uses analytical and quantitative tools. Theories are formulated using formal, mathematical models. However, graduates should not only be able to solve these models mathematically, but also to understand the intuition at work. Importantly, students are expected to be able to state this intuition in words. Therefore, graduates will be able to exchange information, ideas, and solutions both with experts of the field (using models, maths and jargon) and with laymen (in plain English). Finally, this course is taught in English, and graduates therefore acquire a profound knowledge of the English terminology in the field of environmental and resource economics.

Markov-Ketten

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang VWL

Modulverantwortlicher: Dr. Ingo Steinke

Turnus des Angebots: etwa jedes zweite Herbstsemester

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

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: Die Vorlesung stellt eine Einführung in die Theorie der Markov-Ketten mit diskretem Zustandsraum dar. Es werden grundlegende Eigenschaften von Markov-Ketten untersucht mit einem besonderen Augenmerk auf das Verhalten von Markov-Ketten über längere Zeiträume. Es werden Beispiele für ihre Anwendung in der Biologie, den Wirtschafts- und Sozialwissenschaften vorgestellt. Neben Beispielrechnungen wird ein Einblick in die wahrscheinlichkeitstheoretischen Grundlagen gegeben. Markov-Prozesse, Markov-Ketten mit stetigem Zustandsraum und Markov-Chain-Monte-Carlo-Methoden zur Simulation von speziellen Verteilungen von Zufallsvariablen werden diskutiert. Der Kurs nutzt eine mathematische Notation und enthält teilweise formale mathematische Herleitungen.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden haben ihre Kenntnisse im Umgang mit diskreten Zufallsvektoren und bedingten Wahrscheinlichkeiten vertieft. Sie kennen das Konzept der bedingten Unabhängigkeit und können es anwenden. Sie kennen die Definition und wichtige Eigenschaften sowie Anwendungen von Markov-Ketten. Sie können die Markov-Eigenschaft prüfen und für Markov-Ketten Absorptionswahrscheinlichkeiten, Absorptionszeiten und Grenzverteilungen ausrechnen. Zu Markovprozessen können sie Generatormatrizen aufstellen und stationäre Verteilungen ermitteln. Die Studierenden sind in der Lage, Beweise nachzuvollziehen bzw. selbst einfache Beweise zu führen.

Nichtparametrische Regression und Kurvenschätzung

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang VWL

Modulverantwortlicher: Dr. Ingo Steinke

Turnus des Angebots: etwa jedes zweite Herbstsemester

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

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: Im Zentrum der Vorlesung steht die Schätzung von Funktionen, die im statistischen Kontext eine Rolle spielen. Besonderes Augenmerk wird dabei auf die Schätzung der Dichtefunktionen stetig verteilter Zufallsvariablen und der Regressionsfunktion in einem nichtparametrischen Regressionsmodell gelegt; es werden aber auch Verteilungsfunktionen und die Varianzfunktionen geschätzt. Gängige Funktions-Schätzverfahren werden in der jeweiligen Situation angewandt. Neben der Motivation für die Schätzverfahren werden auch ihre theoretischen Eigenschaften untersucht und teilweise formal mathematisch hergeleitet. Wichtige Aussagen und Verfahren der asymptotischen Statistik werden dazu besprochen. Im Rahmen der Vorlesung und in der begleitenden Übung wird von der Programmiersprache R Gebrauch gemacht wird. Grundkenntnisse in R sollten vorhanden sein.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden können Konsistenzaussagen und asymptotische Verteilungsaussagen für Schätzer interpretieren, herleiten und anwenden. Sie können die Formeln für bedingte Erwartungswerte und Varianzen anwenden. Die Studierenden kennen wichtige Verfahren der nichtparametrischen Statistik. Sie sind in der Lage, theoretische Ergebnisse der nichtparametrischen Statistik zu interpretieren, anzuwenden und in einfachen Fällen herzuleiten. Die Studierenden können mit Landau-Symbolen rechnen und asymptotische Entwicklungen interpretieren und bewerten. Sie beherrschen die Grundfunktionalität des Statistikprogramms R und können es benutzen, um nichtparametrische Schätzer zu berechnen und grafisch zu veranschaulichen. Sie können eigenständig Programme in R schreiben und sind im Umgang mit Zusatzpaketen vertraut.

Ökonomische Effekte der Immigration
Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre; ggf. Wahlveranstaltung in anderen Bachelorstudiengängen der Universität Mannheim **Modulverantwortlicher:** Steffen Habermalz, Ph.D. **Turnus des Angebots:** unregelmäßig **Dauer:** 1 Semester **ECTS-Punkte:** 6 **Lehrmethode:** Vorlesung (2 SWS) plus Übung (1 SWS) **Arbeitsaufwand:** Präsenzzeit Vorlesung: 21 Stunden, Präsenzzeit Übung: 10,5 Stunden; Zeit für Selbststudium, Klausurvorbereitung und Klausur: 136,5 Stunden **Unterrichtssprache:** deutsch **Teilnahmevoraussetzungen:** Grundlagen der Volkswirtschaftslehre **Benotung:** Klausur (90 Minuten) **Erwartete Zahl der Teilnehmer/innen:** abhängig von den Wahlentscheidungen im Spezialisierungsbereich. **Ziele und Inhalte des Moduls:** Immigration. Wenige andere Themen haben in den letzten Jahren in Europa, in den USA und im Rest der Welt für so viel politischen und gesellschaftlichen Zündstoff gesorgt. Dieser Kurs versucht zu dieser Diskussion beizutragen, in dem er Fakten bezüglich der ökonomischen Effekte der Immigration zusammenträgt. Hierbei werden Themen wie z.B. die Effekte von Immigration auf den Arbeitsmarkt und auf die Sozialausgaben eines Landes analysiert und diskutiert. **Erwartete Kompetenzen nach Abschluss des Moduls:** Die Studierenden werden nach Abschluss der Vorlesung ein gutes Grundverständnis der volkswirtschaftlichen Aspekte der Immigration erworben haben. Mit dem gewonnenen Wissen sind die Studierenden in der Lage, die heutige Diskussion zur Immigration wissenschaftlich zu analysieren und Lösungsvorschläge zu präsentieren oder zu evaluieren. Sie sind auch in der Lage zwischen positiven und normativen Aspekten zu unterscheiden, die die Grundlagen für die Immigrationspolitiken verschiedener Gruppen sind. Dies fördert die soziale Kompetenz. Die Vorlesung gibt den Studierenden auch eine Einführung in die empirischen und theoretischen Methoden, die bei der Schätzung des Effekts von Immigration auf die Arbeitsmarktergebnisse Einheimischer verwendet werden.

Organizational Economics
Form and usability of the module: Elective course for B.Sc. Economics **Responsible teacher:** Dr. Jan Schymik **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 languague:** English **Prerequisites:** Mikroökonomik A + B **Grading:** final exam (90 min, 70%) + assignments (30%) **Expected number of students in class:** depends on students' choice. **Goals and contents of the module:** The course gives an introduction into organizational economics. The covered materials meet the international standard of a course in organizational economics. The course covers the following topics: Part I: Within-Firms, Moral Hazard, Incentives and Compensation Contracts, Hierarchies and the Division of Labor, Authority and Decision-Making in Organizations, Corporate Governance, Management Practices Part II: Between Firms, Boundaries of the Firm: Property Rights Approach, Boundaries of the Firm: Transaction Costs Approach, Misallocation of Production Factors **Expected competences acquired after completion of the module:** Graduates have developed a critical understanding of the most import theories in organizational economics. They are able to evaluate problems inside organizations and other social environments. Graduates are able to apply their understanding of organizations for their professional careers.

Public Choice Theory
Form and usability of the module: Elective course for B.Sc. Economics

Responsible teacher of the module: Prof. Dr. Duk Gyoo Kim

Cycle of offer: Each fall semester

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): Lecture (2) + Exercise (1)

Workload: 168 working hours, containing 31.5 hours class time and 136.5 hours independent study time

Course language: English

Prerequisites: Basic knowledge in game theory, macroeconomics, and calculus

The course assumes knowledge of concepts that are covered in intermediate microeconomics, macroeconomics, and calculus. This is an advanced course intended for upper level economics undergraduates who enjoy learning about and analyzing economic models. Economic models of politics tend to be game theoretic, so familiarity with game theoretic reasoning is useful.

Grading: Midterm exam (60 min, 40%) + Final exam (90 min, 60%)

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

Goals and contents of the module: This course provides an introduction to the economic analysis of politics. This course consists of three parts. Part I provides an overview of economic theories on the political behavior of the key actors in the political arena: voters, candidates, legislatures, political parties, and interest groups. Part II discusses alternative voting rules and introduces some important ideas from social choice theory. Part III discusses how political decisions are distorted away from those that would be made by the benevolent governments from economics textbooks. If time permits, we also discuss contemporary issues in politics, including citizen initiatives, media bias, and campaign finance reforms.

Expected competences acquired after completion of the module: The students are able to describe core concepts widely used in political economy and formal political science theory. The students can explain the economic incentives and strategic actions of agents in the political arena, such as voters, candidates, legislators, political parties, interest groups, and citizen's initiatives. The topics require an advanced level of analyzing skills. The students are able to apply game-theoretic models to various political issues.

Statistics and Stata

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

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

Cycle of offer: Every Spring semester

Duration: 1 semester

ECTS credits: 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: Statistik I+II, Grundlagen der Ökonometrie

Grading: Programming exam

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.

The Economics of Social Insurance and Social Expenditure Policies

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

Responsible teacher: Prof. Arthur Seibold, Ph.D.

Cycle of offer: Each fall semester

Duration: 1 semester

ECTS credits: 5

Method (hours per week): lecture (2)

Course language: English

Prerequisites: Mikroökonomik A+B, Grundlagen der Ökonometrie; having taken Introductory Public Economics is desirable

Grading: written exam (90 minutes) and / or take-home exam

Expected number of students: depends on students' choice.

Goals and contents of the module: This course offers an introduction to the economics of social insurance and other public social expenditure policies. The first part focuses on social insurance, including unemployment and health insurance and retirement pensions. The second part discusses other social policies, including low-income transfers and labor market policies. The course discusses the rationales for government intervention in different areas, as well as potential problems associated with it. Students will become familiar with recent empirical evidence on individual behavioral responses as well as the effectiveness of different government policies.

Expected competences acquired after completion of the module: Students will learn how to apply microeconomic methods to the area of social insurance and social policy. The course aims at enabling them to critically analyze government intervention in different areas based on theoretical reasoning and empirical evidence. Students should use their knowledge of econometric methods to evaluate empirical evidence. Their understanding of the topics covered will correspond to recent research and they will be able to usefully apply this to real-world issues in public policy.

The Evolution of Financial Markets

Module title: The Evolution of Financial Markets

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

Responsible teacher of the module: Dr. Alexander Donges

Cycle of offer: Each spring semester

Duration: 1 semester

ECTS credits: 6

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

Workload: 168 (thereof lecture 21 hours and exercise class 10.5 hours; independent study time and preparation for the exam: 136.5).

Course language: English

Prerequisites: Basic knowledge of econometric methods (e.g. at the level of "Grundlagen der Ökonometrie") is required for the discussion of empirical research papers.

Grading: written exam (90 minutes) (70%), presentation (20%), and active class participation (10%)

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

Goals and contents of the module: This course focuses on the evolution of financial markets since the late medieval period. We analyze the emergence of modern financial markets and the creation of financial innovations. Starting with foreign bills of exchange in the Habsburg Netherlands of the 16th century, we consider the emergence of bond markets, debt crises, stock market booms and bubbles, as well as the emergence of futures markets. The course includes a lecture (2 hours a week) and a practical exercise session (2 hours each second week). In the exercise session we discuss selected empirical research papers that focus on the history of financial markets, financial crises, and the relation between financial development and economic growth. In addition to the final exam, every participant has to present an empirical research paper as part of the exercise session. The presentation accounts for 20% and active class participation for 10% of the final grade. I am going to announce the papers for the presentation in the first lecture.

Expected competences acquired after completion of the module: The students have acquired the technical knowledge and methodological skills to analyze and interpret empirical research papers. In doing so, they have learned to combine the findings from empirical data with qualitative sources and to discuss theory.

Further information: The course is based on quantitative and qualitative research papers, published in leading academic journals of economics, finance, and economic history (e.g. American Economic Review, Journal of Finance, Financial History Review, Journal of Economic History). I provide detailed references on the lecture slides. For a general introduction to financial history, I recommend the following popular books:

- Ferguson, Niall (2008): The ascent of money. A financial history of the world, London.
- Reinhart, Carmen M./Rogoff, Kenneth S. (2009): This time is different. Eight Centuries of Financial Folly, Princeton.

Theories of Modern Economic Growth

Module title: Theories of Modern Economic Growth

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

Responsible teacher of the module: Dr. Matthias Mand

Cycle of offer: Irregular

Duration: 1 semester

ECTS credits: 7

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

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

Course language: English

Prerequisites: Analysis und Lineare Algebra A, Makroökonomik A + B

Grading: Final exam (100 min, 80%) + assignments (20%). Problem sets shall be solved in groups of 3 students. Solutions have to be presented in class.

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

Goals and contents of the module: This course is an introduction to economic growth, mainly focusing on industrialized economies. After surveying some key empirical regularities of long-run economic development, the course introduces the workhorse models of modern economic growth that have been used to investigate the origins of growth. The discussion brings out different economic channels explaining economic growth, links model predictions to data and evidence, and stresses policy and empirical applications. Key topics include capital accumulation, education, and the role of research and development activities for technological change.

Course outline:

1. Empirical Evidence
   - Economic growth and standards of living
   - Kaldor facts and beyond
   - Growth accounting
2. Capital Accumulation
   - Solow-Swan: capital accumulation with exogenous saving rate
   - Investment-specific technical change
   - AK model
3. Human Capital
   - AK model with physical and human capital
   - Lucas-Uzawa model of human capital formation
   - Empirical evidence
4. Modeling endogenous technological Change
   - Nonrivalry of ideas and intellectual property rights
   - The link between competition and innovation
   - R&D inputs, knowledge spillovers, and the innovation possibilities frontier
   - Evidence on R&D and growth
5. Variety Expansion Models
6. Schumpeterian Quality Ladders
7. Scale Effects and semi-endogenous Growth
   - Scale effects and the Jones critique
   - Semi-endogenous growth
8. Selected Topics in economic Growth (if time permits)
   - Skill-biased technical change
   - Capital-skill complementarity
   - Sovereign debt and economic growth

- Development accounting: why do some countries produce so much more output per worker than others?
- From stagnation to growth
- Structural change

Expected competences acquired after completion of the module:

After completing the course, successful students

- are familiar with the main empirical facts and puzzles
- know several economic mechanisms to model economic growth and understand their scope and limitation
- are able to apply these basic models to policy questions and derive model predictions
- have the background they need to follow and grasp the recent literature
- have acquired experience in collaborating with peers
- are able to solve exercises, present their results, and discuss their approaches

Further information: Textbooks:

- Aghion and Howitt (2009): The Economics of Growth. The MIT Press, Cambridge, Mass.
- Barro and Sala-i-Martin (2004): Economic Growth. The MIT Press, Cambridge, Mass., 2nd edn.
- Jones and Vollrath (2013): Introduction to Economic Growth. W. W. Norton & Company, New York, 3rd edn.

Module number and title: Time Series Analysis (TSA)

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

Responsible teacher of the module: Dr. Toni Stocker

Cycle of offer: Each Spring Semester

Duration: 1 semester

ECTS credits: 7

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

Workload: Total: 196 hours; Time in class: lecture 21 hours and exercise 21 hour; Independent study time and preparation for the exam: 154 hours.

Course language: English

Prerequisites: Basic Statistics, Basic Econometrics. Laptop needed

Grading: written (120 min) 80%, practical exercises 20%

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

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

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre

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, Locke) bis zur Gegenwart (u.a. 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 der Weimarer Republik

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 Herbstsemester

Dauer: 1 Semester

ECTS-Punkte: 7

Lehrmethode: Vorlesung (3 SWS)

Arbeitsaufwand: Insgesamt 196 Stunden (davon Präsenzzeit Vorlesung: 31,5 Stunden; Zeit für Selbststudium, Klausurvorbereitung und Klausur: 164,5 Stunden).

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: keine Vorkenntnisse erforderlich.

Benotung: Klausur (120 Minuten)

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

Ziele und Inhalte des Moduls: In dieser Vorlesung betrachten wir die Wirtschaftsgeschichte Deutschlands während der Weimarer Republik (1919-33), die von tiefgreifenden Krisen geprägt war.

Die Vorlesung gliedert sich in drei Teile.
* Der erste Teil konzentriert sich auf die Inflationsjahre (1919-24), die durch politische und wirtschaftliche Instabilität gekennzeichnet waren. Im Fokus stehen hier die wirtschaftlichen Folgen des Versailler Vertrags, die Ursachen, der Verlauf und die Auswirkungen der Hyperinflation sowie die Währungsreform des Jahres 1924.
* Im zweiten Teil der Vorlesung betrachten wir den Zeitraum zwischen 1924 und 1929, in dem die deutsche Wirtschaft eine kurze Scheinblüte erlebte. Hierbei betrachten wir die Entwicklung der Investitionen, den deutschen Kapitalmarkt, die Wiedereingliederung in die Weltwirtschaft sowie die Kartellpolitik und die Unternehmenskonzentration.
* Der dritte Teil der Vorlesung konzentriert sich schließlich auf die Zeit der Weltwirtschaftskrise (1929-33). Im Fokus stehen Ursachen, Verlauf und Auswirkungen der Weltwirtschaftskrise sowie die Bankenkrise von 1931. Hierbei betrachten wir die Entwicklung auch in internationaler Perspektive.

Am Ende der Vorlesung stehen die politische Radikalisierung und deren Ursachen im Vordergrund. Hierbei untersuchen wir insbesondere die Fragen, welche Faktoren den Aufstieg der Nationalsozialisten begünstigten und ob der Untergang der Weimarer Republik unter anderen wirtschaftlichen Rahmenbedingungen und einer alternativen Wirtschaftspolitik hätte verhindert werden können.

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: Einführende Literatur:
* Balderston, Theo (2002): Economics and politics in the Weimar Republic, Cambridge: Cambridge University Press;
* Knortz, Heike (2010): Wirtschaftsgeschichte der Weimarer Republik. Eine Einführung in Ökonomie und Gesellschaft der ersten Deutschen Republik, Göttingen: Vandenhoeck & Ruprecht;
* Spoerer, Mark und Streb, Jochen (2013): Neue deutsche Wirtschaftsgeschichte des 20. Jahrhunderts, München: Oldenbourg.

Wirtschaftsgeschichte des Nationalsozialismus
Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre; ggf. Wahlveranstaltung in anderen Bachelorstudiengängen der Universität Mannheim
Modulverantwortlicher: Prof. Dr. Jochen Streb
Turnus des Angebots: Jedes dritte Frühjahrssemester
Dauer: 1 Semester
ECTS-Punkte: 7
Lehrmethode: Vorlesung (3 SWS)
Arbeitsaufwand: Präsenzzeit Vorlesung: 31,5 Stunden, Zeit für Selbststudium, Klausurvorbereitung und Klausur: 134,5 Stunden
Unterrichtssprache: deutsch
Teilnahmevoraussetzungen: "Einführung in die Wirtschaftsgeschichte für Volkswirte" oder andere Einführungsveranstaltung in die Wirtschaftsgeschichte wird empfohlen.
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 bzw. empirische Entwicklungen mit Hilfe moderner wirtschaftswissenschaftlicher Methoden zu analysieren.
Weitere Informationen: Literatur: • Spoerer Mark/Streb, Jochen (2013): Neue deutsche Wirtschaftsgeschichte des 20. Jahrhunderts. München. • Tooze, Adam (2006): The Wages of Destruction. The Making and Breaking of the Nazi Economy. London.

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 fall semester

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Grundlagen der Ökonometrie und Statistik I+II

Grading: Seminar paper, Handout, and presentation

Expected number of students in class: the maximum number of participants in the seminar is limited to 14.

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

Controversial Topics in Economics

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

Responsible teacher of the module: Prof. Dr. Peter Dürsch

Cycle of offer: Irregular

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: none

Grading: discussion & 5 pages paper

Expected number of students in class: Maximum number of participants: 20

Goals and contents of the module: Students will pick a controversial economic topic to discuss together with another student. Within each pair of students, one person will argue the pro position and one person will argue the contra position. Each student will give a short presentation of their side, followed by a discussion of the topic by both sides of the topic. Each student will hand in a 5 pages long paper putting forward their position. Potential topics could include, but are not limited to:

- Peer punishment in overcoming under provision of public good.
- Fixed-pay vs. performance pay in labor markets.
- Is the utility function a good way to describe human behavior?
- Are teams better than individuals in decision making?
- Should food be subject to lower a consumption tax than other goods?
- Should recipients of Social Service (like welfare) be required to do community service?
- For a developed country, is it good to accept more immigrants to sustain its economic growth?

Expected competences acquired after completion of the module: Students will be able to conduct independent research into a topic of interest and evaluate the found fact. They can put forward logical arguments for a position, even if this position do not match their personal opinion. Students will be able to hold a presentation on their own and effectively coordinate their presentation with another student. In writing their final paper, they will hone their ability to write a scientific text.

Cultural Economics

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

Responsible teacher of the module: Dr. Andrej Svorenčík

Cycle of offer: Each fall semester

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Introductory Microeconomics + Introductory Macroeconomics.

Grading: presentation (50%), active participation in class (10%), term paper (40%).

Expected number of students in class: max. 13

Goals and contents of the module: Cultural economics is the application of economic analysis to the creative and performing arts, the heritage and cultural industries in both the public and private sectors. It is concerned with the economic organization of the cultural sector and with the behavior of producers, consumers and governments in that sector. Topics from which students can choose their presentation include for instance: economics of art (demand and supply for art, art auctions), economics of the performing arts, economics of cultural heritage, economics of creative industries (music industry, film industry, festivals, museums), economics of broadcasting, book publishing, and cultural policy.

Expected competences acquired after completion of the module: Students learn how to analyze and evaluate cultural economics issues and understand their effects on economic agents using models, case studies and empirical methods.

Das Wirtschaftssystem des Nationalsozialismus

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: unregelmäßig

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: keine speziellen Voraussetzungen

Erwartete Zahl der Teilnehmer/innen: max. 14

Benotung: Die im Seminar zu erbringende Leistung besteht aus einer Hausarbeit (Umfang: mindestens 10 Seiten), in der auf Basis der einschlägigen Literatur eine abgegrenzte Problemstellung analysiert wird, und einem Vortrag (Dauer: 20 Minuten sowie 20 Minuten Diskussion), in dem die Ergebnisse der Hausarbeit präsentiert werden. Die Gesamtnote setzt sich wie folgt zusammen: Seminararbeit: 70%, Präsentation: 20%, aktive Teilnahme während des Blockseminars: 10%.

Ziele und Inhalte des Moduls: In diesem Seminar betrachten wir das Wirtschaftssystem des Nationalsozialismus. Schwerpunktmäßig diskutieren wir die Auswirkungen staatlicher Lenkungsmaßnahmen und Marktrestriktionen (z.B. staatliche Preissetzung oder die Kontingentierung von Rohstoffen) und wir stellen die Frage, wie groß die Handlungsspielräume privater Unternehmen im „Dritten Reich" waren (z.B. bei Investitionsentscheidungen). Die Veranstaltung richtet sich an Studierende des Studiengangs BSc VWL. Darüber hinaus steht die Veranstaltung auch Studierenden der Studiengänge BA Geschichte, BA Kultur und Wirtschaft sowie MSc Wirtschaftspädagogik offen.

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/).

Demographie aus wirtschaftshistorischer Perspektive

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 ein Seminar mit unterschiedlichen Themen

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: "Einführung in die Wirtschaftsgeschichte für Volkswirte" oder ähnlicher Kurs empfohlen.

Benotung: Hausarbeit im Umfang von 15 Seiten, Referat und Koreferat

Erwartete Zahl der Teilnehmer/innen: max. 15

Ziele und Inhalte des Moduls: Die Veranstaltung ist für folgende Studiengänge geplant: Bachelor VWL, Bachelor Kultur und Wirtschaft, Bachelor Geschichte, Master Wirtschaftspädagogik. In dem Seminar diskutieren wir anhand von wirtschaftshistorischen Studien, welche Faktoren Heiratsverhalten, Fertilität und Gesundheit beeinflussen.

Erwartete Kompetenzen nach Abschluss des Moduls: Zentrales Anliegen des Hauptseminars 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: Die Themenliste für das Seminar finden Sie rechtzeitig auf der Lehrstuhl-Homepage unter https://www.vwl.uni-mannheim.de/streb/ bzw. an unserem Schwarzen Brett.

Economics of Charitable Giving
Form and usability of the module: Elective course for B.Sc. Economics **Responsible teacher of the module:** Anna Merkel, M.Sc. (instructor), Prof. Dr. Henrik Orzen **Cycle of offer:** Fall semester 2018 **Duration:** 1 semester **ECTS credits:** 6 **Teaching method (hours per week):** Blockseminar (2) **Workload:** 21 hours in class and 147 working hours for preparation of the seminar paper and presentation. Course language: English **Prerequisites:** Mikroökonomik A + B are strongly recommended **Grading:** Seminar presentation of one selected paper (25 minutes, 30%), discussion of a paper presented by another student (10 minutes, 10%), literature review (50%), active participation in the seminar (10%). Students will choose a paper from the reading list and present it in the seminar. They will also prepare a short presentation about a paper presented by another student in the seminar. Moreover, they will write a short literature review (max. 10 pages), which summarizes and critically evaluates at least 5 papers related to their assigned topic. **Expected number of students in class:** max. 13 **Goals and contents of the module:** Donations to charities are steadily rising in many western countries such as Germany and the US. In light of this trend, many researchers have become interested in the determinants of giving, thus allowing us to design institutions encouraging people to give to charitable organizations. Furthermore, understanding why people give to unrelated strangers provides insights into the pro-social preferences of humans. This seminar will discuss key questions related to charitable giving and provide an overview of recent economic research. We will use theoretical as well as empirical methods to shed light on important topics including tax rebates versus matching of donations, bundling private goods with donations, allowing donors to give to identified as opposed to statistical recipients and the effect of allowing people to make their donations public. **Expected competences acquired after completion of the module:** Students develop skills in reading and analyzing research papers. They are asked to read several papers critically assess them. Students develop skills in analyzing issues in charitable giving and comment on which institutions foster or impede donations or make policy recommendations. In addition, they will be trained in interpreting results based on laboratory and field experiments.

Economics of Crime

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 fall semester

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Statistik I + II and Grundlagen der Ökonometrie are strongly recommended. Mikroökonomik A + B would be also very useful.

Grading: Active seminar participation (20%) + seminar presentation (25min, 30%) + paper summary (50%). Students will choose a paper from the reading list and present it in the seminar. Moreover, they will write a short seminar paper (max. 10 pages), which summarizes and critically evaluates the chosen paper.

Expected number of students in class: max. 13

Goals and contents of the module: This course focuses on the economic study of crime. In particular, we will view criminals – different from the traditional approach of criminologists or sociologists – as utility-maximizing decision makers and study how incentives change criminal behavior. To do so, we will focus on socio-economic determinants of crime and how crime can be deterred. More specifically, we will discuss how unemployment, poverty, and education lead to criminal behavior, and how police, incapacitation and death penalty reduce crime. We will also discuss the topics of guns and alcohol.

Expected competences acquired after completion of the module: Students develop skills in reading and analyzing research papers. They are asked to read a research paper in detail and write a critical summary of it. Students also learn to communicate their understanding through an oral presentation. Students develop skills in analyzing issues in economics of crime and understanding their effects on economic agents using models, and empirical methods. Furthermore, this course will teach students how the issues of crime can be evaluated using widely used methods such as applying matching, difference-in-difference, and instrumental variable approaches.

Educational Economics
Module title: Educational Economics
Form and usability of the module: Elective course for B.Sc. Economics
Responsible teacher of the module: Dr. Helmut Farbmacher
Cycle of offer: irregular
Duration: 1 semester
ECTS credits: 6
Teaching method (hours per week): Seminar (2)
Workload: 21 working hours for organizational meeting, block seminar and 147 working hours for preparation of the seminar paper and presentation.
Course language: English
Prerequisites: Mikroökonomik A, Grundlagen der Ökonometrie
Grading: Seminar paper (approx. 10 pages without figures and tables), presentation (approx. 20 minutes) and active participation in the discussions during the seminar; seminar paper (50%), presentation (50%)
Expected number of students in class: depends on students' choice (max. 15).
Goals and contents of the module: The goal of this seminar is to give an overview of interesting research questions in educational economics.
Expected competences acquired after completion of the module: The students should be enabled to understand basic concepts in educational economics and microeconometric methods, and to utilize recent results for their own applied work.

Education and Health Programs in Developing Countries

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

Responsible teacher of the module: Prof. Katja Kaufmann, Ph.D.

Cycle of offer: spring term

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Statistik I + II

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

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

Goals and contents of the module: In this course, we will discuss several of the most important antipoverty programs in developing countries. In particular, we will focus on education and health programs. We will talk about the implementation of the programs, program details, how the design and type of programs has been changing over the course of the last decades and why. The main goal of this course is to teach students how to evaluate the effectiveness of such programs in terms of their effects on people's health, educational attainment, labour market earnings, fertility decisions, poverty, well-being and so forth. An evaluation of the causal effect of such programs is extremely challenging because one would need to observe people in the state of "having been part of the program", but one would also need to observe those same individuals in the state of "not having been part of the program" to compare the outcomes in these two different states of the world, which is obviously not possible. This course will teach students how the impact of antipoverty programs can be evaluated using intuitive and important widely-used methods such as conducting a randomized experiment or applying matching, difference-in-difference, instrumental variable or regression Discontinuity approaches.

Expected competences acquired after completion of the module: Students will learn about several of the most important education and health programs in developing countries, i.e. about their implementation, program details and how the design and type of programs has been changing over the course of the last decades and why. Furthermore, this course will teach students how the impact of antipoverty programs can be evaluated using intuitive and important widely-used methods such as conducting a randomized experiment or applying matching, difference-in-difference, instrumental variable or regression discontinuity approaches.

Emissions Trading in Theory and Practice

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

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

Cycle of offer: Irregular

Duration: 1 semester

ECTS credits: 6

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

Workload: time in class 21 hours (organizational meeting, block seminar), 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: Presentation (30%), seminar paper (50%), discussions (20%)

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

Goals and contents of the module: Since environmental policies were first implemented in industrialized countries more than four decades ago, the initial "command-and-control" approach has given way to more decentralized, price-based policies to regulated pollution emissions. A Pigouvian tax is such a well-established policy, but governments around the world are increasingly favoring "emissions trading" schemes, i.e. establishing a market where polluters can buy and sell emission permits. Drawing on theoretical, empirical and experimental research, this seminar analyzes a variety of economic, political and environmental aspects of this policy: Environmental effectiveness and economic costs, impacts on market structure and on international competitiveness, incentives for innovation in clean technologies, optimal design of permit allocation mechanisms and market stabilizing interventions, as well as behavioral aspects. 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.

Empirical Methods in Industrial Organization

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

Responsible teacher of the module: Prof. Hidenori Takahashi, Ph.D.

Cycle of offer: every spring semester

Duration: 1 semester

ECTS credits: 6

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

Workload: time in class 21 hours (organizational meeting, block seminar), independent study time for preparation of the seminar paper and presentation: 147 hours.

Course language: English

Prerequisites: Mikroökonomik A und B, Grundlagen der Ökonometrie

Grading: Research review (50%) + Presentation (50%)

Expected number of students in class: depends on students' choice (max. 15).

Goals and contents of the module: This course is intended to provide an introduction to empirical industrial organization (IO). We will discuss the model, research question, sources of identification and estimation methodology. Topics include estimation of production functions, collusion, differentiated product demand, price discrimination, vertical relationships, and technology adoption. Students are required to select one paper for presentation and another one for writing a review (the guideline is provided at the organizational meeting). Each student has up to 30 minutes for presentation followed by a 10-minutes discussion.

Expected competences acquired after completion of the module: Students should be able to provide quantitative evaluation of alternative government policies in terms of their effect on market outcomes, including prices, consumer & producer welfare, industry dynamics, etc. Such experience is useful and often required for both industry and government related policy consulting. The students should also have acquired skills in critical evaluation of these methods. A compulsory research review submitted by each student is intended to provide a critical assessment of the method used by the authors of a published paper. By criticizing the models and their applications, students have learned how to amend existing quantitative methods in industrial organization. This also inspires students in their own research as a part of their Bachelor thesis.

Entwicklungsökonomie

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre

Modulverantwortliche/r: Prof. Dr. Markus Frölich

Turnus des Angebots: jedes Semester

Dauer: 1 Semester

ECTS-Punkte: 6

Lehrmethode (Umfang): Blockseminar (2 SWS)

Arbeitsaufwand: Präsenzzeit Seminar: 21 Stunden; Zeit für die Anfertigung der Seminararbeit, für die Vorbereitung der Referate sowie für das Selbststudium 147 Stunden

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Grundlagen der Ökonometrie

Benotung: schriftliche Seminararbeit, Vortrag

Erwartete Zahl der Teilnehmer/innen: max. 13

Ziele und Inhalte des Moduls: Das Seminar umfasst aktuelle Themen bezogen auf Arbeitsmärkte in Entwicklungsländern mit einem empirischen mikroökonometrischen Fokus. Die Themen beinhalten unter anderem: Kinderarbeit, informelle Arbeitsmärkte, Unternehmertum, die Schaffung von Firmen, Arbeitsmarktregulierungen, Mikrokredite, Mikroversicherungen, etc. Die Seminartermine werden nach den Wünschen der Studierenden ausgewählt. Die Studierenden sollen aktuelle Probleme von Entwicklungsländern erörtern und erkennen sowie empirische Studien zu diesen Fragen bewerten und diskutieren. In diesem Sinne ist es eine Mischung zwischen einem reinen Seminar zu Entwicklungsländern und einem angewandten Ökonometrieseminar. Die Studierenden sollen also auch angewandte ökonometrische Papiere verstehen, diskutieren und vorstellen, um die konkrete empirische Forschungsweise zu erlernen. Das Seminar ist insbesondere auch als eine Vorbereitung auf eine mögliche Bachelorarbeit im Bereich der angewandten empirischen Forschung gedacht, welche dann üblicherweise eine eigenständige ökonometrische Analyse mit Sekundärdaten verlangt. Das Seminar stellt somit eine Brückenfunktion zwischen den Grundlagenvorlesungen zur Ökonometrie, welche eher das Methodenwissen vermitteln, und der eigenständigen empirischen Analyse in der wissenschaftlichen Forschung dar.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden haben gelernt, einen Aufsatz zu einem Thema aus der Entwicklungsökonomie zu schreiben und zu präsentieren, wobei sie den Bezug zu mikroökonomischen Modellen und insbesondere empirisch-ökonometrischer Analyse herausgearbeitet haben. Dies umfasst somit auch eine kritische Analyse und Begutachtung von empirischen Studien und deren Methodik, insbesondere der Ökonometrie, der Datengrundlage und der Umsetzung der empirischen Herangehensweise.

Experimental Economics

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

Responsible teacher of the module: Prof. Dr. Peter Dürsch

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English (final thesis can also be in German)

Prerequisites: none (but having taken part in a course on Experimental Economics or Behavioral Economics will be helpful)

Grading: seminar paper

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

Goals and contents of the module: Students will design and implement their own experiment during the seminar. In the meetings, we will discuss design ideas, writing of instructions and how to implement the experiment. During the later part of the semester, we will discuss the evaluation of the experimental data. The final paper on students own experiment will be graded.

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 experiments
- 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 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 fall semester

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Makroökonomik A and B; Mikrokönomik A and B

Grading: Presentation (60%) + Term paper (40%)

Expected number of students in class: max. 16

Goals and contents of the module: This seminar provides an introduction to a growing field of macroeconomics that specifically focuses on the role of families. 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. Our goal is to understand recent macroeconomic models that capture the above family-level behavior, and to study how these models are applied to answer practical 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.

Grundlagen der Postwachstumsökonomie
Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre

Modulverantwortliche/r: Dr. Christoph Gran

Turnus des Angebots: unregelmäßig

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: keine

Benotung: Die von den Studierenden zu erbringende Seminarleistung umfasst eine schriftliche Seminararbeit (ca. 5000 Wörter), einen Seminarvortrag (ca. 30 Minuten) mit anschließender Diskussion sowie die mündliche Beteiligung in Form eines Kommentars (ca. 5 Minuten). Die Referate dienen der Einführung in das benannte Themengebiet, einer kritischen Reflexion dessen sowie dem Aufwerfen diskussionswürdiger Fragen. Die Kommentare sind dazu gedacht, die Darstellung zu reflektieren und weitere Perspektiven und Fragestellungen in die Diskussion einzubringen.

Erwartete Zahl der Teilnehmer/innen: max. 20

Ziele und Inhalte des Moduls: In der Geschichte des ökonomischen Denkens gab es jeher die Frage, welche Rolle Wirtschaftswachstum bei der Entwicklung von Gesellschaft zukommt: Ist es ein eigenständiges Ziel, nur ein Mittel, um Wohlstand zu erreichen, lässt es sich überhaupt vermeiden? Das Seminar beschäftigt sich mit (Post)Wachstumstheorien, dem Zusammenhang zwischen Wachstum und Umwelt, der Messung von Fortschritt sowie der Funktionsweise einer Wirtschaft ohne Wachstum. Es gibt einen Einblick in das noch junge Forschungsfeld der Ökologischen Makroökonomik und greift aktuelle wie historische Debatten um die „Grenzen des Wachstums" auf.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden haben einen Überblick über historische und kontemporäre Zugänge zum Thema Wirtschaftswachstum. Sie sind in der Lage, sich kritisch mit der Rolle von Wirtschaftswachstum sowie Ansätzen einer Postwachstumswirtschaft auseinanderzusetzen, und können aufzeigen, worin die Chancen einer Wirtschaft ohne Wachstum liegen. Darüber hinaus lernen sie, eigenständig ein Thema zu behandeln und dieses mündlich (Vortrag) und schriftlich (Hausarbeit) wissenschaftlich zu erörtern.

History of Recent Economics

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

Responsible teacher of the module: Dr. Andrej Svorenčík

Cycle of offer: Each spring

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Mikroökonomik A+B and Makroökonomik A+B.

Grading: Presentation, seminar paper and active participation

Expected number of students in class: max. 13

Goals and contents of the module: Economics underwent several major transformations in the 20th century. Mathematical formalization, economic modeling, econometrics and economic experiments transformed it to such a degree that two economists century apart would have trouble to understand each other and practice economics in the same fashion. The aim of this seminar is to understand these transformations through the study of selected Nobel Prize-winning contributions to economics. The Nobel Memorial Prize in Economic Sciences has come to be associated with the most influential and path-breaking research in economics. Since its inception in 1969, almost eighty scholars have been awarded it. This course is designed for students with basic background in economics who want to learn about the building blocks of modern economics from a historical perspective.

Expected competences acquired after completion of the module: Students gain knowledge and understanding how modern economics emerged and to critically evaluate seminal works of leading economists of the 20th century and analyze them in the broader context of the history of economics.

Humankapital und Innovationen aus wirtschaftshistorischer Perspektive

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

Modulverantwortlicher: Prof. Dr. Jochen Streb

Turnus des Angebots: unregelmäßig

Dauer: 1 Semester

ECTS-Punkte: 6

Lehrmethode: 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: Empfohlene 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 Hausarbeit, ein Referat zum gleichen Thema und die Übernahme eines Ko-Referats erbracht.

Erwartete Zahl der Teilnehmer/innen: abhängig von den Wahlentscheidungen im Spezialisierungsbereich (max. 15).

Ziele und Inhalte des Moduls: Inhalt: In dem Seminar diskutieren wir den Zusammenhang zwischen Humankapital, Innovationen und Wirtschaftswachstum aus wirtschaftshistorischer Perspektive.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden haben gelernt, die relevante Literatur zu identifizieren und zu verstehen, Forschungsfragen zu formulieren, empirische Probleme mit Hilfe historischer und ökonomischer Methoden zu analysieren, eine Seminararbeit zu schreiben und ihre Ergebnisse einem wissenschaftlichen Publikum vorzustellen.

Weitere Informationen: Die Veranstaltung ist für folgende Studiengänge geplant: Bachelor VWL, Bachelor Kultur und Wirtschaft, Bachelor Geschichte, Master Wirtschaftspädagogik.

Internet Economics

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

Responsible teacher of the module: Anton Sobolev, Ph.D.

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Mikroökonomik B

Grading: Presentation, seminar paper and discussions

Expected number of students in class: max. 16

Goals and contents of the module: The rapid development of Internet provides not only new business models and life styles but also a novel area for economists to explore. In this seminar, students will present research papers on related topics including two-sided market, price dispersion, information congestion, search engine pricing, and so on.

Expected Competences acquired after completion of the module: Students should acquire good understanding of business organization on Internet and be able to analyse them using economics models.

Makroökonomische Analyse der Hartz-Reformen
Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang 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.

Many-player Bargaining

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

Responsible teacher of the module: Prof. Duk Gyoo Kim, Ph.D.

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Knowledge in non-cooperative game theory at the level of Microeconomic B

Grading: presentation, a term paper

Expected number of students in class: depends on students' choice (max. 15).

Goals and contents of the module: Negotiation among many agents with conflicting interest is commonplace. Distributive politics, the process of reaching a collective decision of many legislators to allocate the fixed amount of budget, is one of the main arenas where many-player bargaining happens. Our goal is to keep up with theoretical advancement of "structured" multilateral bargaining. Students are required to present one paper in the provided list to discuss the paper's main contributions, reasoning, and weaknesses. Students are also required to write a report in the form of a research proposal or a survey paper. Details will be discussed at the organizational meeting.

Expected competences acquired after completion of the module: Students will learn to read and understand core ideas of legislative bargaining, and be able to apply their knowledge and understanding in new and unfamiliar bargaining situations connected to their study field in a broad and multidisciplinary way. Students will also learn various methodologies used in the current research of this area, including theoretical analysis and laboratory experiments. While writing a term paper and presenting their work, students will improve their economic writing and presentation skills, develop a way to express complex economic phenomena using their own words, and have chances to critically review the current studies and suggest their own ideas for future research.

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 spring semester

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Analysis und lineare Algebra A, Statistik I+II, Grundlagen der Ökonometrie, Makroökonomik A+B

Grading: Presentation and seminar paper

Expected number of students in class: 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.

Seminar Finanzwissenschaft

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 einmal alle drei 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: Zulassungsvoraussetzung für Bachelor-Studierende ist die erfolgreiche Absolvierung der Veranstaltung „Finanzwissenschaft für Bachelor".

Benotung und Vergabe von ECTS-Punkten: Für Bachelor-Studierende gilt die Gewichtung Seminararbeit 50%, Vortrag 40% (Vortragslänge ca. 45 min. + 15 min. anschließende Diskussion), Diskussionsbeteiligung an allen Seminarvorträgen 10%. Wird die Seminararbeit mit „nicht ausreichend" bewertet, gilt das Seminar unabhängig von den anderen Leistungen als nicht bestanden. Es wird erwartet, dass sich alle Seminarteilnehmer vor jeder Sitzung mit den zugehörigen Seminararbeiten vertraut machen und zur Diskussion der einzelnen Vorträge beitragen. Die Seminararbeit muss schriftlich am Lehrstuhl bis zum 31. Oktober 2018 um 12.00 Uhr eingereicht werden; sie muss getippt, einseitig sein und einen Umfang von ca. 12 Seiten haben. Jeder muss eine eigenständig angefertigte Seminararbeit abgeben. Details zu den Anforderungen an eine Seminararbeit befinden sich im Dokument „Leitfaden zur Erstellung einer Seminararbeit", das auf der Homepage des Lehrstuhls zu finden ist. Eine vorläufige Gliederung und Literaturliste ist bis Ende September 2018 dem Betreuer vorzulegen.

Erwartete Zahl der Teilnehmer/innen: Maximum 13

Ziele und Inhalte des Moduls: Das Seminar steht im Zeichen der hohen Verschuldung in vielen Ländern Europas und befasst sich mit Fiskalregeln und Fiskalinstitutionen als mögliche Lösungsansätze (so z.B. deutsche Schuldenbremse). Die Themen reichen von Ursachen und allgemeinen Fragen bezüglich der Wirkung von Fiskalregeln bis hin zu aktuellen Anwendungsbeispielen und der Beurteilung momentaner Entwicklungen für die Zukunft europäischer Volkswirtschaften. Die Studierenden sollen die Möglichkeit vertiefen, finanzwissenschaftliche Themen auf der Basis der wissenschaftlichen Literatur selbständig zu studieren und deren Inhalte präzise wiederzugeben und im Gesamtzusammenhang der finanzpolitischen Debatte einzuordnen.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden haben ihre Fertigkeiten zum Verständnis wissenschaftlicher Texte sowie zur Präsentation komplexer Sachverhalte erweitert.

Strategic Information Transmission for Bachelor Students

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

Responsible teacher of the module: Prof. Takakazu Honryo, Ph.D.

Cycle of offer: once a year

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Basic knowledge of non-cooperative game theory at the level of Microeconomics B

Grading: Term paper, presentation

Expected number of students in class: depends on students' choice (max. 15).

Goals and contents of the module: Students are required to pick one paper in selected topics and give a presentation to discuss the paper's strengths and weaknesses. Based on comments that they receive in the presentation, students are required to write a report summarizing the seminar paper. Topics include cheap talk games, persuasion games, and their application to political economics. To make a presentation in class based on a paper of your choice on strategic information transmission, I recommend you pick a paper from the list I will distribute.

Expected competences acquired after completion of the module: You should be able to form your own opinion about academic papers: Are the results interesting? Do the assumptions of a paper make sense? Are the results robust to changes in possible other settings? Is a paper relevant to what is going on in the real world? You should be able to think about possible further research ideas. Also, you should be able to present a fundamentally difficult idea in a way that everybody can understand.

Technology and the Labor Market	

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

Responsible teacher of the module: Steffen Habermalz, Ph.D.

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Mikro A + B, Econometrics

Grading: Presentation and Seminar Paper

Expected number of students in class: depends on students' choice (max. 16).

Goals and contents of the module: One recurring phenomenon over the last 200 years is the fear that automation related to technological progress will make workers obsolete. Possibly the most famous example is the Luddite movement of the early 19th century protesting the use of new technology in the production of textiles. But fact is that, although many, many new technologies greatly reduced the demand for labor in the affected occupations, we have not entered an age of mass unemployment. Why? This seminar attempts to answer this questions by examining the wide-ranging impact that technology has on labor markets. The topics are as diverse as internet job search, unemployment, job tasks, education, and social networks.

Expected competences acquired after completion of the module: The participant will have a good understanding of the current state of the literature on the seminar's topic. In acquiring this knowledge the students will apply their methodological skills and be able to evaluate the contributions of (especially) their assigned papers. The students will also be able to synthesize the contributions of the seminar papers in a literature review and communicate the contribution of their assigned paper in a presentation.

Further information: Students will write a literature review (approx. 15 pages, details in class) on a selected topic and present their findings in a presentation (30min + discussion).

Topics of Empirical Industrial Organization and Competition Policy

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

Responsible teacher of the module: Prof. Laura Grigolon, Ph.D.

Cycle of offer: Each fall semester

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Grundlagen der Ökonometrie and Industrial Organization

Grading: Seminar paper (completion within 4 weeks, approx. 10 pages with figures and tables) and presentation (approx. 20 minutes) and active participation in the discussions during the seminar, grading: seminar paper (50%), presentation (50%).

Expected number of students in class: max. 13

Goals and contents of the module: The seminar has the main goal to train the necessary skills to read, understand, summarize and present scientific work applied to policy-relevant questions in Industrial Organization, with a focus on competition policy. There will be a choice of papers for which a dataset is also available. Students will receive the paper and, depending on their interest, the dataset and code that allows an empirical study of the paper.

Expected competences acquired after completion of the module: Students will be able to:

1. Understand the general motivation of the subject: What is the topic about? Why is it an important policy problem?
2. (Optional) Perform their own empirical analysis. Based on the dataset and code, students can implement their own empirical analysis. Papers may sometimes use complex econometric methods and it is not the intention to copy or replicate the paper exactly.
3. Reflect about the application of the policy to Germany or other countries. Students will be able to discuss policy issues applied to industrial organization, with a focus on competition issues, and whether the problem is interesting for Germany (or other countries) and how a policy recommendation can be applied.

Topics in Financial Regulation
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. Martin Scheffel

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Introduction to Economics, Macroeconomics A, Microeconomics A

Grading: term-paper and seminar presentation

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

Goals and contents of the module: The course is on financial market inefficiencies and financial regulation to manage (ex-post regulation) and to prevent (ex-ante regulation) financial crises and banking crises.

The seminar is organized around a series of academic papers that discuss financial stability. The first set of papers provides different arguments for fragility of the financial system with focus on financial intermediation. The second set of papers discusses the pre-2008 financial regulation and its role for triggering and propagating the Recession. The third set of papers focuses on different proposals to overcome the shortcomings of the existing regulation, including Basel III, Equity Recourse Notes, and the Chicago Plan.

Expected competences acquired after completion of the module: Students get familiar with the fundamental tradeoffs of financial regulation and become able to structurally analyze financial systems. Furthermore, student can apply the theoretical insights to proposals on financial regulation and are able to critically assess them even when the specific proposal in question has not been discussed in class. In the seminar, students improve their key presentation and communication skills.

Topics in International Economics
Form and usability of the module: Elective course for B.Sc. Economics **Responsible teacher of the module:** Prof. Harald Fadinger, Ph.D. **Cycle of offer:** Each spring semester **Duration:** 1 semester **ECTS credits:** 6 **Teaching method (hours per week):** Blockseminar (2) **Workload:** 21 working hours for organizational meeting and block seminar, 147 working hours for preparation of the seminar paper and presentation. **Course language:** English **Prerequisites:** Mikroökonomik A, Makroökonomik A, Internationale Ökonomik **Grading:** oral presentation, term paper: students will present academic articles in class and write a term paper. **Expected number of students in class:** max. 20 **Goals and contents of the module:** This seminar covers varying topics in international economics (depending on the students' interest), such as currency crises and sovereign debt crises, the impact of trade and offshoring on labor markets in developing and industrialized countries, the impact of trade on development/growth. Students should ideally already have some knowledge of international economics (e.g. by having taken the lecture International Economics) and econometrics, since we will mostly discuss empirical papers. The course will have a seminar structure. Students will present academic articles in class and write a term paper. The seminar sessions will be scheduled in the organizational meeting, the date of which is to be announced. **Expected competences acquired after completion of the module:** The students will acquire the ability to understand and critically evaluate academic articles in the field of international economics. They will improve their competencies in scientific writing and further their presentation skills by presenting an academic paper.

Wirtschaftsgeschichte der Weimarer Republik

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: unregelmäßig

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: keine

Benotung: Die im Seminar zu erbringende Leistung besteht aus einer Hausarbeit (Umfang: mindestens 10 Seiten), in der auf Basis der einschlägigen Literatur eine abgegrenzte Problemstellung analysiert wird, und einem Vortrag (Dauer: 20 Minuten sowie 20 Minuten Diskussion), in dem die Ergebnisse der Hausarbeit präsentiert werden. Die Gesamtnote setzt sich wie folgt zusammen: Seminararbeit: 70%, Präsentation: 20%, aktive Teilnahme während des Blockseminars: 10%.

Erwartete Zahl der Teilnehmer/innen: max. 14

Ziele und Inhalte des Moduls: Tiefgreifende Krisen prägen die Wirtschaftsgeschichte der Weimarer Republik. Nach dem Ersten Weltkrieg misslang der Reichsregierung die Umstellung auf die Friedenswirtschaft. Soziale Unruhen und die hohen Reparationsforderungen der Siegermächte 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 die Wirtschaft zwar stabilisiert werden, jedoch setzte aufgrund vielschichtiger struktureller Probleme kein nachhaltiger Wirtschaftsaufschwung ein. Die Weltwirtschaftskrise markierte schließlich das Ende der Weimarer Republik. Im Blockseminar diskutieren wir die wirtschaftshistorische Forschung zu den folgenden Themenbereichen: Reparationen, Hyperinflation, Konjunkturentwicklung, Kapitalmärkte, Auslandsverschuldung, Weltwirtschaftskrise, Bankenkrise von 1931.

Erwartete Kompetenzen nach Abschluss des Moduls: Zentrales Anliegen des Hauptseminars 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: Die Veranstaltung richtet sich an Studierende des Studiengangs BSc VWL. Darüber hinaus steht die Veranstaltung auch Studierenden der Studiengänge BA Geschichte, BA Kultur und Wirtschaft sowie MSc Wirtschaftspädagogik offen.

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