

**Modulkatalog für den Spezialisierungsbereich  
des Bachelorstudiengangs Volkswirtschaftslehre  
Frühjahrssemester 2021**



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## Teil A: Vorlesungen des Spezialisierungsbereichs

### **Analysis B**

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

Modulverantwortliche/r: Steffen Habermalz, Ph.D.

Turnus des Angebots: jedes Frühjahrs-/Sommersemester

Dauer: 1 Semester

ECTS-Punkte: 7

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

Arbeitsaufwand: Präsenzzeit Vorlesung und Übung: 42 Stunden, Zeit für Selbststudium, Klausurvorbereitung und Klausur: 154 Stunden.

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Analysis und lineare Algebra A

Benotung: Klausur (90 Minuten)

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

Ziele und Inhalte des Moduls: Die Vorlesung bietet eine Vertiefung und Erweiterung des in Analysis und Lineare Algebra A erworbenen Wissens. Während viele Themen wie Stetigkeit oder Differenzierbarkeit dort schon behandelt wurden, geht es in dieser Vorlesung darum die Themen in einem streng formalen Rahmen zu präsentieren. Alte und neue Resultate werden streng formal dargestellt und in der Regel mathematisch bewiesen. Die Vorlesung behandelt zunächst Eigenschaften der reellen Zahlen wie Vollständigkeit und Mächtigkeit. Danach wird mit der Behandlung von reellen Zahlenfolgen und dem Begriff der Konvergenz der formale Grundstein der Analysis gelegt. Nachdem wir dann funktionale Grenzwerte, Stetigkeit und Differenzierbarkeit formal dargestellt haben, wenden wir uns einigen wichtigen Theoremen der Analysis zu (Mittelwertsatz, L'Hospital und andere). Wir beschließen die Vorlesung mit Beweisen innerhalb der Optimierung mit und ohne Gleichungsnebenbedingungen. Unter anderem wird hier das der Methode der Lagrange-Multiplikatoren zu Grunde liegende Theorem bewiesen. Das Ziel dieser Vorlesung ist die optimale Vorbereitung von Studierenden, die entweder großes mathematisches Interesse haben und/oder einen PhD/Master in Volkswirtschaftslehre anstreben.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden haben zusätzliche mathematische Kompetenzen, insbesondere in den oben genannten Bereichen, erworben. Sie haben ihr Verständnis für anspruchsvollere mathematische Methoden vertieft und sind in der Lage, diese bspw. in Seminar- oder Bachelorarbeiten anzuwenden.

### **Analysis C**

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelorstudiengang Volkswirtschaftslehre

Modulverantwortliche/r: Steffen Habermalz, Ph.D.

Turnus des Angebots: jedes Frühjahrs-/Sommersemester

Dauer: 1 Semester

ECTS-Punkte: 3,5

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

Arbeitsaufwand: Präsenzzeit Vorlesung und Übung: 21 Stunden, Zeit für Selbststudium, Klausurvorbereitung und Klausur: 77 Stunden.

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Analysis und lineare Algebra A sowie Analysis B

Benotung: Klausur (90 Minuten)

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

Ziele und Inhalte des Moduls: Dieser Kurs ist eine Fortsetzung von Analysis B und behandelt Themen wie z. B. gleichmäßige Stetigkeit, Konvergenz von Reihen, Konvergenz von Folgen und Reihen von Funktionen, Fix-point Theoreme, Vektorräume und metrische Räume. Dabei wird versucht, wenn möglich, aufzuzeigen wie diese Konzepte in der ökonomischen Theorie Verwendung finden.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden haben zusätzliche mathematische Kompetenzen, insbesondere in den oben genannten Bereichen, erworben. Sie haben ihr Verständnis für anspruchsvollere mathematische Methoden vertieft und sind in der Lage, diese bspw. in Seminar- oder Bachelorarbeiten anzuwenden.

**Behavioral Development Economics**

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

Responsible teachers of the module: Dr. Arne Robert Weiß / Dr. Nicholas Anthony Barton, Ph.D.

Cycle of offer: each fall

Duration: 1 semester

ECTS credits: 5

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

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

Course language: English

Prerequisites: Microeconomics 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 (100%)

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

Goals and contents of the module: The lecture 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 and key concepts. It provides an overview on the central questions and topics in the field of behavioral development economics. The course takes the micro perspective to provide an understanding of the major determinants and consequences of poverty and their impact on behavior. Furthermore, it will provide a summary of recent experimental findings and new developments in the fields of Behavioral Economics and Development Economics.

Expected competences acquired after completion of the module: Students will become familiar with key areas and concepts in behavioral development economics. This course exposes students to different methodological approaches in development policy design and provides students with the necessary tools to understand empirical and experimental literature in development economics and related fields that use similar methodological toolboxes. The overarching aim is to train students to take part in the development discussion by discussing different approaches through the lens of behavioral economics.

Further information: Literature for exercise classes to be announced.

### ***Behavioral Economics***

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

Responsible teacher of the module: Dr. Adrian Hillenbrand

Cycle of offer: every second spring semester

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Grundlagen der Volkswirtschaftslehre

Grading: written exam (90 min)

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

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

Expected competences after completion of the module: By the end of the course students should have an overview over the field of Behavioral Economics, be able to apply behavioral models to social and economic interactions, and understand the challenges and limitations of theoretical modelling of human behavior.

***Competition under the microscope***

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

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

Cycle of offer: each spring semester

Duration: 1 semester

ECTS credits: 7

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

Workload: 196 working hours (lecture: 21 hours, exercise: 21 hours, independent study time and preparation for exam: 154 hours)

Course language: English

Prerequisites: Microeconomics A + B

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

Grading: final exam (90 minutes)

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

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

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



### ***Economic Growth***

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

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

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 8

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

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

Course language: English

Prerequisites: Calculus, Macroeconomics A

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

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

Goals and contents of the module: The course is about the principal tools used to analyze theoretical and empirical issues in economic growth and development at the macroeconomic level.

The broad structure of the course is:

- a) Important Facts
- b) The Neoclassical Growth Model with Empirical Implications and Applications
- c) Neoclassical Growth Theory in the Balanced Growth Path
- d) Endogenous Growth Theory
- e) Misallocation and Cross-Country Differences in Productivity
- f) Institutions and Economic Development

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

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

### ***Economics of Monetary Unions***

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

Responsible teacher of the module: Prof. Antoine Camous, Ph.D.

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 5

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

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

Course language: English

Prerequisites: Macroeconomics A + B

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

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

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

Lectures are organized around the following topics:

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

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

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

### ***Family Economics***

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

Responsible teachers of the module: Prof. Dr. Klaus Adam / Effrosyni Adamopoulou, Ph.D.

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Microeconomics A + B and Macroeconomics A + B

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

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

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

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

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

### ***Financial Economics***

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

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

Cycle of offer: once per academic year

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Microeconomics A + B

Grading: 100% final exam (120 min)

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

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

Expected competences acquired after completion of the module: Students acquire a broad knowledge about important concepts related to financial economics. Amongst other things, they understand how efficient portfolios are constructed, the pecking order theory, and the determinants of borrowing capacity. They are able to apply these concepts to a multitude of scenarios and can synthesize these considerations to for example discuss the advantages and disadvantages, which affect a company's optimal choice of the debt-to-equity ratio or leverage. They are able to understand the theoretical foundations underpinning the results, and can critically discuss the underlying assumptions and resulting implications. This provides students with the foundation to further their studies in fields related to Financial Economics, and allows them to self-study more advanced material or research articles. The concepts discussed in the course have broad applicability in the workspace, be it within the financial sector itself, or in other sectors such as management consulting. More generally, the course teaches and promotes analytical thinking which is essential and helpful regardless of future career choices. The course also teaches students to clearly express their thoughts both to specialist and non-specialist audiences.

### **Föderalismus und Steuerwettbewerb**

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

Modulverantwortliche/r: Prof. Dr. Eckhard Janeba

Turnus des Angebots: mindestens jedes zweite Jahr

Dauer: 1 Semester

ECTS-Punkte: 5

Lehrmethode: Vorlesung (2 SWS)

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

Klausur: 119 Stunden

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Vorlesung Finanzwissenschaft

Benotung: Klausur (90 Minuten)

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

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

Erwartete Kompetenzen nach Abschluss des Moduls: Den Studierenden wird der institutionelle Hintergrund föderaler Staatsordnungen aus ökonomischer Sicht vermittelt. Dabei spielt der Vergleich von Staaten eine wichtige Rolle. Damit werden die Studierenden in die Lage versetzt, Unterschiede zu erkennen, Länder systematisch zu vergleichen und Ursachen für Unterschiede zu erarbeiten.

Im zweiten Schritt lernen die Studierenden die wichtigsten Theorien zum Fiskalföderalismus und Steuerwettbewerb kennen. Dabei erwerben die Studierenden die Fähigkeit, Hypothesen abzuleiten und die Annahmen kritisch zu bewerten. Die Studierenden werden mit den wichtigsten Datenquellen vertraut gemacht, um die Hypothesen zu testen. Dies ermöglicht Ihnen, selbständig Daten zu finden, auszuwerten und auf finanzwissenschaftliche Fragestellungen anzuwenden. Die beschriebene Vorgehensweise setzt die Studierenden in die Lage, aktuelle und mögliche Reformen der föderalen Ordnung in Deutschland kritisch zu beleuchten und selbständig zu analysieren.

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

- Jean Hindriks und Gareth D. Myles: Intermediate Public Economics, MIT Press, 2006
- Besley, T. und S. Coate: Central versus Local Provision of Public Goods: A Political Economy Analysis, Journal of Public Economics, 2003, 2611-2637.
- Kimberley A. Clausing: Closer Economic Integration and Corporate Tax Systems, Global Economy Journal 8(2), 2008.
- Devereux, M.P. and S. Loretz, What do we know about corporate tax competition, National Tax Journal 66, 2013, 745-774.

- Buettner, T. und M. Krause: Föderalismus im Wunderland: Zur Steuerautonomie bei der Grunderwerbsteuer, Perspektiven der Wirtschaftspolitik 19(1), 2018, 32-41
- Blesse, S., Heinemann, F. und E. Janeba: „Einhaltung der Schuldenbremse und Bewertung von Länderfusionen - Ergebnisse einer Umfrage in allen 16 Landesparlamenten“, ZEW policy brief Nr. 16-06, 2016.
- Christofzik, Désirée I. & Kessing, Sebastian G., 2018. "Does fiscal oversight matter?" Journal of Urban Economics 105, 70-87.

### ***Game Theory***

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

Responsible teacher of the module: Prof. Dr. Thomas Tröger

Further instructor: Daniil Larionov

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: Microeconomics A + B

Grading: written exam, 90 min.

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

Goals and contents of the module: The goal of this course is to convey advanced methods of strategic interactions, building on the fundamental methods obtained in Microeconomics B. We begin by defining games and solution concepts. These will be practiced in applications from various areas of economics. The technical aspects will be trained in particular in the tutorials.

The course consists of 4 parts:

1. Bayesian Games
2. Extensive Games
3. Evolutionary Games
4. Repeated Games

Expected competences acquired after completion of the module: Basic understanding and knowledge of game theory.

Further information: Main texts:

M. J. Osborne, An Introduction to Game Theory, Oxford University Press, 2003

### **Impact Evaluation**

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

Responsible teachers of the module: Dr. Giulia Montresor / Dr. Katharina Richert

Cycle of offer: every spring semester

Duration: 1 semester

ECTS credits: 7

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

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

Course language: English

Prerequisites: Statistik I + II, Grundlagen der Ökonometrie

Grading: 80% final exam (90 minutes), 20% presentation (30 minutes including 5 minutes paper critique and 5 minutes group discussion).

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

Goals and contents of the module: The course is designed for introducing students to the main empirical strategies that are typically used for impact evaluation: Randomized Control Trials, Identification on Observables, Instrumental Variables, Difference-in-Difference, Regression Discontinuity Design. Students will be both exposed to fundamental concepts behind the estimation of causal effects and related applied applications. Students will be asked to actively participate and prepare a presentation once during the tutorial session. The lecture and the tutorial will take place every week. Lecture contents will be practiced during Stata exercise sessions in the tutorial or deepened with discussions of the current literature presented by students. Every participating student will have to present one research article once. The 30-minute presentations (+/-10%) will contain a 20 minute summary of the paper and a 5 minute discussion of positive and negative paper aspects, potentially including secondary literature. Additionally, the presenting student will have to prepare 2-3 questions suitable to motivate a 5 minute group discussion with all course participants. In order to participate in the group discussions, all students are required to read the suggested literature before the tutorial sessions.

Expected competences acquired after completion of the course:

- Understand what impact evaluation is and the different techniques used
- Understand the identifying assumptions underlying each impact evaluation technique
- Review the “parameters of interest”
- Make judgments about what specific impact evaluation technique is appropriate to use according to the context and type of intervention

Further information: Main reading: Frölich, M. and Sperlich, S. (2019): Impact Evaluation – Treatment effects and causal analysis, Cambridge University Press.

Other useful material:

- Khandker, S. et al. (2010): Handbook on Impact Evaluation: Quantitative Methods and Practices
- Angrist, J. and Pischke, J. (2009): Mostly Harmless Econometrics
- Angrist, J. and Pischke, J. (2015): Mastering Metrics
- Caliendo, M. and Kopeinig, S. (2005): Some Practical Guidance for the Implementation of Propensity Score Matching
- Angrist, J., Imbens, G., and Rubin, D. (1996): Identification of causal effects using instrumental variables. Journal of the American Statistical Association, 91(434), 444-455.
- Lee, D. and Lemieux, T., Regression discontinuity designs in economics (2010). Journal of economic literature, 48 (2), 281-355.



**Labor Economics**

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

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

Cycle of offer: each spring semester

Duration: 1 semester

ECTS credits: 5

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

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

Course language: English

Prerequisites: Microeconomics A + B

Grading: final exam (90 min, 100%)

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

Goals and contents of the module: This course provides an introduction into the field of labor economics. The emphasis is on applied microeconomics and empirical analysis. Topics to be covered include: labor supply and demand, tax policy, minimum wage laws, education and training, inequality, discrimination, and unemployment.

Expected competences acquired after completion of the module: The goal of the course is to provide a thorough understanding of central concepts in labor economics and to provide an introduction into empirical research in labor economics. Students will learn to use Stata to replicate some research results.

### **Markets and the Environment**

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

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

Instructors: Vincenzo Mollisi, Ph.D. / Dimitri Szerman, Ph.D.

Cycle of offer: every spring semester

Duration: 1 semester

ECTS credits: 7

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

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

Course language: English

Prerequisites: Microeconomics A + B, Grundlagen der Ökonometrie

Grading: written final exam, 90 min.

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

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

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

Expected competences acquired after completion of the module: Students acquire a broad knowledge in the field of environmental and resource economics. They understand the economic underpinnings of environmental regulation, for example, how environmental externalities affect social welfare, and why international cooperation to curb transboundary pollution is sometimes hard to achieve. Furthermore, they acquire an economic understanding of supply and demand for natural resources, and why scarce resources command a rent even when markets are competitive. To analyze these issues and to solve the relevant theoretical models, students apply various game theoretical and mathematical tools, such as optimization methods and multivariate calculus. For a better grasp of the mechanics of these models, students learn how to use spreadsheet software to solve optimization models and how to employ statistical software to estimate quantitative models of environmental valuation. Computer tasks are solved in teams of 2-3 students, so that students learn how to solve applied problems in small teams and communicate their ideas to fellow students. Students should not mindlessly memorize the theories presented in this course, but rather understand where the models come from, and why they have been developed. Likewise, they should not simply employ computational tools but understand the limitations of these theories, and how these limitations can be overcome.

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

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

### **Öffentliche Investitionen und inklusives Wachstum**

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

Modulverantwortliche/r: Prof. Tom Krebs, Ph.D.

Turnus des Angebots: unregelmäßig

Dauer: 1 Semester

ECTS-Punkte: 7

Lehrmethode: Vorlesung (3 SWS)

Arbeitsaufwand: Präsenzzeit Vorlesung: 31,5 Stunden; Zeit für Selbststudium, Klausurvorbereitung und Klausur: 164,5 Stunden

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Makroökonomik A und B, Mikroökonomik A und B, Wirtschaftspolitik und Finanzwissenschaft

Benotung: Klausur (90 Minuten)

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

Ziele und Inhalte des Moduls: Diese Vorlesung beschäftigt sich mit den Auswirkungen öffentlicher Investitionen auf Wachstum, öffentliche Finanzen und Ungleichheit. Dabei werden sowohl Investitionen in Sachkapital (Verkehrsinfrastruktur, digitale Infrastruktur, Wohnungsbau) als auch Bildungsinvestitionen besprochen. Ein besonderer Fokus liegt auf der Frage, inwieweit öffentlichen Investitionen die Chancengerechtigkeit stärken (Verteilung der Lebenschancen).

Erwartete Kompetenzen nach Abschluss des Moduls: Studierende sollen die Fähigkeit entwickeln, die Auswirkungen öffentlicher Investitionen auf Wohlstand und Chancengleichheit auf Basis ökonomischer Methoden zu analysieren. Darüber hinaus soll den Studierenden die Möglichkeit geboten werden, sich kritisch mit der ökonomischen Literatur zum Thema auseinanderzusetzen.

Weitere Informationen: Eine Literaturliste wird in der ersten Vorlesung ausgegeben.

**Statistics and Stata**

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

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

Cycle of offer: every spring semester

Duration: 1 semester

ECTS credits: 7

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

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

Course language: English

Prerequisites: Statistik I + II, Grundlagen der Ökonometrie

Grading: programming exam (90 min.)

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

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.

### ***Time Series Analysis (TSA)***

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

Responsible teacher of the module: Dr. Toni Stocker

Cycle of offer: each spring semester

Duration: 1 semester

ECTS credits: 7

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

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

Course language: English

Grading: final written exam (120 minutes) + homework assignments to submit plus cooperative learning in tutorials during the semester. Achieving a minimum of points in the homework gradings is required for participating in the exam (please check the course guidelines for details). The final grade is based on points from the tutorials and points from the final written exam. At maximum, there are 100 points to earn, where 20 points are from the tutorials and 80 points from the written exam.

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

Goals and contents of the module: In large part, economic data is based on time series, which is data collected on the same observational unit at multiple time periods (e. g. yearly, quarterly or monthly). Analyzing time series data requires specific statistical models and methods, which are usually not taught in basic statistics and basic econometrics courses. Subject of this course is to provide an overview about the most important standard methods for describing and analyzing time series data. Thereby the main focus is on the practical application of forecasting methods. The Statistical Software R will intensively be used upon many real data examples. Contents: Introduction to TSA, Review of Basic Essentials, Basic Elements of TSA, Basic Properties of Time Series, Forecasting Theory, AR(I)MA Processes, ADL- and VAR-Models, Nonstationarity, Estimation of Dynamic Causal Effects, Additional Topics in TSA

Expected competences acquired after completion of the module: At the end of the semester students

- know and understand most common TSA methods and their theoretical background
- know how to construct forecasting models, how to conduct model based forecasts and how to check model performance
- can proficiently use R for all important parts of TSA: constructing graphics, estimating and testing, forecasting, model diagnosis and assessment
- have experienced the possibilities and limitations of time series methods on the basis of real data examples

Further information: Students should have a solid understanding of Basic Statistics and Basic Econometrics. Students are not allowed to enter this course after the 3rd lecture.

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

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

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

Erwartete Kompetenzen nach Abschluss des Moduls:

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

Kommunikative Kompetenzen: In Vorlesung und Übung erlernen Studierende die Fähigkeit, in großen und kleinen Gruppen eigene Fragen zur theoretischen Entwicklung der VWL zu entwickeln und ihre Positionen dazu mündlich wie schriftlich (Klausur) zu vertreten.

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

Weitere Informationen: Literaturempfehlungen zur Einführung:

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



### **Wirtschaftsgeschichte der USA**

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

Modulverantwortliche/r: PD Dr. Tobias A. Jopp

Turnus des Angebots: unregelmäßig

Dauer: 1 Semester

ECTS-Punkte: 7

Lehrmethode: Vorlesung (3 SWS)

Arbeitsaufwand: Präsenzzeit Vorlesung: 31,5 Stunden, Zeit für Selbststudium, Klausurvorbereitung und Klausur: 164,5 Stunden.

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Besuch der Veranstaltung „Einführung in die Wirtschaftsgeschichte für Volkswirte“ oder einer anderen Einführungsveranstaltung in die Wirtschaftsgeschichte wird empfohlen, ist jedoch keine notwendige Voraussetzung für die Teilnahme.

Benotung: Klausur (135 Minuten)

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

Ziele und Inhalte des Moduls: Die historische Entwicklung der amerikanischen Volkswirtschaft unterscheidet sich in vielerlei Hinsicht vom europäischen Wachstumsprozess. Als wesentliche Ursache für diese Unterschiede gilt die relative Knappheit des Produktionsfaktors Arbeit in den USA. Diese Hypothese werden wir insbesondere am Beispiel der Sklaverei und anhand des Verlaufs der amerikanischen Industrialisierung diskutieren. Weitere Schwerpunkte bilden die Transportrevolution, die Erschließung des amerikanischen Westens, die Evolution der Finanzmärkte und die Ursachen und Folgen der Weltwirtschaftskrise.

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: Jeremy Attack / Peter Passell (1994): A New Economic View of American History, 2. Aufl., New York/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 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, handout and presentation

Course language: English

Prerequisites: Grundlagen der Ökonometrie and Statistik I + II

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

Expected number of students in class: maximum 14

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

Expected competences acquired after completion of the module: Students will have acquired advanced expertise in econometrics and empirical research. They are able to understand and use the corresponding literature for their projects. They will have the required competence for empirical data work (data search, preparation and analysis). Students are able to divide a comprehensive empirical research project into appropriate sub-problems to be addressed, to interpret and prepare the obtained empirical results in an adequate way, to present the results in oral and written form as well as to defend them within a discussion with their fellow students and the instructor. Students are able to follow specialist presentations and to critically discuss the content of such presentations.

**Behavioral Public Economics**

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

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

Cycle of offer: spring semester

Duration: 1 semester

ECTS credits: 6

Method (hours per week): blockseminar (2)

Workload: 168 working hours for first meeting, block seminar, preparation of the seminar paper and presentation.

Course language: English

Prerequisites: introductory classes in Microeconomics and Econometrics; having taken Introductory Public Economics is desirable

Grading: seminar paper (50%), presentation (40%), classroom discussion (10%)

Expected number of students in class: max. 15

Goals and contents of the module: Insights from behavioral economics are increasingly applied to a range of topics in public economics. While traditional behavioral economics often relies on experimental evidence, recent research demonstrates that individuals do not behave rationally in many relevant field (real-world) settings. This seminar will analyze a number of classic questions in public economics, such as individual responses to tax and expenditure policies, from an angle of behavioral economics. The discussion will focus on patterns of deviations from rational behavior, as well as potential consequences for policy design. Students will write a paper (approx. 10 pages) and present their work in the seminar.

Expected competences acquired after completion of the module: By the end of the course, students will be able to

- apply microeconomic methods to topics in behavioral public economics
- independently analyze recent research papers and critically evaluate their theoretical arguments and empirical evidence
- understand the topics covered corresponding to recent research, and usefully apply this to real-world issues in public policy where behavioral aspects play a role

### ***Econometrics of Antitrust***

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

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

Cycle of offer: each spring semester

Duration: 1 semester

ECTS credits: 6

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

Workload: 168 working hours for organizational meeting, blockseminar, preparation of the seminar paper and presentation

Course language: English

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

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

Expected number of students in class: max. 15

Goals and contents of the module: The aim of this course is introducing students to the most used empirical techniques in Competition Policy and Antitrust. It will cover academic papers and European and U.S. competition cases that have intensely used empirical methods and especially econometrics.

Expected competences acquired after completion of the module: Students will be introduced to the standard empirical and econometrics techniques in competition policy and antitrust. They will also be familiarized with important European and U.S. competition cases. They will develop skills in the sense of recognizing which empirical techniques are more appropriate to analyze different anti-competitive effects. They will also develop analytical skills, which will help them identify identification/endogeneity problems in different applications.

Further information: The reading list will be provided in the first meeting (March). Presentations will be blocked in two days in April or May.

### ***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: every second spring semester

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Statistics I + II and Basic Econometrics are mandatory. Microeconomics A + B would be also very useful.

Grading: classroom discussion (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: depends on students' choice (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; 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.

***Emissions Trading in Theory and Practice***

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

Responsible teacher of the module: Dr. Andreas Gerster

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

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

Grading: seminar paper (50%), presentation (30%), classroom discussion (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, implications for environmental justice, 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.

### **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 (50%), Vortrag (25%), Koreferat (25%)

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 mikroökonomischen 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 ökonomische 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 ökonomische 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-ökonomischer 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.

### ***Family and Macroeconomics***

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

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

Cycle of offer: each spring

Duration: 1 semester

ECTS credits: 6

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

Workload: 168 working hours for organizational meeting, blockseminar, preparation of the seminar paper and presentation

Course language: English

Prerequisites: Macroeconomics A and B; Microeconomics A and B

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

Expected number of students in class: max. 13

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

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



### ***Institutions and Economic Development in Historical Perspective***

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

Responsible teacher of the module: Dr. Alexander Donges

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 6

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

Workload: 168 (working hours for organizational meeting, blockseminar, preparation of the seminar paper and presentation)

Course language: English (the seminar paper can be also written in German)

Prerequisites: for some seminar topics, basic knowledge in econometrics (at the level of "Grundlagen der Ökonometrie") is useful.

Grading: seminar paper (70%), presentation (20%), and classroom discussion (10%)

Expected number of students in class: The maximum number of participants is 14.

Goals and contents of the module: In this seminar, we discuss the long-run effect of institutional change on economic development. We focus on different countries and periods of time, e.g. the effect of economic liberalization in nineteenth-century Europe, or institutional differences between Europe and former colonies, which include a variety of factors, e.g. property rights, political participation, and the effectiveness of the legal system. The critical discussion of recent empirical research is part of the seminar. Therefore, basic knowledge in econometrics (at the level of "Grundlagen der Ökonometrie") is useful.

Expected competences acquired after completion of the module: The participants have learned to work independently on a given research question. In particular, they have learned how to search, identify, and critically discuss the relevant literature in a specific field, how to write a research paper, and how to present and defend a paper in front of a scientific audience.

Further information: I will allocate the seminar topics after the final assignment of seminar places. In October 2020, I will upload the list of seminar topics (including introductory literature) on my website (<http://donges.vwl.uni-mannheim.de/>).

**International Economics**

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

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

Cycle of offer: each spring semester

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Microeconomics A + B, Grundlagen der Ökonometrie; general requirements: experience with statistical software Stata will be helpful.

Grading: seminar paper (50%) + presentation (40%) + classroom discussion (10%)

Expected number of students in class: depends on students' choice, maximum 15.

Goals and contents of the module: International trade has grown remarkably over the last few decades and it has dramatic impacts on the way the economies are organized. An important goal of the seminar is to provide students with the necessary knowledge to understand several important topics about international trade. This seminar covers several frontier research topics in empirical international economics. A tentative list of topics includes: how trade affects wage structure; how trade affects employment structure; etc. Students should ideally already have some knowledge of international economics and econometrics, since we will mostly discuss empirical papers. Students will choose a paper from the reading list and present it in the seminar. Moreover, they will write a seminar paper (max. 5 pages) which summarize the chosen paper.

Expected competences acquired after completion of the module: Students develop skills in reading, understanding, and critically evaluating research papers in the field of international economics. They will improve their competencies in scientific writing and presentation skills.

### ***Introduction to predictive analytics and machine learning***

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

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

Cycle of offer: spring semester

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): 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

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

Expected number of students in class: max. 14

Goals and contents of the module: Statistical learning is a set of methods that allow to study processes that cannot be satisfactorily explained by the existing theories. Those procedures are particularly useful for analyzing complex datasets with many observations and many variables. This seminar will introduce to the basics of statistical learning with emphasis put on building models that provide the most accurate predictions. Each participant will have to study on her own using materials pre-recorded and shared by me. In those video materials, I will review supervised problems, in which the value of an outcome measure is predicted on the base of a number of input measures. All examples will be implemented in R, an open-source statistical computing language. One of the purposes of the course is to familiarize students with this language, which nowadays is extensively used both in academia and in industry. No programming skills are assumed and I will start teaching it from scratch. During the seminar the students will present their prediction model built with the use of artificial datasets prepared by me.

Course roadmap:

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

Expected competences acquired after completion of the module: The students gain knowledge and understanding how modern statistical learning methods differ from classical econometrics. They can use those methods to build predictive models. The students can choose the right method for a given problem. They can write simple programs in R.

Further information: literature:

- Golemund, G. (2014) "Hands-On Programming with R: Write Your Own Functions and Simulations."
- Matloff, N. (2011) "The Art of R Programming: A Tour of Statistical Software Design."
- James, G.; D. Witten; T. Hastie; R. Tibshirani (2013) "An Introduction to Statistical Learning: with Applications in R"

### ***Makroökonomische Analyse der Hartz-Reformen***

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelor-Studiengang Volkswirtschaftslehre

Modulverantwortliche/r: Prof. Tom Krebs, Ph.D.

Turnus des Angebots: jedes Semester

Dauer: 1 Semester

ECTS-Punkte: 6

Lehrmethode (Umfang): Blockseminar (2 SWS)

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

Unterrichtssprache: Deutsch

Teilnahmevoraussetzungen: Makroökonomik A und B, Mikroökonomik A und B

Benotung: Vortrag (einfach gewichtet) und schriftliche Seminararbeit (doppelt gewichtet).

Erwartete Zahl der Teilnehmer/innen: max. 16

Ziele und Inhalte des Moduls: Das Seminar beschäftigt sich mit den gesamtwirtschaftlichen Auswirkungen der Hartz-Reformen. Das Ziel der Veranstaltung besteht in der Diskussion der theoretischen Erklärungsansätze für die einzelnen Reformen wie auch in der empirischen Überprüfung des Reformersfolgs. 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.

### ***Multilateral Bargaining***

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

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

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

Grading: term paper (50%) + presentation (40%) + classroom discussion (10%)

Expected number of students in class: maximum 15

Goals and contents of the module: The seminar will cover selected topics on multilateral bargaining.

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/experimental 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.

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.

### ***Nudging***

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

Responsible teacher of the module: Dr. Franziska Heinicke

Cycle of offer: irregular

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: none

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

Expected number of students in class: max. 15

Goals and contents of the module: Recently, nudging has received increased attention in economic research as well as in the political debate. Nudging is understood as small changes in a choice environment that guide people's decisions in a certain direction without restricting choices. Prominent examples are nutrition labels on food or warnings on cigarettes. In this seminar, we will discuss insights of behavioral economics to better understand the effectiveness of nudges and consider the experimental evidence on nudges in various fields, such as financial decisions, health, politics, development economics and environmental economics. We will discuss experimental methods, effectiveness and limits of nudging, and ethical concerns arising with nudges.

Expected competences acquired after completion of the module: The seminar will enable students to read and critically evaluate scientific papers in the field of nudging. In the term paper, students will focus on a problem of their choosing that might be addressed by nudging and propose a possible nudge for this situation. By applying insights gained from the literature to an existing problem, students will get a more practical understanding of nudges and train their ability to transfer knowledge between different contexts. By writing and presenting a term paper students will further improve their skill in writing and presenting scientific work.

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

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

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

Cycle of offer: each semester

Duration: 1 semester

ECTS credits: 6

Teaching method (hours per week): 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 (50%) and seminar paper (50%)

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

Goals and contents of the module: We will discuss recent and influential research papers on the causes of development and underdevelopment.

Expected competences acquired after completion of the module:

- Students learn to read empirical research papers in economics, which directly confronts them with scientific language and argument.
- Students learn to synthesize the contribution research papers aim for.
- Students learn to communicate the contribution research papers aim for.
- Students learn to put the contribution of research papers into perspective using related research in economics and elsewhere.
- They also learn to evaluate recent research.

***Segen und Fluch zugleich? Die (Über-)Nutzung natürlicher Ressourcen in wirtschaftshistorischer Perspektive***

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

Modulverantwortliche/r: PD Dr. Tobias A. Jopp

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

Benotung: Seminararbeit (70%), Präsentation und Diskussionsbeteiligung (20%) und Koreferat (10%)

Zahl der Teilnehmer/innen: max. 15

Ziele und Inhalte des Moduls: Leitend ist die Frage, inwieweit die Vorstellung von einem „Fluch der (natürlichen) Ressourcen“, dem Länder mit einer reichlichen Ausstattung an natürlichen Ressourcen mutmaßlich ausgesetzt sind, historisch trägt. Zu klären wird sein, welcher Zusammenhang historisch zwischen der Ausstattung eines Landes mit natürlichen Ressourcen und seinem Wirtschaftswachstum bestand und welche Rolle die Übernutzung von Ressourcen für Wirtschaftswachstum, Wirtschaftsentwicklung und politische Stabilität spielt.

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.



**Topics in Economics of Education**

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

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

Cycle of offer: spring semester

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Microeconomics A, Statistik and Grundlagen der Ökonometrie

Grading: seminar paper/research review (60%), presentation (35%), classroom discussion (5%)

Expected number of students in class: max. 13

Goals and contents of the module: This course is intended to provide an overview of the main research questions, theoretical frameworks, sources of identification, and applied econometric methods used in Economics of Education. The specific topics to be covered include, among others, the impact of class-size, educational tracking, economic incentives in the educational system, teachers' quality, and the socioeconomic returns to education.

Expected competences acquired after completion of the module: After the seminar, students will acquire a critical understanding of the most recent literature on the economics of education. The students are able to synthesize the main findings, analyze the quality of existing papers, and provide some policy implications. Students will also improve their communication skills with a presentation of their research review or seminar paper in front of their classmates. This presentation will be followed by a class discussion on the strengths and weaknesses of the student's work, which will allow the student to defend their position during a group discussion.

### **Topics in Financial Economics**

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

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

Cycle of offer: once a year

Duration: 1 semester

ECTS credits: 6

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

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

Course language: English

Prerequisites: Microeconomics A + B (prerequisite), Introduction to Econometrics (recommended for empirical papers), Financial Economics (helpful)

Grading: presentation (40%) and report (60%)

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

Goals and contents of the module: Students are required to pick a paper in selected topics relating to Financial Economics and give a presentation to discuss the paper's strengths and weaknesses. Based on their work, and the comments that they receive in the presentation, students are required to write a report summarizing and critically discussing the paper, and synthesizing the findings in related papers presented by other students. Topics can include asset pricing, corporate governance, securitization practices and their relation to the Financial Crisis 2007-2009. A detailed list of topics and associated papers will be circulated once the seminar spots have been allocated.

Expected competences acquired after completion of the module: Students learn to analyze, summarize, and critically discuss original articles at the frontier of current research in financial economics. They improve the skills to communicate complex topics both orally and in writing, and further their presentation skills. The seminar also serves as a bridge towards the Bachelor Thesis. Students learn to engage with current research papers, to critically assess those, and to develop their own ideas based on their findings – all skills which are essential for the successful completion of the thesis.

Further information: Having attended the course in Financial Economics is helpful but not required. Please carefully read the following information regarding the timing of the seminar! Timing: Please note that this block seminar aims to finish before the Easter Break. This means that a substantial part of the guided independent work will need to be conducted in January and February. A detailed timeline will be disseminated immediately following the allocation of seminar spots and will reflect the circumstances due to COVID-19. The instructor will be available for individual meetings throughout this time.

### ***Wirtschaftspolitisches Seminar für BSc Studierende***

Art und Verwendbarkeit des Moduls: Wahlveranstaltung im Bachelor-Studiengang Volkswirtschaftslehre

Modulverantwortliche/r: Prof. Dr. Hans Peter Grüner

Turnus des Angebots: jedes Frühjahrssemester

Dauer: 1 Semester

ECTS-Punkte: 6

Lehrmethode: Seminar (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: Grundlagenbereich

Benotung: Die im Seminar zu erbringende Leistung besteht aus einem eigenen Seminarvortrag (in der Regel über eine wissenschaftliche Arbeit) mit Diskussion des eigenen Vortrages (80%) und den Präsentationsfolien, die am Vortragstag abzugeben sind (20%).

Erwartete Zahl der Teilnehmer/innen: max. 12

Ziele und Inhalte des Moduls: Teilnehmer müssen einen Seminarvortrag halten (üblicherweise über ein wissenschaftliches Papier), dem Publikum für Fragen zu ihrem Vortrag zur Verfügung stehen, sich aktiv an der Diskussion anderer Vorträge beteiligen, und ihre Präsentationsfolien zehn Tage vor dem Vortrag einreichen. Während des ersten Treffens werden die Seminarthemen vorgestellt.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden lernen wirtschaftswissenschaftliche Erkenntnisse beim Lösen praktischer Probleme anzuwenden.

Weitere Informationen: Vortragsthemen und alle weiteren organisatorischen Details finden sich auf der Homepage des Lehrstuhls (<https://www.vwl.uni-mannheim.de/gruener/teaching/#c20486>).

## 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 wirtschaftswissenschaftlicher Methoden auf praxisrelevante Fragestellungen; Erlernen praktischer berufsfeldbezogener Methoden und Schlüsselkompetenzen.

Erwartete Kompetenzen nach Abschluss des Moduls: Die Studierenden sind in der Lage, ihr im Studium erworbenes Wissen und Verständnis im beruflichen Kontext anzuwenden. Sie haben in ihrem Tätigkeitsfeld Argumente und Problemlösungen erarbeitet und weiterentwickelt sowie berufsbezogenes Fachwissen erworben. Sie haben Arbeitsprozesse reflektiert, bewertet und ggf. selbstständig gestaltet. Sie haben gegenüber Mitarbeitenden Positionen und Problemlösungen formuliert und argumentativ verteidigt und sich mit diesen über Informationen, Ideen, Probleme und Lösungen ausgetauscht. Im Rahmen eines Auslandspraktikums haben sie ggf. ihre berufsbezogenen Fremdsprachenkenntnisse erweitert.

Weitere Informationen: Das Praktikum erfüllt die in der Richtlinie des Bundes zur Beschäftigung von Praktikantinnen und Praktikanten (Praktikantenrichtlinie Bund), gültig ab 1.1.2015, sowie die in den ergänzenden Durchführungshinweisen genannten Bedingungen eines Pflichtpraktikums (schriftlich bestätigt durch Referat D5 des Bundesministerium des Innern am 27. Juli 2017).

## Teil D: Bachelorarbeit

### **Bachelorarbeit**

Art und Verwendbarkeit des Moduls: Pflichtmodul im Bachelorstudiengang Volkswirtschaftslehre

Modulverantwortliche/r: Prüfungsausschuss für den Bachelorstudiengang Volkswirtschaftslehre sowie der/die Betreuer/in der Bachelorarbeit

Dauer: 1 Semester

ECTS-Punkte: 12

Lehrmethode: schriftliche Abschlussarbeit

Arbeitsaufwand: 336 Stunden

Sprache: Deutsch oder Englisch nach Vereinbarung

Teilnahmevoraussetzungen: mindestens ein bestandenenes 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.