



Göttingen, den 8. April 2020

Bachelor-Seminar (Sommersemester 2020)

Schulbildung und langfristige wirtschaftliche Entwicklung

Falls Sie weitere Informationen benötigen, kontaktieren Sie bitte Frau Dr. Katharina Werner (kwerner@uni-goettingen.de).

Hinweis: Die Seminarsprache ist deutsch, die Literatur ist jedoch in englisch.

Bitte beachten Sie, dass das Seminar auf Grund von COVID-19 voraussichtlich vollständig digital stattfinden wird. Die genauen Software-Lösungen werden noch bekanntgegeben.

Termine

- 21.4.2020, 12:15-13:00, Raum VG 4.106: unverbindliche Vorbesprechung
Auf Grund von COVID-19 entfällt dieser Vorbesprechungstermin. Bei Fragen oder Unklarheiten kontaktieren Sie bitte Frau Dr. Werner.
- bis zum 3.5.2020: Abgabe des Anmeldeformulars in Raum Oee 2.138 oder per Email (kwerner@uni-goettingen.de)
- 4.5.2020–15.5.2020: verbindliche An- und Abmeldung über FlexNow
Achtung: Falls mehr Anmeldungen vorliegen als Plätze vorhanden sind, werden die Seminarplätze nach der Studienordnung vom 22.11.2019, §12 vergeben.
- Beginnend vom 4.5.2020: Veröffentlichung der Themen- und Teilnehmerliste
- 14.5.2020, 16:00-18:00: Extratermin zum Thema “How to write a Seminar Paper”
- 3.6.2020: Abgabe der Seminararbeit. Bitte senden Sie eine PDF-Datei an Dr. Katharina Werner (kwerner@uni-goettingen.de)
- 10.6.2020, 13.00-14.00: letzte Vorbesprechung zum Seminar
- 19.06. & 20.06.2020: Blockseminar

Die (virtuelle) Teilnahme an allen Terminen ist verpflichtend.

Prüfungsleistung

Die Prüfungsleistung setzt sich zusammen aus:

- 1) Seminararbeit (15 Seiten, in Englisch oder Deutsch)
- 2) Vortrag (20 Minuten, Deutsch)
- 3) Diskussion eines anderen Themas (5 Minuten, Deutsch)

Die Endnote besteht zu 50% aus der Note der Seminararbeit, zu 50% aus der Note des Vortrags und der Diskussion. Es müssen beide Leistungen bestanden werden, um das Seminar zu bestehen.

Bitte beachten Sie, dass wir aus organisatorischen Gründen die Deadline unter keinen Umständen verlängern können (z.B. auch nicht bei Krankheit)

Benötigtes Vorwissen:

Notwendig: BA-Kurse in Ökonometrie, Makro- and Mikroökonomie

Empfohlen: BA-Kurse in Wachstum und Entwicklung, Mathematik

Themen

1. What Does Human Capital Do?

Acemoglu, D., 2012, What Does Human Capital Do? A Review of Goldin and Katz's *The Race between Education and Technology*. *Journal of Economic Literature*, 50(2), 426–63.

<https://www.aeaweb.org/articles?id=10.1257/jel.50.2.426>

2. Early Childhood Human Capital and Development

Schoellmann, T., 2016, Early childhood human capital and development. *American Economic Journal: Macroeconomics*, 8(3), 145–74.

<https://www.aeaweb.org/articles?id=10.1257/mac.20150117>

3. Education and Economic Growth in the Long Run

Tamura, R., Dwyer, J., Devereux, J., and Baier, S., 2019, Economic growth in the long run. *Journal of Development Economics*, 137, 1–35.

<https://www.sciencedirect.com/science/article/abs/pii/S0304387818307259>

4. Knowledge Capital and Aggregate Income Differences

Hanushek, E. A., Ruhose, J., and Woessmann, L., 2017, Knowledge capital and aggregate income differences: Development accounting for US states. *American Economic Journal: Macroeconomics*, 9(4), 184–224.

<https://www.aeaweb.org/articles?id=10.1257/mac.20160255>

5. Human Capital, Technology Adoption and Firm Performance

Che, Y. and Zhang, L., 2018, Human Capital, Technology Adoption and Firm Performance: Impacts of China's Higher Education Expansion in the Late 1990s. *Economic Journal* 128(614), 2282–2320.

<https://onlinelibrary.wiley.com/doi/full/10.1111/eoj.12524>

6. Fecundity, Fertility and the Formation of Human Capital

Klemp, M., and Weisdorf, J., 2018, Fecundity, fertility and the formation of human capital. *Economic Journal* 129(618), 925–960.

<https://academic.oup.com/ej/article/129/618/925/5289462>

7. Human Capital and the Quantity-Quality Trade-off During the Demographic Transition

Fernihough, A., 2017, Human capital and the quantity-quality trade-off during the demographic transition. *Journal of Economic Growth* 22(1), 35–65.

<https://link.springer.com/article/10.1007/s10887-016-9138-3>

8. How Far Can Economic Incentives Explain the French Fertility and Education Transition?

De La Croix, D., and Perrin, F., 2018, How far can economic incentives explain the French fertility and education transition?. *European Economic Review*, 108, 221–245.

<https://www.sciencedirect.com/science/article/pii/S0014292118301041>

9. Luddites, the Industrial Revolution, and the Demographic Transition

O'Rourke, K. H., Rahman, A. S., and Taylor, A. M., 2013, Luddites, the industrial revolution, and the demographic transition. *Journal of Economic Growth* 18(4), 373–409.

<https://link.springer.com/article/10.1007/s10887-013-9096-y>

10. Institutions, Human Capital, and Development

Acemoglu, D., Gallego, F. A., and Robinson, J. A., 2014, Institutions, Human Capital, and Development. *Annual Review of Economics*, 6, 875–912.

<https://www.annualreviews.org/doi/abs/10.1146/annurev-economics-080213-041119>

11. Human Capital and Regional Development

Gennaioli, N., La Porta, R., Lopez-de-Silanes, F., and Shleifer, A., 2013, Human Capital and Regional Development. *Quarterly Journal of Economics* 128(1), 105–164.

<https://academic.oup.com/qje/article/128/1/105/1840182>

12. The Mission: Human capital Transmission, Economic Persistence, and Culture in South America

Valencia Caicedo, F., 2018, The Mission: Human capital transmission, economic persistence, and culture in South America. *Quarterly Journal of Economics*, 134(1), 507–556.

<https://academic.oup.com/qje/article/134/1/507/5123742>

13. Intergenerational Transmission of Education

Piopiunik, M., 2014, Intergenerational transmission of education and mediating channels: Evidence from a compulsory schooling reform in Germany. *Scandinavian Journal of Economics* 116(3), 878–907.
<https://onlinelibrary.wiley.com/doi/full/10.1111/sjoe.12063>

14. Human Capital and Development Accounting

Hendricks, L., and Schoellman, T., 2017, Human capital and development accounting: New evidence from wage gains at migration. *Quarterly Journal of Economics*, 133(2), 665–700.
<https://academic.oup.com/qje/article/133/2/665/4705908>

15. Genes, Education, and Labor Market Outcomes

Papageorge, N. W., and Thom, K., 2018, Genes, education, and labor market outcomes: evidence from the health and retirement study. NBER working paper No. w25114
<https://www.nber.org/papers/w25114>

The seminar paper

In your seminar paper you should present the idea and the central mechanisms of the underlying journal article in your own words. The objective of the seminar paper is that a reader unfamiliar with the original journal article is thoroughly familiarized with the topic. The seminar paper must not be longer than **15 pages** (excluding appendices and the list of references). Please use the following layout:

type size 12, spacing 2.0, indention 2.5 cm

The seminar paper and the presentation are an optimal opportunity to familiarize yourselves with the open-source typesetting software Latex that is used nowadays in science. If you choose to prepare the paper in Word please use the typeface “Times New Roman”.

Advices for preparing a seminar paper:

- use as few footnotes as possible.
- attach a bibliography to your paper.
- do not include lists of figures, tables or abbreviations. They are not necessary in such a short seminar paper.
- properly cite all sources that you refer to.
- for references in the text follow the practice of international journals. Example: If you want to refer to an article written by Hazan in 2009 cite it in the text as [...] (Hazan, 2009). Please do not use footnotes for citation.

Students who copy-paste from any source will automatically be expelled from the course. They are graded with 5.0 and are furthermore reported to the registrar’s office (“Prüfungsamt”). Notice that also one-for-one translations from another language account as plagiarism. Be aware: We are extremely ambitious to uncover any attempt of fraud and also use specialized software to detect plagiarism.

The presentation

Every participant of the seminar acts as a presenter of his **own topic (20 minutes)** as well as a **“first participant in discussion” (around 5 minutes)** of another topic of the seminar. **The slides have to be sent to Katharina Werner (kwerner@uni-goettingen.de) as a PDF file (no ppt files!) until the day before the seminar.**

If you are uncertain about the composition of your presentation the following advices might be helpful.

- The first 3 minutes of a presentation are crucial because you have the full attention of the audience. Use them to deliver the main point/the takeaway of your talk
- The available speaking time of 20 minutes is not sufficient to say everything that could be said about the topic.
- Practice the presentation several times beforehand to get a feeling for the time constraints etc.

You should pay attention to the following advices when preparing your slides:

- No more than 1 slide per minute
- Every slide should be equipped with a title
- The title should be self-explanatory
- No footnotes, detailed bibliographic information, long formulas, big tables or long sentences
- A slide with too little text is preferable to a slide with too much text, optimal are 20 - 40 words per slide
- A figure or a formula is worth a 1000 words
- Do not use fancy layouts (or other fancy Powerpoint options)

Plagiarism Statement

- Name, Vorname
- Matrikelnummer

The seminar paper on the topic for the Seminar “Schulbildung und langfristige wirtschaftliche Entwicklung” in Spring 2020 was written by me and in my own words, except for quotations from published and unpublished sources which are clearly indicated and acknowledged as such. I am conscious that the incorporation of material from other works or a paraphrase of such material without acknowledgement will be treated as plagiarism, according to the regulations of the University of Goettingen.

I also agree that my seminar paper will be checked with a specialized software.

(Datum und Unterschrift)