

# Seminar Labour Economics and Public Policy

## Winter Term 2024/2025

### I Description of the Seminar

The seminar is designed for Economics students, who are interested in the broader field of labor economics including migration economics, education economics and public policy. The seminar is conducted as a block seminar. In the introductory lecture on **Wednesday, October 16, 2024, from 12.00-2.00pm**, the seminar topics will be presented and we will provide a short introduction to scientific work. Access information to the accompanying Moodle course are handed out as well.

The seminar topics are assigned to the participants after the introductory lecture. In doing so, please send your 3 preferred topics until **Sunday, October 20, 11.59pm** by email to [timo.rammert@rwi-essen.de](mailto:timo.rammert@rwi-essen.de). The chair will assign the topics according to students' preferences on Monday, October 21. Students need to confirm the acceptance of the assigned topic and thus the binding registration for the seminar by an email to the chair until **Wednesday, October 23, 3.00pm**. For any communication with the chair, please use only your official UDE email address.

## II Topics

### A Labor Economics

#### 1. Labor market effects of AI

*Introductory Literature:*

Acemoglu, Daron, David Autor, Jonathon Hazell, and Pascual Restrepo. 2022. “Artificial Intelligence and Jobs: Evidence from Online Vacancies.” *Journal of Labor Economics*, 40(S1): S293–S340.

#### 2. Labor market effects of occupational licensing

*Introductory Literature:*

Koumenta, Maria, and Mario Pagliero. 2019. “Occupational Regulation in the European Union: Coverage and Wage Effects.” *British Journal of Industrial Relations*, 57(4): 818–849.

#### 3. The effects of apprenticeship training on workers’ careers

*Introductory Literature:*

Göggel, Kathrin and Thomas Zwick. 2012. “Heterogeneous Wage Effects of Apprenticeship Training.” *The Scandinavian Journal of Economics*, 114(3): 756–779.

#### 4. Sexual orientation discrimination

*Introductory Literature:*

Arabsheibani, G. Reza, Alan Marin, and Jonathan Wadsworth. 2005. “Gay Pay in the UK.” *Economica*, 72(286): 333–347.

#### 5. COVID-19 and firm insolvency

*Introductory Literature:*

Dörr, Julian Oliver, Georg Licht, and Simona Murmann. 2022. “Small firms and the COVID-19 insolvency gap.” *Small Business Economics*, 58(2): 887–917.

### B Migration Economics

#### 1. The impact of immigration on the labor market

*Introductory Literature:*

Card, David. 1990. “The Impact of the Mariel Boatlift on the Miami Labor Market.” *Industrial and Labor Relations Review*, 43(2): 245–257.

## 2. The impact of xenophobia on the labor market and migration

### *Introductory Literature:*

Deole, Sumit. 2019. “Justice Delayed is Assimilation Denied: Right-wing Terror and Immigrants’ Assimilation in Germany.” *Labour Economics*, 59: 69-78.

## 3. Migration and voting behavior

### *Introductory Literature:*

Bredtmann, Julia. 2022. “Immigration and electoral outcomes: Evidence from the 2015 refugee inflow to Germany.” *Regional Science and Urban Economics*, 96: 103807.

# C Education

## 1. Signaling vs. human capital

### *Introductory Literature:*

Chevalier, Arnaud, Colm Harmon, Ian Walker and Yu Zhu. 2004. “Does Education Raise Productivity, or Just Reflect it?” *The Economic Journal*, 114: F499–F517.

## 2. Peers and educational choices

### *Introductory Literature:*

Elsner, Benjamin, and Ingo E. Isphording. 2017. “A big fish in a small pond: Ability rank and human capital investment.” *Journal of Labor Economics*, 35(3): 787–828.

## 3. Returns to education

### *Introductory Literature:*

Harmon, Colm, Hessel Oosterbeek and Ian Walker. 2003. “The returns to education: Microeconomics.” *Journal of Economic Surveys*, 17(2): 115–156.

## 4. Distance and college enrollment

### *Introductory Literature:*

Spiess, C. Katharina, and Katharina Wrohlich. 2010. “Does distance determine who attends a university in Germany?” *Economics of Education Review*, 29(3): 470–479.

## 5. Effects of early childhood education programs

### *Introductory Literature:*

Heckman, James, Rodrigo Pinto, and Peter Savelyev. 2013. “Understanding the mechanisms through which an influential early childhood program boosted adult outcomes.” *American Economic Review*, 103(6), 2052–2086.

### III Terms of Participation

Good knowledge of microeconomics and microeconometrics is recommended. The number of participants is limited to 15 students. If more students register for the seminar, a random selection of participants will be made.

Please note the following:

- *Dates:*

Midterm meeting:	Tuesday, <b>December 10, 2024</b> , 3.00pm
Submission of the seminar paper:	Sunday, <b>January 12, 2025</b> , 11.59pm
Submission of the presentation slides:	Tuesday, <b>January 14, 2025</b> , 11.59pm
Block seminar:	Wednesday, <b>January 15, 2025</b> , 10.00am

- *Grading:*

The grading of the seminar consists of the seminar paper (70% of the grade) and the presentation and discussion of the paper in the plenary session (30% of the grade). Both parts must be passed to pass the seminar.

- *Formalities for the term paper*

- For the preparation of the seminar paper the chair provides a guide to familiarize you with the formalities. These must be followed.
- The following book is recommended as supplementary literature to the introduction to scientific writing: Limburg, Anika and Sebastian Otten (2011), *Writing in Economics*, Stuttgart: UTB/Schöningh.
- The seminar paper should not be longer than 15 pages (without cover sheet, but including all figures and tables, references and annexes).
- Please submit your paper **as a PDF document** via the tool available in the Moodle course. Name the PDF as follows: Lastname\_Firstname\_WS24\_25

- *Presentation:*

- Your presentation slot is 30 minutes, 25 minutes for your presentation and about 5 minutes for the discussion.
- The presentation should be supported by suitable slides.

## **IV Acquisition of Credits**

Prerequisite for the acquisition of 6 credits is the submission of a written seminar paper and the participation in the block seminar. Both parts need to be successfully completed to pass the course.