



Göttingen, 4. Juli 2023

Bachelor-Seminar (Winter Term 2023/24): Education and Development

If, after reading this infofile, you have any questions left, don't hesitate to write an email to matthias.beulmann@uni-goettingen.de

Overview

Structure of the seminar

- **01.11.2023, 15:00 (not 15:15!) - 16:00**, VG 3.101: Intromeeeting.
- Until **08.11.2023**: After the intromeeeting, you have one week to submit your application for the seminar, via email to matthias.beulmann@uni-goettingen.de. **You can find the application form as a separate file in StudIP.** You can name up to 4 topic preferences, with no guarantee given that you will receive one of your preferred topics as your seminar topic. In case that there are more applications than available places we will distribute the places according to the study regulation. Please choose your top priorities carefully, to ensure that you are comfortable with your selected topic. **Also: if not done already, this is the time to register for the course in StudIP. All further announcements will be done through StudIP!**
- Starting from **08.11.2023: publication of the list of participants and the list of topics.** The list will be published as fast as possible, sometimes the process of allocation takes a few days. After publication, the official work-time for writing the seminar paper begins.
- **08.11.2023 – 18.01.2024**: Period for the binding registration or cancellation for the course via FlexNow.
- **16.11., 16:00 - 17:00**, VG 3.108: "How to write a seminar paper" meeting with Prof. Strulik. **Attendance is required!**
- **20.12.2023**: submission of your seminar paper no later than 15:00. A .pdf version is to be sent to Matthias Beulmann (matthias.beulmann@uni-goettingen.de), a paper copy is not necessary. **Please notice that due to organizational constraints, the submission deadline of the seminar paper cannot be extended by any circumstances (e.g. illness).**
- Starting from **20.12.2023**: publication of the exact schedule for the block meeting and the matching between topics and discussants.
- Until **18.01.2024**: submission of the slides of your seminar presentation. A .pdf version is to be sent to Matthias Beulmann (matthias.beulmann@uni-goettingen.de). This is to ensure that there is atleast a working presentation available on the day of the seminar. You can improve your slides after sending them to me, and use the updated version on the seminar day.
- **19.01.2024, whole day**, ZHG 1.141: block seminar.
- **20.01.2024, whole day**, OEC 1.162: block seminar.

Attendance at the whole blocked seminar is compulsory.

Grading

Grading will be based upon the following:

- 1) Seminar paper (15 pages, in English)
- 2) Presentation (20 minutes, in English)
- 3) Discussion of another topic (5 minutes, in English)

The seminar paper accounts for 50% of the final grade. Presentation and discussion accounts for the other 50% of the final grade. Students need to pass both of these requirements in order to pass the seminar.

Topics - Please make sure to use the source provided here.

1. Cognitive Skills and Economic Growth

Reference: Hanushek, E. A., and Woessmann, L. (2012). Do better schools lead to more growth? Cognitive skills, economic outcomes, and causation. *Journal of Economic Growth*, 17, 267-321.

2. Education and Economic Growth in the Long Run

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

3. Human Capital and Growth: Specification Matters

Reference: Sunde, U., and Vischer, T. (2015). Human capital and growth: Specification matters. *Economica*, 82(326), 368-390.

4. Education Quality and Development Accounting

Reference: Schoellman, T. (2012). Education quality and development accounting. *The Review of Economic Studies*, 79(1), 388-417.

5. The Kuznets Curve of Human Capital Inequality

Reference: Morrisson, C., and Murtin, F. (2013). The Kuznets curve of human capital inequality: 1870?2010. *The Journal of Economic Inequality*, 11, 283-301.

6. Early School Exposure, Test Scores, and Noncognitive Outcomes

Reference: Cornelissen, T., and Dustmann, C. (2019). Early school exposure, test scores, and noncognitive outcomes. *American Economic Journal: Economic Policy*, 11(2), 35-63.

7. Early Childhood Human Capital and Development

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

8. Helicopter Parenting and Competition for College Admissions

Reference: Ramey, G., and Ramey, V. A. (2010). The Rug Rat Race. *Brookings Papers on Economic Activity*, 129-176.

9. Trends in Assortative Mating and Offspring Outcomes

Reference: Bratsberg, B., Markussen, S., Raaum, O., Røed, K., and Røgeberg, O. (2023). Trends in assortative mating and offspring outcomes. *The Economic Journal*, 133(651), 928-950.

10. Dynastic Human Capital, Inequality, and Intergenerational Mobility

Reference: Adermon, A., Lindahl, M., and Palme, M. (2021). Dynastic human capital, inequality, and intergenerational mobility. *American Economic Review*, 111(5), 1523-48.

11. Education and Catch-up in the Industrial Revolution

Reference: Becker, S. O., Hornung, E., and Woessmann, L. (2011). Education and catch-up in the industrial revolution. *American Economic Journal: Macroeconomics*, 3(3), 92-126.

12. The Economic Impact of Universities

Reference: Valero, A., and Van Reenen, J. (2019). The economic impact of universities: Evidence from across the globe. *Economics of Education Review*, 68, 53-67.

13. Global Universal Basic Skills: Current deficits and Implications for World Development

Reference: Gust, S., Hanushek, E. A., and Woessmann, L. (2022). Global universal basic skills: Current deficits and implications for world development (No. w30566). National Bureau of Economic Research.

14. Long-term and Intergenerational Effects of Education

Reference: Akresh, R., Halim, D., and Kleemans, M. (2023). Long-term and intergenerational effects of education: Evidence from school construction in Indonesia. *The Economic Journal*, 133(650), 582-612.

15. Human Capital, Technology Adoption and Firm Performance

Reference: 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.

16. School Governance, Teacher Incentives, and Pupil-Teacher Ratios

Reference: Duflo, E., Dupas, P., and Kremer, M. (2015). School governance, teacher incentives, and pupil-teacher ratios: Experimental evidence from Kenyan primary schools. *Journal of Public Economics*, 123, 92-110.

Read this! \Rightarrow Advice \Leftarrow Read this!

The seminar paper

Content:

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.**

Formatting:

The seminar paper must not be **longer than 15 pages** (excluding appendices and the list of references). Tables and figures to which you refer to in the text should also be placed in the text, and can be agreed on to not count towards the 15 pages. Please use the following layout:

type size 12, spacing 2.0, indentation 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. 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”). Note that also one-for-one translations from another language account as 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 technical equipment for the presentation (laptop, beamer, laser-pointer) will be provided by the institute. **The slides have to be sent to Matthias Beulmann (matthias.beulmann@uni-goettingen.de) as a .pdf file (no ppt files!) until the day before the seminar, 15:00 latest.**

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 30 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)