

M1 PPD SYLLABUS

SEMESTER 1

FIELD: Economic History

Introduction to economic history

TEACHERS: T. PIKETTY

COURSE LOAD: 24h TUTORIAL LOAD: n/a ECTS: 3

Presentation:

The objective of this course is to present an introduction to economic history, with special emphasis on the interaction between capital accumulation, the global distribution of income and wealth, and growth. To validate the course, students are required to attend and actively participate to all lectures; to take the exam.

Slides available here: <http://piketty.pse.ens.fr/en/teaching>

Evaluation:

FINAL EXAM

FIELD: Markets and Markets failures: theory and Public policies

Microeconomics: Consumers, Games, and Information & Firms

TEACHERS: O. VANDEN EYNDE & F. LIBOIS

TUTORIAL TEACHER: Q. CAVALAN

COURSE LOAD: 36h TUTORIAL LOAD: 16h ECTS: 7

Presentation:

The aim of this course is first to bring to students the various tools of microeconomic theory.

It will insist on providing students with a deep understanding of a range of microeconomic principles and on fostering their ability to apply those principles to practical economic policy and international development issues. It will do so by alternating the teaching of theoretical concepts and discussion

and examples of their application to the analysis of policy issues. The course will cover consumer theory and applications, production theory and applications, choice under uncertainty, partial and general equilibrium, externality and public goods, and monopoly and pricing. It will include an introduction to game theory as well as some elements of contract theory. Applications will embrace public policy issues of both industrialized and developing economies. They will be chosen among topics as diverse as comparison of living standards, impact of minimum wage policies, or the access to insurance for the poor

Evaluation:

FINAL EXAMS

FIELD: Policy Design and Evaluation

Economic policies and strategies for development in a globalized world

TEACHERS: F. BOURGUIGNON

COURSE LOAD: 24h TUTORIAL LOAD: n/a ECTS: 3

Presentation:

This course covers the international aspects of contemporary economic development and poverty reduction in developing countries, including the various dimensions of globalization (trade, migration, capital movements and external financing, knowledge transfer, global public goods ...), the potential conflicts of interest between developing and developed countries, the need for global governance and the present role of international organizations.

Course Outline:

Introduction

- 1) Chapter 1 : Theory and empirics of economic growth as applied to development: a reminder
- 2) Chapter 2 : Trade Policies
- 3) Chapter 3 : Migration
- 4) Chapter 4 : Education and Social Policies
- 5) Chapter 5 : Governance, Inequality and Development



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- 6) Chapter 6 : Finance and capital movements
- 7) Chapter 7 : Official development assistance (aid)
- 8) Chapter 8 : Global Governance, International Organizations and Development
- 9) Conclusion

Evaluation:

ESSAY

FIELD: Quantitative Methods

Econometrics 1: Linear Econometrics

TEACHERS: K. MACOURS

TUTORIAL TEACHER: D. BERNARD

COURSE LOAD: 15h TUTORIAL LOAD: 12h ECTS: 3

Presentation:

Linear econometrics model, tests and instrumental variables.

The objective of the course is enabling students to critically read empirical studies that use different econometric techniques to address policy questions, to identify some of the most common econometric problems in these studies, and to understand the potential consequences and remedies. At the end of this course, the students should be able to analyze data using the most common estimation techniques and with the help of statistical software (STATA/R).

Prerequisite: Fluency in Statistical Methods for Business and Economics (or an equivalent statistics college course). Appendix A, B, and C of the introductory Wooldridge textbook cover the mathematical and statistical material that you will be assumed to master before taking the course. Being able to apply statistical concepts fluently is crucial for learning Econometrics.

Evaluation:

20% HOME ASSIGNMENT, 80% FINAL EXAM

FIELD: Quantitative Methods

Econometrics 2: Treatment effects models



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TEACHERS: M. GURGAND

TUTORIAL TEACHER: S.LOEWE

COURSE LOAD: 15h TUTORIAL LOAD: 12h ECTS: 3

Presentation:

The lecture covers the main micro econometric techniques that are used in policy evaluation: random experiments, matching, difference-in-difference, regression discontinuity and instrumental variables, with particular emphasis on local average treatment effect

Evaluation:

30% HOME ASSIGNMENT, 70% FINAL EXAM

FIELD: Quantitative Methods

Measurement of Policy outcomes

TEACHERS: D. COGNEAU & J. GRENET

TUTORIAL TEACHER: P. CHAROUSSET

COURSE LOAD: 24h TUTORIAL LOAD: 12h ECTS: 4

Presentation:

How do we assess the effectiveness of measures taken to pursue social objectives? This course aims to discuss the quantitative measurement of the main socioeconomic variables used in the evaluation of public policy, in both developed and developing countries. These include GDP, poverty and inequality, employment and unemployment, health and education, segregation, environmental indicators. First, the course surveys the conceptual debates around definitions of variables: wealth and growth, poverty and inequality, labor productivity, education, health etc. Second, it develops the axiomatic arguments (with their varying degrees of mathematical reasoning) that may lead one to choose an indicator over another. Special attention is given to the issues raised by agent heterogeneity and multidimensional welfare. Then, the course will analyze how those theoretical indicators are materialized and calculated on actual data, such as can be obtained from national accounts, administrative sources or sample surveys. A central goal of the course is to enable students to better understand several controversial issues, in which measurement problems play a major role:

is poverty declining or rising? What about unemployment? How do different countries compare, in terms of development, living conditions or education?

Evaluation:

50% HOME ASSIGNMENT, 50% FINAL EXAM

FIELD: Quantitative Methods

R Practice Class

TEACHERS: P. CHAROUSSET

COURSE LOAD: 8h TUTORIAL LOAD: n/a ECTS: n/a

Presentation:

The aim of this class is to give some basic knowledge of R software for statistical and econometric analysis. This class is divided in 4 sessions (2 hours each).

Evaluation:

n/a

SEMESTER 2

FIELD: Common Core

Introduction to Political Economy

TEACHERS: E. ZHURAVSKAYA

COURSE LOAD: 24h TUTORIAL LOAD: n/a ECTS: 3

Presentation:

This course is compulsory for students enrolled in: PPD M1. The course introduces students to the central concepts and research questions in the contemporary field of Political Economy with a special focus on empirical applications.



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ÉCOLE D'ÉCONOMIE DE PARIS

Evaluation:

50% HOME ASSIGNMENT, 50% FINAL EXAM

FIELD: Macroeconomics

Monetary Policies

TEACHERS: M. DARRACQ PARIÉS

COURSE LOAD: 6h TUTORIAL LOAD: n/a ECTS: 1.5

Presentation:

Part of the Macroeconomics course.

Evaluation:

EXAM (QUESTIONS PART OF THE MACROECONOMICS FINAL EXAM)

FIELD: Markets and Markets failures: theory and Public policies

Competition and regulation

TEACHERS: D. SPECTOR

TUTORIAL TEACHER: Q. CAVALAN

COURSE LOAD: 12h TUTORIAL LOAD: 6h ECTS: 3

Presentation:

This class is about the application of microeconomic reasoning to competition policy. It addresses the main fields of competition policy, namely anticompetitive agreements (collusion), unilateral exclusionary conduct, and merger control. For each of these, the focus is on an assessment of actual cases using the tools of industrial organization theory. The class will be kept as little technical as possible. However, models are sometimes an inescapable necessity. Students lacking familiarity with simple game theory are encouraged to acquire it. The subject is vast and this class can be only an introduction, leaving many important subjects aside. In order to better understand the context and how economic reasoning is applied in practice, students are encouraged to browse the issues of the Competition Policy Newsletter issued by the European Commission.

Evaluation:

FINAL EXAM (50%), TUTORIALS (50%)

FIELD: Policy Design and Evaluation

Social policies : Economics of Social Protection & Evaluating Antipoverty

TEACHERS: M. RAVALLION & P. PESTIEAU

COURSE LOAD: 24h TUTORIAL LOAD: n/a ECTS: 3

Presentation:

Part 1: Evaluation Antipoverty Policies (Prof. Ravallion's Part).

This is a 12-hour introductory course about the design, analysis and evaluation of public policies with “social objectives” in developing countries.

Lecture 1: Principles and methods of impact of evaluation. This lecture will provide an overview of the theory and methods.

Lecture 2: Evaluating social policies. After introducing some general principles, the lecture will discuss a series of case studies on specific social policies.

Lecture 3: Poor area development. This lecture will turn to studying the longer-term impacts of policies that try to help lagging poor areas. The bulk of the lecture will be a case study of one such poor area program.

Lecture 4: Trade reforms. The focus will turn to an economy wide policy reform. Two case studies of specific reforms.

Lecture 5: Making evaluation more relevant. This lecture will bring together lessons from the previous lectures, and make recommendations for future evaluations.

Part 2: Economics of Social Protection (Prof Pestieau's Part):

This short course will provide an introduction to the economics of social protection. It will focus on four themes:

- (i) designing sustainable social programs,
- (ii) assessing the performance of social protection,



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- (iii) private versus social insurance and
- (iv) the social desirability of tagging, workfare and in-kind transfers

Evaluation:

FINAL EXAM

FIELD: Quantitative Methods

Econometrics 3: Discrete Models and Panel

TEACHERS: P. KETZ

TUTORIAL TEACHER: D. WEBB

COURSE LOAD: 15h TUTORIAL LOAD: 12h ECTS: 3

Presentation:

This course complements the first two econometric courses, linear econometrics and treatment effect models. It deals with specification and identification issues that arise when the dependent variable is “limited”, i.e., not continuous. Relatedly, the course also deals with sample selection issues, where the observed sample may be not randomly selected from the initial population. Lastly, the course gives a short introduction to linear panel data models.

Limited dependent variable models often give rise to nonlinear models and standard regression methods can no longer be used for estimation. To estimate these nonlinear models, we will rely on Maximum Likelihood estimation and the course covers the basics of the underlying theory.

Evaluation:

The final grade is a weighted average of the exam (80%), one randomly chosen assignment (13%), and your participation during the tutorials (7%)

FIELD: Common core

Internship

TEACHERS: F. GUBERT

COURSE LOAD: 2 months minimum TUTORIAL LOAD: n/a ECTS: 9

Presentation:

Each year, an information session on internships takes place in September during the welcome week.

Internship has to be of at least two months, not more than four, between May and the end of August.

The M1 internship is carried out under the supervision of Pr Flore Gubert.

The list of the institutions that have welcomed the PPD students, in the past years is available on the PSE website.

Evaluation:

Write and defend a report in early September at the end of the internship; graded with PASS or FAIL

FIELD: Macroeconomics

Macroeconomic policies : general introduction

TEACHERS: T. BRAND

COURSE LOAD: 36h TUTORIAL LOAD: 18h ECTS: 7

TUTORIAL TEACHER: M. CAICEDO

Presentation:

The first part of this course will give a general introduction to macroeconomics and will address issues and concepts such as fiscal policy, Development, Institutions, Population, the Schumpeterian Model, The Romer Model...

Evaluation:

Final Exam: 40%

Macroeconomics Project: 40%

Problem Sets & Assignments: 20%

FIELD: Macroeconomics

Macroeconomics Project

TEACHERS: M. CAICEDO

COURSE LOAD: 6h TUTORIAL LOAD: n/a ECTS: 1.5

Presentation:

The main objective of the Macroeconomic Project is to write up a 10 pages policy note that responds to a specific macroeconomic question.

The idea is to:

1. Define adequately a creative research question on a specific macroeconomic issue.
2. Do a short literature review to understand the state of the art of the subject you are writing about.
3. Use pertinent available macroeconomic data to analyze, discuss and motivate the outcome of the analysis.
4. Develop interesting and coherent arguments using macroeconomic theories and concepts, and your data.
5. Rise policy recommendations whenever possible.

Evaluation:

HOME ASSIGNMENT (POLICY NOTE)

FIELD: Policy Design and Evaluation

CEPREMAP Conference

TEACHERS: T. BRED A

COURSE LOAD: 24h TUTORIAL LOAD: n/a ECTS: 3

Presentation:

This course is compulsory for M1 students therefore registration is not required.

IMPORTANT: M2 students have to register on the registration tool. Students who have already passed this course last year cannot validate it again. They are nevertheless welcome to attend the conferences, providing there are enough available seats.

The CEPREMAP conferences are single-conferences or mini-courses performed by economists from French or international administrations or institutions. They will present a policy question and how their institutions manage it and propose prescriptions. The validation takes into account a team-work and your individual attendance at the complete cycle of conferences

Evaluation:

Team-work paper and your individual attendance; the course is graded with PASS or FAIL

FIELD: Quantitative methods

Teamwork in applied economics

TEACHERS: M. HILLION, P. PORA

COURSE LOAD: 17.5h **TUTORIAL LOAD:** n/a **ECTS:** 3

Presentation:

The objective of the team work is to apply econometric methods on economic questions.

Students will have to reproduce some of the results of a paper and propose an extension, using the same datasets as the original authors.

Each team must submit a report of 10 to 20 pages long, including the result tables but not counting the appendix that will contain the Stata code used to go from the original datasets to the results.

Evaluation:

REPORT AND PRESENTATION OF THE REPORT

M2 PPD SYLLABUS

SEMESTER 1



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FIELD: Quantitative methods

TYPE COURSE: Common Core

Advanced Treatment Models

TEACHERS: M. TO

TUTORIAL TEACHER: M. MONNET

COURSE LOAD: 24h TUTORIAL LOAD: 9 ECTS: 4

Presentation:

The aim of this course is to provide adequate tools for the empirical analysis of public policies. It will cover several treatment effect models. The class will provide an in-depth presentation of the theory and practice of randomized control trials, IV methods, Marginal treatment effect model, some natural experiment approaches like difference-in differences methods and its recent developments.

Evaluation:

FINAL EXAM

FIELD: Social Policies

TYPE COURSE: Common Core

Public Economics

TEACHERS: A. BOZIO, J. GRENET, T. PIKETTY

TUTORIAL TEACHER: J. BOMMARE

COURSE LOAD: 36h TUTORIAL LOAD: 12 ECTS: 6

Presentation:

The objective of this course is to present an introduction to public economics, with special emphasis on the history of taxation, public spending and state formation, normative theories of government intervention and redistribution, and the incidence of tax and transfer policies, both in developed countries and in the developing world.

Evaluation:

To validate the course, students are required (1) to attend all lectures, and tutorials, and actively participate in class; (2) to submit three problem sets in the tutorials; (3) to take the exam. The exam will be based upon a good working knowledge of all the material that is presented in the lecture slides.

FIELD: Economic History

TYPE COURSE: Elective

Advanced Economic History

TEACHERS: F. ALVAREDO, J. BOURDIEU, D. COGNEAU, PC HAUTCOEUR, L. KESZTENBAUM, E. MONNET, T. PIKETTY

COURSE LOAD: 36h **TUTORIAL LOAD:** n/a **ECTS:** 6

Presentation:

Advanced Economic History is the core course of the Economic History topic and, as such, is highly recommended for students wishing to specialize in economic history and related subjects. This is a collective course designed and taught by members of the Centre d'histoire économique et sociale François-Simiand. It aims at presenting the state of the field using examples and topics from various research areas in economic history. The course is jointly taught by Facundo Alvaredo, Jérôme Bourdieu, Denis Cogneau, Pierre-Cyrille Hautcoeur, Lionel Kesztenbaum, Eric Monnet, and Thomas Piketty.

Although this is not a formal prerequisite, it is assumed that students have already taken the "Introduction to Economic History" course and are familiar with the basic facts regarding the historical evolution of income and wealth, the changing composition of capital ownership, etc. Students who have not taken this course (or need to refresh their memory) are strongly encouraged to go through the syllabus and slides used in this course.

"Advanced Economic History" is organized in 12 lectures of 3 hours. To validate the course, students are required (1) to attend and actively participate to all lectures; (2) to take the exam.

Each session is focused on one topic in economic history and discusses that topic in length. In each case, there are two 'mandatory paper' –reference papers on the topic– and various 'advanced readings' for those more interested by these topics. At the very least reading the 'mandatory paper' in each session is necessary/useful to follow the course. In addition these two papers will be used for

the exam. For those who want to go further there is an additional list with the main references on each topic, which form the basis of the talk.

Evaluation:

ATTENDANCE & PRESENTATION

FIELD: Economic History

TYPE COURSE: Elective

Introduction to Economic History

TEACHERS: T. PIKETTY

COURSE LOAD: 24h TUTORIAL LOAD: n/a ECTS: 4

Presentation:

The objective of this course is to present an introduction to economic history, with special emphasis on the interaction between capital accumulation, the global distribution of income and wealth, and growth. To validate the course, students are required to attend and actively participate to all lectures; to take the exam.

Slides available here: <http://piketty.pse.ens.fr/en/teaching>

Evaluation:

FINAL EXAM

FIELD: Global Policies

TYPE COURSE: Elective

Development Economics

TEACHERS: S. LAMBERT, A. SUWA-EISENMANN

COURSE LOAD: 36h TUTORIAL LOAD: n/a ECTS: 6

Presentation:

This course aims at giving a set of general knowledge in development economics and as surveying the foundation of current research in the field. At the end of this course, students will have acquired



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ÉCOLE D'ÉCONOMIE DE PARIS

factual knowledge of development issues, mastering of analytical tools and understanding of specific empirical challenges.

Students are required to master the main notions of micro and macroeconomics, international trade as well as econometrics.

Evaluation:

FINAL EXAM & PARTICIPATION

FIELD: Global Policies

TYPE COURSE: Elective

Economics of Corruption

TEACHERS: A. LAMBERT-MOGILIANSKY

COURSE LOAD: 12h TUTORIAL LOAD: n/a ECTS: 2

Presentation:

This course starts with an overview of the state of corruption in Today's world along three perspectives, geographical, institutional and industrial. The course will then address both theoretically and empirically a series of central issues in Public Economics and Development Economics ranging from Public-Private Partnerships to the Resource Curse (why resource rich countries are so poor.). As this year novelty we shall also look into the issue of state capture (grand corruption) in developed economies.

Evaluation:

GROUP ORAL PRESENTATIONS

FIELD: Global Policies

TYPE COURSE: Elective

Economics of Regulation in Developing Countries

TEACHERS: L. WREN LEWIS

COURSE LOAD: 24h TUTORIAL LOAD: n/a ECTS: 4

Presentation:

How should developing countries regulate their economies? Why should they do any differently from developed countries? Is regulation important, or should we focus instead on removing regulations?

This course will seek answers to these questions, and along the way will consider topics including infrastructure, privatization, competition and the informal economy. The course will make use of the latest empirical and theoretical work, as well as drawing on case studies and examples from student's own countries.

Evaluation:

Class discussion (30%), presentation (30%) and essay (40%)

FIELD: Global Policies

TYPE COURSE: Elective

National Governance

TEACHERS: C. WINOGRAD

COURSE LOAD: 12h **TUTORIAL LOAD:** n/a **ECTS:** 2

Presentation:

This course includes a set of conferences where the focus is National Governance, including macro topics, as well as micro (market competition-IO). The former will discuss macroeconomic policies to confront global shocks, the Euro fundamentals and scenarios, the challenges of climate change in LDCs and the tensions between local governance and global governance. The latter will focus on competition policies and market regulation in small open economies in general, as well as the analysis of particular markets such as telecoms and media, postal services, etc. The topics may vary from one year to the next.

Evaluation:

ESSAY or PRESENTATION

FIELD: Global Policies

TYPE COURSE: Elective

Political Economics 2 : Conflict, Institutions, media and Governance

TEACHERS: O. VANDEN EYNDE, E. ZHURAVSKAYA

COURSE LOAD: 36h TUTORIAL LOAD: n/a ECTS: 6

Presentation:

Part 1 : E. ZHURAVSKAYA :

- A) Political accountability. Political institutions within countries: elections vs. appointments and term limits
- B) Media as an institution of political accountability. Media as an instrument of political persuasion
- C) Political effects of the internet and social media
- D) Understanding regulation and corruption
- E) Economic Effects of Constitutions

Part 2 : O. VANDEN EYNDE :

This part of the course introduces students to the recent literature on conflict and economic development. The course discusses a limited set of academic articles in depth. The reading list may be updated during the course. The final reading list will correspond to the papers covered during the lectures, and will be posted in December. Starred readings are general overview papers. The # symbol indicates readings that were discussed in the course, but that do not need to be read in detail.

Evaluation:

The final mark will be based on an assignment (50%) and on a written exam (50%)

FIELD: Global Policies

TYPE COURSE: Elective

Sustainable Development and Climate Change

TEACHERS: K. SCHUBERT & F. LECOCQ

COURSE LOAD: 24h TUTORIAL LOAD: n/a ECTS: 4

Presentation:

Sustainable development is a broad-ranging concept rather than a narrowly defined field of study. As a result, this course is broad in scope, providing an overview of the underlying principles, beliefs and issues and their interconnections.

But this course also addresses specific issues in economic/environmental sustainability.

The first part of the course thus presents (i) the theory of natural non-renewable resources, with an emphasis on fossil fuels; the implication of their scarcity for the growth process: Are there physical limits to growth? What about intergenerational equity? Which economic policies can handle the fact that burning fossil fuels is polluting? (ii) the preservation of renewable natural resource stocks (fisheries, forests, water, biodiversity); (iii) the sustainable development indicators, both on a theoretical point of view and on an empirical one.

The second part of this class will review the latest findings from climate change science, highlighting robust results and key uncertainties about the climate system, the impacts of climate change and the costs of action; provide an update on the current initiatives to address climate change (among others, existing schemes to manage greenhouse gas emissions and status of on-going post-Kyoto negotiations) and discuss how the economist toolbox (such as discounting, valuation of environmental resources or economic instruments to mitigate externalities) can provide insights on key decisions about the climate problem, such as (i) What should developing countries do, if any, with regard to climate change given their limited resources and the importance of other short-term challenges they are facing; (ii) Is there a rationale for early action in the presence of long-term uncertainties on climate change damages?; (iii) What kind of instrument should be introduced to induce mitigation: tax vs. permit? and (iv) Which lessons can be drawn from the implementation of a cap-and-trade scheme? As an illustrative example forest management will be studied in depth: how to make plantation decisions in the context of uncertainty about climatic conditions in the future? How to balance the management of forests between market- and non-market benefits on climate change? Who will likely be hit hardest by climate change and lack the resources to adapt?

Evaluation:

REFEREE REPORT

FIELD: Quantitative Methods

TYPE COURSE: Elective

Short-term Economic Analysis

TEACHERS: K. ISTREFI

COURSE LOAD: 24h TUTORIAL LOAD: n/a ECTS: 4

Presentation:

The goal of this course is to help students build a critical analysis of the current economic situation. During this course we will discuss how to realize a reliable short term economic analysis, with which tools and how to forecast the economy in the short term. Focus of the course will be data, methods and judgment. Aspects of economic activity such as the real economy, prices, interest rates and international environment will be covered, as well as fiscal and monetary policy issues. Students will gain understanding of the different techniques of analyzing business cycles and forecasting with hands on real data applications - focusing on macroeconomic and financial topics. The course is designed to prepare students who are interested to work in public administrations, central banks, economic research institutes, private banks and national and international organizations.

Evaluation:

PRESENTATIONS, WORKSHOPS, FINAL EXAM

FIELD: Social Policies

TYPE COURSE: Elective

Behavioral Development Economics

TEACHERS: S. OH

COURSE LOAD: 24h TUTORIAL LOAD: n/a ECTS: 4

Presentation:

This class examines behavioral factors that are important for understanding poverty, development, and social policies. Students will study a number of ideas from behavioral economics (e.g. present bias, reference-dependent preferences, and social preferences) and read related papers in developing country contexts

Evaluation:

In-class discussion (20%) Presentations (20%) Referee reports (30%) Final research proposal (30%)



PARIS SCHOOL OF ECONOMICS
ÉCOLE D'ÉCONOMIE DE PARIS

FIELD: Social Policies

TYPE COURSE: Elective

Economics of Education

TEACHERS: L. BEHAGHEL, J. GRENET, M. GURGAND

COURSE LOAD: 36h **TUTORIAL LOAD:** n/a **ECTS:** 6

Presentation:

This course provides an introduction to the economic analysis (both theoretical and empirical) of the investment in and provision of education.

The theoretical background that explains individual and public investment in education is reviewed and linked to empirical evidence. One important application is the analysis of the returns to education both at the micro and macro level. The course will also analyze the production and provision of education. Examples are the importance of inputs such as teachers and class size, the role of incentives, the analysis of peer effects and the role of student assignment mechanisms and of affirmative action policies.

Each course will consist of a general introduction by the instructors, followed by two presentations of papers by students (chosen among starred papers)

Evaluation:

Based on presentations (25%) and an exam (75%).

FIELD: Social Policies

TYPE COURSE: Elective

Health Economics (two parts)

TEACHERS: L. ROCHAIX, P.Y GEOFFARD

COURSE LOAD: 36h **TUTORIAL LOAD:** n/a **ECTS:** 6 (or 18h and 3 ECTS if only one part)

Presentation:

A) Pierre Yves Geoffard's part :

Main topics:

1. Health Inequalities
2. Health Insurance
3. Epidemics

+ focus on gender inequalities [ERC Synergy, 2020-2025, interdisciplinary; PhD grants...]

Health Insurance

B) Lise Rochaix's part :

Health economics is an applied field of economics that fosters the systematic and rigorous examination of the problems faced in promoting health for all. It draws on microeconomics (theories of consumer, producer and social choice) and econometrics, and studies the behavior of individuals, health care providers, public and private organizations, as well as governments in decision-making. It aims at informing the public and private sector on the most efficient, cost-effective and equitable course of action. It ranges from the analysis the determinants of individual behavior regarding health to the economic evaluation of new technologies, as well as the study of appropriate payment schemes, anti-trust policy, optimal public and private investment and strategic behavior.

This course aims at presenting the range of issues addressed in health economics, from efficiency to equity, from individual choices to public decision, from microeconomic decisions to global health. It analyses how the markets for health services differ from others, with an emphasis on market failures and the role of health policy. Key health economic concepts are presented, such as the demand for health and health care, insurance, optimal provider payments, or innovation. One of the strong underlying questions in this course is to examine the role of the market for the provision of health and health services and the ways in which public policy can influence these markets. Another is be the comparison between developed and developing countries' challenges. A third underlying question is to assess the potential of recent methodological developments in enhancing economists' understanding of individual behaviors and their determinants, based on recent developments in behavioral economics. The course will also include a short presentation of socio-economic calculus applied to healthcare.

Sessions will include formal lectures with interactions with students. For some of the sessions, post-doctoral or doctoral students as well as researchers at PSE will be invited to participate.

Evaluation:

The evaluation will be based on the following assignments:

PY Geoffard:

- you pick up one question, first in first served and you will :

Present the literature (focus on econ journals, but not only)

Identify relevant open questions

Suggest an empirical strategy (and useful datasets) to dig one of the open questions

- you write an essay (10 pages)

L Rochaix:

- 1- An oral presentation in groups of 3, focusing on a recent issue related to class content (40% of final mark);
- 2: A written essay by the same group, in a format as close as possible to a scientific publication in an economic journal, based on the oral presentation and including comments made during the presentation (60% of final mark);

An example is given of such an essay, which has indeed been published since.

Late Assignment Policy : Extensions will be granted only in case of emergency, out of respect to those who abide by deadlines. Late submissions without extensions will be penalized 10% per 24-hour period.

FIELD: Social Policies

TYPE COURSE: Elective

Inequality

TEACHERS: F. ALVAREDO

COURSE LOAD: 24h TUTORIAL LOAD: n/a ECTS: 4

Presentation:



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1. Inequality in Economics and inequality in Political Economy
2. Wealth inequality. Theory. Measurement. The mortality multiplier method. The capitalization of investment income. Household wealth surveys. The distribution of estates. Recent debates
3. Inheritance and wealth inequality
4. Towards a System of Distributional National Accounts
5. Topics: Inequality in Latin America. A summary of current issues and recent developments
6. Topics: Inequality and informality
7. Topics: Inequality and technological change.
8. Topics: Inequality and gender
9. What can be done? Atkinson's proposals

Evaluation:

ESSAY

FIELD: Social Policies

TYPE COURSE: Elective

Labor Economics and Social Policy

TEACHERS: T. BREDA, E. MAURIN

COURSE LOAD: 36h **TUTORIAL LOAD:** n/a **ECTS:** 6

Presentation:

This course is in two parts

- E. Maurin (24 hours, taught in French): Social Interactions and Public Policy
- T. Breda (12 hours): Selected topics in Labor economics

La première partie de ce cours avancé (Eric Maurin) est dispensé en français. Il traite des problèmes posés par l'identification empirique des effets de contexte ainsi que des difficultés à évaluer les politiques publiques en présence d'effets de contexte. Le cours s'appuie sur la présentation de nombreux travaux récents en économie de l'éducation et en économie du travail (voir le document des lectures conseillées).

The second part of the class is taught in English. It reviews some key issues related to labor markets:



PARIS SCHOOL OF ECONOMICS
ÉCOLE D'ÉCONOMIE DE PARIS

- theories and measures of discrimination,
- women in the labor market;
- why do wage inequalities have increased?;
- Are wages shaped by market clearing or trade unions and collective bargaining?
- (if time permits) what are the effects of the minimum wage?

A particular attention will be paid to the role of labor market institutions and social norms, and to the way they may mitigate the effect of pure market forces. If the number of students is not too large, evaluation will be based on short presentations of selected articles by groups of students.

Evaluation:

PRESENTATIONS

FIELD: Social Policies

TYPE COURSE: Elective

Labor Market Policies

TEACHERS: P. ASKENAZY

COURSE LOAD: 24h TUTORIAL LOAD: n/a ECTS: 4

Presentation:

During the past decades, the struggle against unemployment remained at the top of the agenda of policy makers. The historical and institutional perspective focuses on the key connections between new facts, new theories or paradigms of the labor market, and ultimately implemented micro and macro policies, in France and other countries (US, UK, Germany...), including developing countries

Evaluation:

THERE IS NO FINAL EXAM BUT STUDENTS HAVE TO PREPARE A PRESENTATION ON SPECIFIC TOPICS (IN CASE OF AFFLUENCE, SMALL GROUPS ARE CONSTITUTED).

FIELD: Social Policies

TYPE COURSE: Elective

Microfinance for Development

TEACHERS: F. GUBERT

COURSE LOAD: 24h TUTORIAL LOAD: n/a ECTS: 4

Presentation:

This course provides an overview of the microfinance industry: its origins, evolution, theoretical underpinnings, and empirical evidence. Through lectures and case studies, it focuses on both the practices of existing microfinance institutions and on the basic issues and policy debates in microfinance.

This course is structured in three parts. The discussion starts with the inter-relationships between risk, poverty and development in the presence of incomplete contingency markets. Great care is taken in this section to explain the various reasons for insurance and credit market failure (enforcement, imperfect information, etc.). Part two focuses on the role and scope of microfinance institutions in both developed and developing countries. It covers the best practices of successful organizations and confronts the theoretical issues that inform those practices (joint-liability lending, progressive lending, etc.). Case studies and analysis of microfinance experiences in different sectors and geographical areas fuel the discussion. Part three finally provides tools for evaluating interventions aimed at facilitating access to credit and insurance in differing economies. What is the real impact of existing credit schemes on poverty and income inequality in the long run? Are there alternative institutional arrangements for the provision of such loans and avenues for state intervention that are more effective in reaching the very poor households that have remained outside the clientele of most existing micro-credit programs? Answers to these questions are provided using the most recent contributions to the empirical literature.

Evaluation:

Paper presentation by students; Class participation, Final exam

FIELD: Economic History

TYPE COURSE: Elective

Economic History of Labor

TEACHERS: M. ARNOUX, J. BOURDIEU, P-Y GRENIER, G. POSTEL-VINAY

COURSE LOAD: 18h TUTORIAL LOAD: n/a ECTS: 3

Presentation:

Un trait fondamental de la relation salariale : elle repose sur un rapport inégal entre celui qui vend sa force de travail (flux de service) et celui qui non seulement achète du travail, mais donne également des ordres et organise le travail (ce n'est seulement une asymétrie d'information). Rapport de subordination.

Rapport de subordination \neq relation bilatérale et symétrique entre offre et demande. Rapport social qui possède une dimension historique au sens où ce rapport de domination économique s'inscrit et se comprend comme faisant partie de l'ensemble des rapports sociaux en vigueur dans une société historique donnée.

Salariat n'est pas une spécification particulière de la relation économique mettant en jeu le travail, il est le produit d'une évolution de la société dont il est un des modes de régulation.

C'est en prenant comme fil conducteur l'alternative entre rapports de subordination et liberté de marché que nous allons tenter de construire une histoire économique du salariat.

Programme

1. Introduction

Villes et campagnes, XVIe-XXe (1)

2. Villes et campagnes, XVIe-XXe (2)

Dossier Creusot

3. Dossier florentin : le salariat par anticipation ?

Fin du salariat ? Le travail freelance (exposé s3)

4. Contrat et subordination

Master and Servant Act, avec extension à l'empire britannique (exposé s4)

5. Travail en équipe

Faire travailler ensemble les esclaves : le gang system (exposé s5)

6. Le salariat organisé par l'entreprise : la grande entreprise XVIIIe (JYG)

Grande entreprise et organisation interne du travail (XIXe-XXe) (exposé s6)

7. Dettes contrôle du travail :

Testart sur l'Asie

Livret ouvrier (exposé s7)

8. Social compact et extension mondiale du salariat (Michael Huberman)



PARIS SCHOOL OF ECONOMICS
ÉCOLE D'ÉCONOMIE DE PARIS

(Exposé s8)

Evaluation:

PRÉSENTATION ORALE

FIELD: Economic History

TYPE COURSE: Elective

Historical Demography

TEACHERS: L. KESZTENBAUM

COURSE LOAD: 18h TUTORIAL LOAD: n/a ECTS: 3

Presentation:

This course deals with the relationship between population and economic development. It will present the basic concepts of demography and illustrate them by the most recent works in historical demography and economic history. The aim is to give a broad perspective on the industrial revolution and the subsequent emergence of the modern economy but also to discuss how this historical analysis may help to understand present issues in population studies. We will tackle two sets of problems. First, the industrial revolution occurred simultaneously with huge population changes, in both quantitative and qualitative ways. We will explore how these changes—reduction in mortality, changes in the size and shape of the body, lower birth rate, population aging, and so on—contributed, or not, to economic growth. Second, changes in the economic environment—not only increases in income or wealth but also changes of institutions, urbanization, inequality—have themselves important consequences on population living conditions. Looking at both ways of the relationship, we will address the larger question of the role of different actors—markets, the state, individuals, and families—on economic development in the long run

Evaluation:

The evaluation of the course will rely upon a 4000 word essay in the general area of applied demography (preferably, but not necessarily, historical demography). The final essay must be at least an innovative critique of part of the course (including some discussion of a research question related to some of the papers included in the course) and at most an initial development of a research project (for those more directly interested in economic history).



PARIS SCHOOL OF ECONOMICS
ÉCOLE D'ÉCONOMIE DE PARIS

FIELD: Economic History

TYPE COURSE: Elective

Monetary and Financial History

TEACHERS: P.C. HAUTCOEUR, E. MONNET

COURSE LOAD: 24h TUTORIAL LOAD: n/a ECTS: 4

Presentation:

This class aims at introducing to the history of money, banking and finance both at the micro and macroeconomic levels. It will present the development of monetary and financial instruments and institutions from early modern period, focusing mostly on the 19th and 20th century. It will emphasize both the need to properly understand a particular historical context in its socio-historical depth and the usefulness of economic theory and statistics when trying to understand what happened then.

For each session, students have to read the two required articles and write a short note on each of them (less than one page) highlighting criticisms and questions. This will only help starting the discussion during the class.

Evaluation:

STUDENTS WILL BE ASKED TO SUMMARIZE AND ORGANIZE THE DISCUSSIONS THAT TOOK PLACE IN CLASS ABOUT TWO ARTICLES (EITHER THE TWO OF THE SAME COURSE SESSION, OR TWO CHOSEN IN DIFFERENT SESSIONS) (3-4 PAGES PER PAPER).

FIELD: Global Policies

TYPE COURSE: Elective

Economic Geography and Urban economics

TEACHERS: L. TOBIN

COURSE LOAD: 24h TUTORIAL LOAD: n/a ECTS: 4

Presentation:



PARIS SCHOOL OF ECONOMICS
ÉCOLE D'ÉCONOMIE DE PARIS

This course will provide an oversight of two distinct yet closely related fields of Economics - Economic geography and Urban economics - exploring the spatial distribution of people and economic activity. Two main questions will be explored:

1. Why do people and economic activity concentrate in cities: what forces drive agglomeration? How is city size determined? What impact do transports costs have on cities? ...
2. How do urban markets work, in particular land and housing markets?

The course will present the main theoretical contributions to each field, as well as seminal and recent empirical research in developed and developing countries. Current policy issues related to urbanization and the location of economic activity will also be discussed.

After an introductory sequence on urbanization and economic growth, three next lectures will be dedicated to Economic geography, presenting in particular the core periphery model (Krugman, 1991) ; empirical evaluations of the costs and benefits of agglomeration ; Zipf's law ; and the impact of infrastructure investments on the spatial distribution of people and economic activity. Three lectures will cover the field of Urban economics, presenting the monocentric urban land market model (Alonso-Muth-Mills, 1969), and discussing issues of segregation, and land tenure.

Evaluation:

SHORT MASTER DISSERTATION: REFEREE REPORT OF AN ARTICLE

FIELD: Global Policies

TYPE COURSE: Elective

International Migration

TEACHERS: H. RAPOPORT

COURSE LOAD: 24h TUTORIAL LOAD: n/a ECTS: 3

Presentation:

How does migration affect economic development in home countries? The literature has long emphasized the role of remittances, and of self-selection (e.g., brain drain) on poverty, inequality, human capital formation or other socio-economic outcomes in developing countries. A more novel strand of the literature explores the role of migration networks/diasporas in promoting the economic and cultural integration of source counties into the global economy. This is what the course is about.

Under the concept of “diaspora externalities”, it will review recent research showing the connections between migration and other dimensions of globalization. The first part of the course will focus on economic globalization (trade, FDI, financial flows, as well as knowledge and technology diffusion). The second part of the course will focus on cultural globalization (in terms of political and other social preferences, and on cultural convergence). At a theoretical level we will convey intuitions on the channels at work using simple models. At the empirical level we will discuss the results from selected studies, mixing cross-country comparisons and natural experiments

Evaluation:

Group presentation 50%, final exam 50%

FIELD: Global Policies

TYPE COURSE: Elective

Trade

TEACHERS: AC DISDIER

COURSE LOAD: 24h **TUTORIAL LOAD:** n/a **ECTS:** 4

Presentation:

The course focuses on the empirical analysis of trade and trade policy. It will provide students with a standard toolkit in the field: gravity equations derived from theoretical models; protection, transfers and the effects of partial liberalization; direct and indirect measurement of protection with a focus on non-tariff measures; access to trade and protection data; CGE modeling; Aid for trade; financial development and trade.

Course Overview:

- Gravity and border effect
- Protection and trade liberalization
- Non-tariff measures
- Free trade agreements
- Trade and protection data

- Computable general equilibrium models
- Aid for trade
- Financial development and trade

Evaluation:

ONE SHORT PRESENTATION OF A RESEARCH PAPER DURING THE LECTURES + WRITTEN EXAM

FIELD: Quantitative Methods

TYPE COURSE: Elective

Econometric Methods

TEACHERS: P.KETZ

COURSE LOAD: 18h TUTORIAL LOAD: n/a ECTS: 3

Presentation:

This course builds on and is complementary to the first-year econometrics series. While the treatment is somewhat theoretical, the focus lies with the applicability and usefulness of econometric methods. Throughout the course the theory is motivated and illustrated by means of examples.

The first part of this course treats classic asymptotic theory, including consistency and asymptotic normality results for extremum estimators. While extremum estimators include e.g., OLS, 2SLS, and Generalized Method of Moments (GMM) estimators, the exposition focuses on Maximum Likelihood (ML) estimation. Besides covering textbook examples, such as the Probit model, the course aims at providing students with the ability to model and estimate (simple) structural models using ML. In addition to standard inference methods, the course discusses bootstrap based inference.

The second part of the course treats clustering (clustered standard errors), which plays an important role in applied econometrics. After taking this course, students will be familiar with the different techniques currently available and should be able to appropriately choose among them in applications.

As part of the course, students learn to understand and use Monte Carlo simulations as a useful tool in assessing empirical/econometric methods. Homework assignments and a final project help achieving this learning goal.

NOTE: The course, in particular the assignments and the final project, will require coding in R. (You may also use Matlab if you prefer, but instructions will be based on R.)

Evaluation:

FINAL PROJECT (60%), 2 HOMEWORKS (40%)

FIELD: Quantitative Methods

TYPE COURSE: Elective

Machine Learning in Economics

TEACHERS: H. BULL & P. KETZ

COURSE LOAD: 18h TUTORIAL LOAD: n/a ECTS: 3

Presentation:

The course provides an introduction to modern machine learning techniques, with a focus on applications in economics. The course can be broken down in three parts. First, we introduce some of the most popular machine learning techniques and discuss their use and advantage in prediction exercises (Part 1). Then, we discuss two recent applications of machine learning in (micro)econom(etr)ics, where the goal lies with estimating causal effects. The first application concerns estimation of average treatment effects in the presence of many control variables (Part 2). The second application concerns estimation of heterogeneity in average treatment effects (Part 3).

The statistical/econometric theory of each part is covered in a lecture and a corresponding lab session (in the subsequent week) covers the practical side of it, going through implementation details in R.

Evaluation:

HOMEWORK ASSIGNMENTS AND A FINAL PROJECT

FIELD: Quantitative Methods

TYPE COURSE: Elective

Micro-simulation of Public Policies

TEACHERS: M. BEN JELLOUL, B. FABRE, AS. ROBILLIARD

COURSE LOAD: 24h TUTORIAL LOAD: n/a ECTS: 4

Presentation:

The past decade has seen the rapid development of microsimulation models (MsM) and techniques for the evaluation of public policies. MsM are models that start with large-scale representative surveys of households or individuals to which are added several kinds of information: data from other surveys and databases, imputations and statistical matches, program rules, and behavioral assumptions. The purpose of this course is to present microsimulation models and techniques that have been implemented and used both in developed and developing countries

Evaluation:

PARTICIPATION AND FINAL EXAM

FIELD: Social Policies

TYPE COURSE: Elective

Ageing and Public Policies

TEACHERS: A. BOZIO

COURSE LOAD: 24h TUTORIAL LOAD: n/a ECTS: 4

Presentation:

The course aims to provide students with an understanding of the economics of pensions.

At the end of the course, students should:

- have a knowledge of the structure of pension systems in at least one country;
- be familiar with basic economic concepts and methods relating to demography, social insurance, pension;

- have an understanding of some of the key behavioral effects of mandated public pension systems, including those on labour supply, saving and consumption;
- have an understanding of the main normative analysis of social insurance;
- be able to analyze, using relevant economic concepts and methods, a number of issues in pension policy, such as the relative merits of different forms of pension systems and reform options

Evaluation:

FINAL EXAM & ATTENDANCE

FIELD: Social Policies

TYPE COURSE: Elective

Economics of Well-being

TEACHERS: A. CLARK & C. SENIK

COURSE LOAD: 18h TUTORIAL LOAD: n/a ECTS: 3

Presentation:

The research field of subjective well-being (SWB) has recently experienced remarkable growth, largely centered on the statistical analysis of large-scale representative surveys (often panel data) including subjective evaluations such as self-reported life or job satisfaction, or other measures of mental well-being. Further, SWB is one of the perhaps rare subjects that have inspired research across a variety of social science disciplines, with key contributions in Economics, Psychology, Political Science and Sociology.

Using subjective variables can help address various policy questions for which standard methods of analysis have not sufficed to provide unambiguous results. Income distribution, income comparisons and other types of social interactions and preference interdependence are clearly the types of phenomena for which the usual method of revealed preferences is unhelpful, and for which the recourse to subjective data can be helpful.

The main motivation of the subjective well-being literature is the famous “Easterlin paradox” that the average self-declared happiness does not increase during periods of sustained income growth (in

post-war Japan for instance), even though the cross-section relationship between income and subjective well-being is positive. Hence, “raising the incomes of all will not increase the happiness of all” (Easterlin, 1974). Two common explanations of this paradox are income comparisons and adaptation, both of which reduce or eliminate the welfare benefits of income growth.

This course presents this new literature and how it has shed light on the issue of income inequality, income comparisons and the need for public interventions aimed at correcting these gaps. The main questions addressed by this literature are: the measurement of well-being, evidence for comparisons and adaptation, and the degree and type of income inequality that are desired by the population, and for which motives.

The question of income comparisons and income inequality has arguably become increasingly relevant, with the rise in income inequality, including wage inequality, in the countries of the OECD, starting in the 1980s (Atkinson and Piketty, 2007). On the other hand, the weight of government transfers for income redistribution has doubled in developed countries since the 1960s (Alesina and La Ferrara, 2005). Given the importance of income inequality and of policies aimed at reducing it, it is important that for economic research to provide some information about the subjective perception of these phenomena.

Accordingly, the course will address the following points:

- The Measurement of well-being
- Income growth and subjective well-being
- Income comparisons and subjective well-being
- Adaptation, expectations and subjective well-being
- Income inequality, SWB and the demand for income redistribution
- The cultural dimension of subjective well-being.

Evaluation:

PRESENTATIONS

FIELD: Social Policies

TYPE COURSE: Elective



PARIS SCHOOL OF ECONOMICS
ÉCOLE D'ÉCONOMIE DE PARIS

Public Finance

TEACHERS A. DERUENNES

COURSE LOAD: 24h TUTORIAL LOAD: n/a ECTS: 4

Presentation:

Public finance has arisen as a key issue in Europe, as far as reaching a sound budgetary position is a major requirement of the Stability and Growth Pact. This question is not some kind of “bureaucratic” concern: the current debt burden, implying massive transfers to future generations, seems to be now a popular question in the public opinion. The necessity of monitoring public finance is not in debate but the analytic framework is not quite clear and there is no agreement on the instruments to meet the objective. The main questions are: what are the pertinent targets? What is the proper term for action (short, medium, long term)? What is the most successful, cutting expenditure or raising taxes? How can we deal with the trade-off between efficiency and equity when implementing reforms? The purpose of this course is to give some theoretical, empirical and practical material to these questions, in line with recent developments of economic analysis in the field of public finance.

Evaluation:

Written exam

FIELD: Master Thesis

TYPE COURSE: Common core

THE SUPERVISOR MUST BE A MEMBER OF PSE

ECTS: 18

Presentation:

The M2 master’s thesis is carried out under the supervision of a research supervisor.

Students are encouraged to contact an instructor working on topics of interest to the student and to discuss possible dissertation topics. Every year, instructors also propose topics that students may wish to write on.

The final choice of a master's dissertation supervisor must take place, at the latest, in January of the M2 year. A master's dissertation proposal (3 pages maximum), approved and signed by a research supervisor, must be submitted to the program's administration at the end of December.

All PPD instructors and PSE members can serve as research supervisors for the master's dissertation. If your subject justifies it and with the approval of the director of the program, you may choose a supervisor from outside the program. In this case the rapporteur (referee) that you will choose for the defense must be a teacher from the PPD course.

IMPORTANT! The master's dissertation is graded on a scale of 0 to 20. The defense lasts roughly 45-60 minutes before a jury composed of the master's dissertation and a rapporteur. After the defense, the defense jury proposes a grade for the dissertation that is transmitted to the master's office. However, the final grade is attributed and validated **ONLY** by the end of the year jury on the basis of the grade proposed by the defense jury, the dissertation, and, for grades of 16 and higher, the jury report.

The jury report for grades equal or higher than 16 is compulsory.

FIELD: Global Policies

TYPE COURSE: Elective

Optional seminar EHESS

COURSE LOAD: 24h **TUTORIAL LOAD:** n/a **ECTS:** 6

Presentation:

Students can choose to follow one seminar of their interest from the EHESS as an elective course. The list with all the seminars is available on the school's website.

FIELD: Social Policies

TYPE COURSE: Elective

Optional seminar ENS

COURSE LOAD: 24h **TUTORIAL LOAD:** n/a **ECTS:** depending on the course

Presentation:

The PPD program has a partnership with the ENS and students can choose to follow one of the seminars proposed in the convention as an elective course.

FIELD: Transversal Courses

TYPE COURSE: Elective

CEPREMAP Conferences

TEACHER : BREDA Thomas (coordinateur)

COURSE LOAD: 24h **TUTORIAL LOAD:** n/a **ECTS:** 3

Presentation:

The CEPREMAP conferences are single-conferences or mini-courses performed by economists from French or international administrations or institutions. They will present a policy question and how their institutions manage it and propose prescriptions. The validation takes into account a team-work and your individual attendance at the complete cycle of conferences

Evaluation: TEAMWORK AND ATTENDANCE

FIELD: Research seminar

TYPE COURSE: Research seminar

Behavioral Economics

TEACHERS: CLARK A. (coord), ÉTILÉ F.

COURSE LOAD: 36h **TUTORIAL LOAD:** n/a **ECTS:** 6

FIELD: Research seminar

TYPE COURSE: Research seminar

Development

TEACHERS: GIGNOUX J. , WREN LEWIS L. (coord)

COURSE LOAD: 36h **TUTORIAL LOAD:** n/a **ECTS:** 6



PARIS SCHOOL OF ECONOMICS
ÉCOLE D'ÉCONOMIE DE PARIS

FIELD: Research seminar

TYPE COURSE: Research seminar

Economic History

TEACHERS: BOURDIEU J. (coord), MONNET E.

COURSE LOAD: 36h TUTORIAL LOAD: n/a ECTS: 6

FIELD: Research seminar

TYPE COURSE: Research seminar

Economic Theory

TEACHERS: BOBTCHEFF Catherine, CAILLAUD Bernard, TERCIEUX Olivier

COURSE LOAD: 36h TUTORIAL LOAD: n/a ECTS: 6

FIELD: Research seminar

TYPE COURSE: Research seminar

Macroeconomics

TEACHERS: BROER T. , SAINT-PAUL G.

COURSE LOAD: 36h TUTORIAL LOAD: n/a ECTS: 6

FIELD: Research seminar

TYPE COURSE: Research seminar

Public Economics and Labor

TEACHERS: BEHAGHEL L. , BREDA T. (coord), FONTAINE F. , HEMET C.



PARIS SCHOOL OF ECONOMICS
ÉCOLE D'ÉCONOMIE DE PARIS

COURSE LOAD: 12h TUTORIAL LOAD: n/a ECTS: 2

FIELD: Research seminar

TYPE COURSE: Research seminar

Regulation, Environment and Markets

TEACHERS: GAGNEPAIN P. , GAUTHIER S. , OLLIVIER H.

COURSE LOAD: 36h TUTORIAL LOAD: n/a ECTS: 6

FIELD: Research seminar

TYPE COURSE: Research seminar

Trade and Political Economy

TEACHERS: FONTAGNE Lionel, RAPOPORT Hillel

COURSE LOAD: 36h TUTORIAL LOAD: n/a ECTS: 6