

M.Sc. in Economics

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| Code: | 017 919 | Type: | M.Sc. 2 nd year, spring 2012 |
| Title: | Topics in Econometrics – identification and parameters of interest | | |
| Lecturer: | Maximilian Kasy | | |
| ECTS: | 3 ECTS | Contact hours (per semester): | 10 times 120 min |
| Semester: | Spring 2012 | Frequency of the lecture: | 5 times a week |
| Dates: | June 18 until June 29 2012 | | |

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| Prerequisites: | Familiarity with first-year graduate-level econometrics and probability theory. Knowledge of applied microeconometrics is helpful. |
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| Learning objectives (What are the intended learning outcomes? Which skills will be acquired?): |
| <p>Gaining an overview over</p> <ul style="list-style-type: none"> • Recent debates between different “camps” in microeconometrics • The relationship between model assumptions and what we can learn from data • The relationship between policies under consideration and what we need to learn from data |

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| Content (Which professional competence and which contents will be imparted?): |
| <p>The course will start with a review of recent debates in microeconometrics between the proponents of so called “reduced form” and those of “structural” approaches. The rest of the course will then discuss contributions that should allow you to take a reasoned position about the validity and relevance of the various arguments made.</p> <p>In the second part of the course we will discuss how various approaches in microeconometrics (instrumental variables, difference in differences, regression discontinuity) can be interpreted in and generalized to settings without functional form assumptions.</p> <p>The third part of class will cover recent contributions that analyze the dependence of parameters of interest on policy objectives and constraints. We will look in particular at articles interested in unconditional outcome distributions.</p> <p>In the last part of class, we will review semiparametric efficiency theory, time permitting.</p> |

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| Teaching approach (Description of the learning and teaching methods): |
| <p>I will be prepared to present the papers on board in class, going through the important proofs and examples etc. However, I would be happy if we managed to have lively discussions in class. And if some of you would volunteer to present some of the papers in my place (with my help, should you need it at any point), that would of course positively affect your grade.</p> <p>Please read the papers and chapters to be discussed ahead of time. You will have to submit at least 5 one- to two-page verbal summaries and discussions of the papers on this Syllabus, before we discuss them in class. The goal of this exercise is to make you go beyond the math and think about the underlying issues and debates.</p> |

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Workload (Definition of workload (ECTS), divided in pre-modules (e.g. pre-readings), core-modules (contact hours), post-modules (e.g. case studies)):

Language of instruction (Information on the language of teaching):

English

Obligatory literature (E.g. scripts, books, articles, cases, papers):

A reader in electronic form will be made available; see the tentative reading list at:

<https://sites.google.com/site/teachingmkasy/Home/downloadables/TopicsMetricsIHStentativeSyllabus.pdf?attredirects=0&d=1>

Additional literature (E.g. books, articles, cases, papers):

Mode of examination (Mode of the examinations and tests (e.g. oral or written examination, lecture, homework, papers, class participation):

- Students have to hand in at least 5 summaries of papers on the reading list *before(!)* we discuss them in class
- There is a final exam
- Students have the option of giving a presentation on one of the papers, with my support during the presentation whenever necessary

Grading:

- 50% summaries of papers
- 50% final exam
- Extra points if you give a presentation in class on one of the papers

Special features (E.g. excursion, guest speaker):

Contact information:

Maximilian Kasy
Department of Economics, UCLA
8283 Bunche Hall, Mail Stop: 147703,
Los Angeles, CA 90095
Email: teachingmaxkasy@gmail.com

Office hours:

Course website:

<http://sites.google.com/site/teachingmkasy/>