ECONOMICS
haverford.edu/economics

Economics consists of a variety of theoretical approaches to understanding human behavior, social interactions, and economic performance, and a set of powerful methodological tools that can be used to test competing theories empirically. The economics curriculum at Haverford offers introductory and upper level courses both in theoretical and empirical methods, as well as numerous electives on a broad range of economic topics. Students with a wide range of interests—financial markets, the environment, politics and public policy, less-developed countries, income distribution and equity, the law, and international trade, to name just a few—will find much that is useful and stimulating by studying economics. Even one or two economics courses can be an important part of the liberal education of any college student, and students with a diverse set of interests find the economics major to be an engaging and rewarding course of study.

LEARNING GOALS
Students will:
- learn to approach real-world problems like an economist.
- achieve competency in the building blocks of economic theory.
- achieve competency in statistics and econometrics.
- communicate as an economist.
- develop and execute an original economics research project.

CURRICULUM
The introductory courses, ECON 104, 105 or 106, introduce the building blocks of microeconomic and macroeconomic theory, as well as their applications. Microeconomics is the study of the behavior of firms and individuals, and their interactions in markets for goods, services, labor, and assets. Macroeconomics is the study of aggregate economic performance, including indicators such as GDP, inflation, unemployment and the budget deficit, and policy tools such as interest rates and government spending. These courses provide an overview of economics and a strong foundation for more advanced work in economics.

The intermediate (200-level) courses offer material on many different economic topics. These courses require ECON 104, 105 or 106 as a prerequisite, and are designed to be useful to non-majors as well as minors and majors. They encompass such diverse subjects as environmental economics, microfinance, law and economics, public health economics, crises, economic development of China and India, and game theory.

Methods courses, which include ECON 203 (Statistical Methods in Economics) or ECON 204 (Economic Statistics with Calculus) followed by ECON 304 (Introduction to Econometrics), give students the necessary methodological training to understand empirical research described in contemporary economics articles and to conduct their own original research.

Advanced theory courses, ECON 300 (Intermediate Microeconomic Theory) and ECON 302 (Intermediate Macroeconomic Theory), follow up on the introductory theory course. They offer more in-depth and mathematical treatments of these theoretical concepts, which are the building blocks for modern economic thought and research.

Advanced (300-level) elective courses involve a more technically sophisticated approach to analyzing a variety of economic issues. Most focus on a specific area of economic inquiry. These topics courses include such diverse areas as behavioral economics, natural resource economics, international trade, and economics of uncertainty. These advanced topics courses require some combination of ECON 203, 300, 302, and 304 as prerequisites, and they are designed primarily for economics minors and majors and those who expect to make use of economics in their professional careers. In most of these courses, a substantial paper is an important part of the requirement.

Junior Research Seminars (37x), are a set of courses designed to develop the student’s research skills, and to prepare them for the looming senior thesis process. In these courses, students become familiar with the process of gaining expertise in a particular area of
scholarship and finding ways to contribute to it. They are exposed to canonical and cutting-edge research alike, and develop proposals for their own related original research projects.

During the year-long Senior Thesis Research Seminar (ECON 396A and ECON 396B), students prepare for, plan and execute their senior thesis project. The first semester involves some classwork and skill building, while the second semester involves individual research under the supervision of a faculty member.

**MAJOR REQUIREMENTS**

- MATH 118 or the equivalent of two semesters of college calculus
  - Majors must complete this requirement by the end of sophomore year.
- ECON 104, 105 or 106
- ECON 203 or 204
- ECON 300
- ECON 302
- ECON 304
- ECON 396A and 396B
- FOUR other semester-long economics courses above the 100 level, including two 300-level courses, one of which must be a Junior Research Seminar (37X).

- Majors are advised to take ECON 104, 105 or 106, ECON 203 or 204, and one of the intermediate theory courses (ECON 300 or 302) by the end of their sophomore year.
- ECON 300 AND ECON 302 must be completed by the end of junior year.
- ECON 304 and the Junior Research Seminar must be completed by the end of fall semester of senior year.
- ECON 396A and 396B are taken during the fall and spring, respectively, of senior year.

**MINOR REQUIREMENTS**

- ECON 104, 105 or 106
- ECON 203 or 204
- ECON 300 or 302
- Three other economics courses at the 200 and/or 300 levels.

**SENIOR PROJECT**

The senior thesis at Haverford College is the culmination of a four-year learning process during which students develop their scholarly interests and become independent thinkers. The year-long, two-semester Senior Research Seminar in Economics imparts skills and techniques essential to students undertaking original independent research projects. The first (fall) semester includes: workshops on research techniques, on thesis writing skills and on data collection and management with Excel and Strata; presentations of working papers by visiting scholars preceded by small group critiques of each paper; and one-on-one work with a faculty member to develop a thesis proposal. The course focuses on acquisition of tools to conduct original research, learning how to engage in scholarly discussions, and learning about critical analysis. By the end of the fall semester, students have developed an original
research idea and written a formal proposal for the thesis which they have orally presented to a sub-section of the class. The faculty members overseeing the class must approve the proposal. Independent work under the guidance of a faculty advisor begins at the end of the first semester and continues throughout the second semester. During the second (spring) semester, students develop their thesis through extensive reading, empirical and or theoretical analysis of the research question, individual sessions with a faculty advisor, and group discussion. The final thesis is an original economic contribution to the field of knowledge in which the thesis is located. Each student demonstrates a clear mastery of the literature surrounding the research question, an understanding of the theoretical underpinnings of the question, and adequate analysis and discussion of results.

**Senior Project Learning Goals**

Students will learn to:

- craft a viable economics research question and design a project that will answer it.
- summarize the economic scholarship related to this question while discovering and articulating relationships among texts and contextualizing the research question within the broader literature.
- construct and execute an analytic argument that culminates in well-grounded and testable hypotheses.
- collect, manage, and analyze data to test the hypotheses.
- develop and articulate well-founded conclusions based on the empirical or theoretical evidence.
- write a professional-quality research paper that presents their work and findings.
- present the findings of their research orally using relevant visual aids (graphs, tables, mathematical equations, for example).

**Senior Project Assessment**

We provide two rubrics for assessment of the economics senior thesis, one for a theoretical thesis and one for the more common empirical thesis. The rubrics, which assess the written thesis, were tested and approved by faculty members in the spring of 2014. Currently each faculty member will assess the thesis of their advisees, providing a rating of each criterion. While the ratings will be related to the final grade that the student receives, the faculty member will have the opportunity to incorporate other facets of the students’ experience to the grading process such as creativity, improvement, perseverance, etc. At the time of grading, the ratings will be submitted to the department’s administrative assistant who will compile the results, using a numerical translation of the ratings (4=excellent; 3=proficient, etc.). Each fall, the department will meet and look over the ratings to determine which categories the students are more or less proficient in and where we have seen improvement or setbacks and to assess the continued relevance of the criteria. The outcome of this meeting will guide changes to the fall senior thesis curriculum and potentially to the economics major curriculum as well as changes to the rubric.

**REQUIREMENTS FOR HONORS**

The department invites economics majors, whose grade point average in economics courses at Haverford, Bryn Mawr, and Swarthmore at the beginning of the second semester of the senior year is 3.60 or higher and who have conducted themselves with academic integrity throughout their time at Haverford College, to become a candidate for the degree of honors in economics.

**RELATED CONCENTRATION**

**Concentration in Mathematical Economics**

Mathematics and economics are complementary disciplines. Most branches of modern economics use mathematics and statistics extensively, and some important areas of mathematical research have been motivated by economic problems. Economists and mathematicians have made important contributions to each other’s disciplines. Economist Kenneth Arrow, for example, did path-breaking work in the field of mathematical optimization; and in 1994 mathematician John Nash was awarded the Nobel Prize in economics for introducing a theory of equilibrium in non-cooperative games that has become central to contemporary economic theory. Haverford’s Concentration in Mathematical Economics enables students in each of the disciplines not only to gain proficiency in the other, but also to understand the ways in which they are related and complementary.

**DEGREE PARTNERSHIP PROGRAM**

**4+1 Engineering Program with the University of Pennsylvania**
Haverford College and the University of Pennsylvania have formed a partnership that enables qualified Haverford undergraduates to gain early and expedited admission into a Master’s degree offered by Penn Engineering. Study for four years at Haverford, then one year at Penn, enables the student to receive a Bachelor of Science degree from Haverford and a Master’s in engineering from Penn. Haverford is the first liberal arts college in the world to enter into such an agreement with an Ivy League engineering program.

**FACULTY**

**Richard Ball**  
Professor

**Julie Becher**  
Visiting Assistant Professor

**Carola Binder**  
Assistant Professor

**Jane Dokko**  
Visiting Assistant Professor

**Eric Gaus**  
Visiting Assistant Professor

**Neal Grabell**  
Visiting Assistant Professor

**Saleha Jilani (on leave Spring 2018)**  
Assistant Professor

**Vladimir Kontorovich**  
Professor

**Timothy Lambie-Hanson**  
Visiting Assistant Professor

**Shannon Mudd**  
M13 Director and Visiting Professor

**David Owens**  
Chair and Associate Professor

**Giri Parameswaran**  
Assistant Professor

**Anne Preston (on leave 2017-2018)**  
Professor

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**COURSES**

**ECON H104 INTENSIVE INTRODUCTION TO ECONOMICS**

*Anne Preston*  
Social Science (SO)  
An intensive introduction to both microeconomic topics—opportunity cost, supply and demand, consumer decision making, the theory of the firm, market structures, and efficiency and market failure—and macroeconomic topics—the determination of GDP, money and interest rates, unemployment and inflation, and fiscal and monetary policy. Designed for students who have not taken economics previously, the course meets 3 1 1/2 hour sessions per week and includes labor market applications (minimum wage, income inequality and the returns to college). (Not offered 2017-18)

**ECON H105 INTRODUCTION TO ECONOMICS**

*Staff*  
Social Science (SO)  
An introduction to microeconomic and macroeconomic concepts and topics. Micro topics include opportunity cost, supply and demand, consumer decision making, the theory of the firm, production costs, market structures, market failure, efficiency, and welfare. Macroeconomic topics include: measurement of national output, inflation and unemployment, equilibrium output determination, money and banking, interest rates, and fiscal and monetary policy. Because ECON 105 requires graphical and algebraic competency, students are strongly encouraged to take a college-level calculus course either before or concurrently with this course. (Offered Fall 2017 and Spring 2018)

**ECON H106 INTRODUCTION TO ECONOMICS WITH CALCULUS**

*Giri Parameswaran*  
Social Science (SO), Quantitative (QU)  
An introduction to microeconomic topics -- opportunity cost, supply and demand, consumer decision making, the theory of the firm, market structures, and efficiency and market failure--and macroeconomic topics --the determination of GDP, money and interest rates, unemployment and inflation, and fiscal and monetary policy. This section of Intro to Economics is intended to be more mathematical in its treatment of the material than ECON 105. Therefore, prior mathematical knowledge is a prerequisite for this
ECON H203 STATISTICAL METHODS IN ECONOMICS
Richard Ball
Social Science (SO), Quantitative (QU)
Foundations of statistical inference and data analysis. Three class hours and two lab hours.
Prerequisite(s): ECON 104, 105, or 106; MATH 118. (Offered Spring 2018)

ECON H204 ECONOMIC STATISTICS WITH CALCULUS
Richard Ball
Social Science (SO), Quantitative (QU)
Formal development of the theory of statistical inference, and fundamentals of data analysis.
Three hours of class plus two hours of lab per week. Prerequisite(s): ECON 104, 105 or 106;
MATH 121 or 215. ECON 204 cannot be taken if ECON 203, MATH 203, SOCL 215, PSYCH 200,
or Bryn Mawr’s ECON B253 have been taken. (Offered Fall 2017)

ECON H206 MICROFINANCE: THEORY, PRACTICE AND CHALLENGES
Shannon Mudd
Social Science (SO)
An exploration of microfinance as an alternative approach to meeting the financial needs of the poor
and, ideally, to assist in their current and future well-being. The course will provide theoretical explanations
for its methodology, evaluate empirical research into its impacts and debate important issues in its practice.
(Offered Spring 2018)

ECON H207 MONEY AND BANKING
Eric Gaus
Social Science (SO)
This course will focus on the basic features of asset market equilibria and the nature of interactions between private sector agents, the banking system, and the central bank. The course will begin with a description of how asset prices are determined in stock and bond markets, and then move on to a study of more sophisticated financial assets such as forwards, futures, and options. The course will ultimately facilitate a discussion of the 2008 financial crisis.
Prerequisite(s): ECON 104, 105 or 106. (Offered Spring 2018)

ECON H209 LAW AND ECONOMICS
Vladimir Kontorovich
Social Science (SO)
Why do rational people follow fixed rules (laws) instead of doing what is best for them in a specific situation? Can there be order without law? Should the government compensate people when it issues environmental and wildlife protection regulations which reduce the value of their property? The lady who burned herself with a cup of McDonald’s coffee won several million dollars in compensation. Does that make sense? We apply economic analysis to these and many other questions in the areas of property law, contracts, torts, and legal procedure. Prerequisite(s): ECON 104, 105 or 106. (Offered Spring 2018)

ECON H210 LINEAR OPTIMIZATION AND GAME THEORY
Curtis Greene
Natural Science (NA)
Covers in depth the mathematics of optimization problems with a finite number of variables subject to constraints. Applications of linear programming to the theory of matrix games and network flows are covered, as well as an introduction to nonlinear programming and hidden Markov models. Emphasis is on the structure of optimal solutions, algorithms to find them, and the underlying theory that explains both. This course is designed for students interested in computer science, economics, or mathematics. Crosslisted: Mathematics, Computer Science, Economics; Prerequisite(s): MATH 215 or equivalent or instructor consent. (Offered Spring 2018)

ECON H240 ECONOMIC DEVELOPMENT AND TRANSFORMATION: CHINA VS. INDIA
Saleha Jilani
Social Science (SO)
This is a survey course on the economic development and recent transitional experience in China and India. The course will examine the economic structure and policies in the two countries, with a focus on comparing China and India's recent economic successes and failures and their past development policies and strategies. We will analyze the factors affecting the current reforms and transformation process in the two countries, from varying degrees of centrally planned communist/socialist economic systems, towards more decentralized reforming hybrid economies combining plan and market.
We examine factors affecting economic development in these emerging economies, including the role of market failure versus government failure, globalization, and institutions. The principal goals for this course include engaging students in critical analysis of published research, exposing them to an application of key economic concepts and theories applied to the study of economic growth and development, and introducing them to the process of conducting original research. Prerequisite(s): ECON 104, 105 or 106. (Not offered 2017-18)

ECON H247 FINANCIAL AND MANAGERIAL ACCOUNTING
Neal Grabell
Social Science (SO)
An introduction to financial accounting concepts, financial reporting, and managerial accounting. The course will address how accounting measures, records, and reports economic activities for business entities and how decision makers analyze, interpret, and use accounting information. COURSE MAY NOT BE USED TOWARDS THE ECONOMICS MAJOR AT HAVERFORD. Crosslisted: Economics, Independent College Programs (Offered Fall 2017)

ECON H249 THE SOVIET SYSTEM AND ITS DEMISE
Vladimir Kontorovich
Social Science (SO)
The Soviet system was inspired by some of the loftiest ideals of humanity. The entire society was redesigned so as to pursue common goals, rather than conflicting private objectives. The economy was run for people, not profits. The Soviet system is no more, but the ideas on which it was founded will probably always be with us. What does the largest social and economic experiment in history teach us? The course is 1/3 political science and 2/3 economics. Crosslisted: Economics, Political Science, Russian; Prerequisite(s): ECON 104, 105, or 106, or two one-semester courses in political science or history. (Offered Fall 2017)

ECON H250 HEALTH ECONOMICS
Julie Becher
Social Science (SO)
This course explores the important issues of health and health care from an economic perspective. Students will consider the roles and perspectives of individuals, providers, insurers and governments, and how their decisions are shaped by different economic, political and ethical motivations. Prerequisite(s): ECON 104, 105 or 106. (Offered Fall 2017)

ECON H255 CRISSES
Timothy Lambie-Hanson
Social Science (SO)
This course will study the many dimensions of the 2008 Financial Crisis, and the ensuing macroeconomic recession in much of the industrialized world, through a variety of different perspectives, involving economic history, the history of economic thought, and also modern macroeconomic theory. Prerequisite(s): ECON 104, 105 or 106. (Offered Spring 2018)

ECON H282 INEQUALITY AND PUBLIC POLICY
Matthew Incantalupo
Social Science (SO)
An exploration of the relationship between policy and economic outcomes—or “who gets what”—in the United States. We will examine the causes of rising inequality and its effects on American democracy, with a focus on wages, taxes, healthcare, education, and criminal justice. Crosslisted: Economics, Political Science; Prerequisite(s): ECON 104, 105 or 106. (Not offered 2017-18)

ECON H297 ECONOMIC SOCIOLOGY
Mark Gould
Social Science (SO)
The sociological analysis of economic systems and the sociological reconstruction of microeconomic theory. Crosslisted: Sociology, Economics (Not offered 2017-18)

ECON H298 IMPACT INVESTING
Shannon Mudd
Social Science (SO)
Impact investing is investing to generate both a financial return and a positive social benefit. It supports firms seeking to address social, environmental and/or governance problems (ESG) in a sustainable way often within market activity. The focus of this course is to not only gain an understanding of the theory and practice of impact investing across its many components, but also to gain practical experience by assessing a particular set of potential impact investments, making formal presentations of findings to an investment committee leading to a recommendation for investment to a partnering
ECON H300 INTERMEDIATE MICROECONOMIC ANALYSIS
Vladimir Kontorovich
Social Science (SO)
Microeconomic theory has developed around the analysis of Adam Smith’s “invisible hand” conjecture. To test this conjecture, we model the behavior of economic actors (consumers and firms) and their interaction in different markets. These models allow us to investigate the conditions under which these markets work well, less well, or not at all. In the process, basic tools and concepts used in other areas of economics are developed. Many of the topics covered in Introduction to Economics (ECON 104/105/106) are studied more rigorously and in greater depth. New topics, such as behavior under risk, insurance, and imperfect information, are introduced. Prerequisite(s): ECON 104, 105 or 106; MATH 118. (Offered Spring 2018)

ECON H302 INTERMEDIATE MACROECONOMIC ANALYSIS
Timothy Lambie-Hanson
Social Science (SO)
Analysis of the behavior of aggregate economic variables such as GDP, inflation, unemployment, interest rates, and the budget and trade deficits. Structured around the development of a New Keynesian/Neoclassical general equilibrium model which relates the markets for goods, money, and labor. Specific topics include: determinants of the business cycle, effects of fiscal and monetary policies, supply shocks, inflationary expectations. Prerequisite(s): ECON 104 or 105 or 106; MATH 118. (Offered Fall 2017)

ECON H304 INTRODUCTION TO ECONOMETRICS
Staff
Social Science (SO)
Development of econometric theory introduced in Economics 203. Includes topics such as ordinary least squares estimation, weighted least squares estimation, estimation of models with nonlinear forms, instrumental variables, and maximum likelihood estimation. Emphasis will be on application of econometric techniques to real economic and social policy issues such as the optimality of speed limit control, AIDS awareness and behavior modification, labor market discrimination, and worker productivity. Students will be expected to use data sets to evaluate policy issues and will be required to make a final presentation of findings in class. Prerequisite(s): ECON 104, 105 or 106; MATH 118 (or equivalent of 2 semesters of college calculus); ECON 203 or 204 or MATH 203 or SOCL 215 or PSYCH 200, or Bryn Mawr’s ECON B253. (Offered Fall 2017)

ECON H306 ADVANCED CORPORATE FINANCE
Shannon Mudd
Social Science (SO)
This course examines theories and practices of corporate finance and how they have informed each other in their development. The focus is on financing at the firm level. Topics include valuation and risk measures both at the level of individual securities and the level of firms, project analysis, cost of capital, capital budgeting, and financial statement analysis. Prerequisite(s): ECON 203 or 204 or MATH 203 or SOCL 215, PSYCH 200, or Bryn Mawr’s ECON B253; ECON 300 or ECON B200 at Bryn Mawr; MATH 118 (or equivalent of 2 semesters of college calculus). (Not offered 2017-18)

ECON H311 THEORY OF NON-COOPERATIVE GAMES
Staff
Social Science (SO)
A course on game theory. We will examine mathematical models of how rational actors engage in collaboration and conflict. Topics include utility theory, social choice, normal and extensive-form games, games with incomplete information, repeated games, and bargaining. We will connect these topics to applications in business, economics, law, politics, and biology. Our focus is on game theory as a tool to understand strategic interaction, and not just a collection of models to solve. Prerequisite(s): ECON 300; MATH 121 or Math 216 recommended. (Not offered 2017-18)

ECON H314 BEHAVIORAL ECONOMICS
David Owens
Social Science (SO)
This course explores systematic departures of behavior from the predictions of neoclassical economic theory, and when possible, proposes alternative theories to explain this behavior. The course will begin with a study of reference-dependent preferences, based on Kahneman and Tversky’s seminal paper Prospect Theory.
topics will include, but not be limited to, present-biased preferences, social preferences and behavioral finance. Students should be comfortable with microeconomic theory, and have some exposure to game theory. The course will have a heavy research component, and students should be prepared for critical reading of scholarly articles, and to write and present a research paper of their own. Prerequisite(s): ECON 300 or ECON B200 at Bryn Mawr; MATH 118 (or equivalent of 2 semesters of college calculus). (Offered Fall 2017)

ECON H347 ADVANCED MACROECONOMICS

Staff
Social Science (SO)
This course builds upon the theory introduced in intermediate macroeconomics, with emphasis on empirical research and tests of the effects of macroeconomic policy. Students will present a recent journal article to the class and will write policy briefs on current issues in macroeconomic policy. Prerequisite(s): ECON 302 or ECON B202 at Bryn Mawr; ECON 304 (can be taken concurrently). (Offered Fall 2017)

ECON H355 ADVANCED MICROECONOMICS: UNCERTAINTY

Giri Parameswaran
Social Science (SO)
Using microeconomics we study theories of choice under uncertainty; risk aversion and applications to insurance and portfolio choice; equilibrium under uncertainty in asset markets; asymmetric information; applications to the design of incentives, contracts, contests, and auctions; common; understanding and coordination. Prerequisite(s): MATH 121 or 216; Econ majors: ECON 300; Non-Econ majors: ECON 104 or 105 or 106 and at least one of ECON 300 or MATH 215. (Offered Spring 2018)

ECON H360 MATHEMATICAL ECONOMICS

Giri Parameswaran
Social Science (SO), Quantitative (QU)
A study of advanced mathematical tools used in economic analysis. Topics include eigenvalues and quadratic forms, differential equations, convex programming and dynamic programming. Applications to consumer theory, generalized linear regression, stability of equilibrium, and models of growth and search. Fulfills Mathematical Economics (MTEC) concentration. Crosslisted: Economics, Mathematics; Prerequisite(s): MATH 215; either MATH 121 or 216; ECON 203 or 204 or MATH 203 or SOCL 215 or PSYCH 200 or Bryn Mawr’s ECON B253 recommended. (Offered Fall 2017)

ECON H371 JUNIOR RESEARCH SEMINAR: PSYCHOLOGICAL BIASES AND ECONOMIC DECISIONS

David Owens
Social Science (SO)
A seminar-based course covering current research on the role of psychological biases in economic decision-making. The focus is on critical reading of recent work and developing students’ own research. Prerequisite(s): ECON 300 or ECON B200 at Bryn Mawr; ECON 304 (can be taken concurrently). MATH 118 (or equivalent of 2 semesters of college calculus). (Offered Spring 2018)

ECON H372 JUNIOR RESEARCH SEMINAR: ADVANCED INTERNATIONAL TRADE

Saleha Jilani
Social Science (SO)
This seminar-based course covers topics in international trade theory and policy, and foreign direct investment. Determinants of international trade and foreign investment will be analyzed, and we will examine the motivations for and consequences of tariffs and quantitative restrictions on trade. Topics include dynamic comparative advantage, factor movements and multinational corporations, effects of trade on economic growth and income inequality, international trade policy negotiations, the economics of trade agreements and disputes, and regional economic integration. Prerequisite(s): ECON 300 or ECON B200 at Bryn Mawr; ECON 304 (can be taken concurrently). MATH 118 (or equivalent of 2 semesters of college calculus). (Offered Fall 2017)

ECON H373 JUNIOR RESEARCH SEMINAR: ACCESS TO FINANCE

Shannon Mudd
Social Science (SO)
This seminar examines the determinants of access to finance with particular emphasis on small business financing. The primary focus will be on commercial banking. We will examine such issues as banking structures, lending technologies, regulatory issues and problems of asymmetric information, all with a focus on
access to finance. We will also examine microfinance as an alternative approach for providing financial services to the poor. Prerequisite(s): ECON 300 or ECON B200 at Bryn Mawr; ECON 304 (can be taken concurrently). MATH 118 (or equivalent of 2 semesters of college calculus). (Not offered 2017-18)

**ECON H374 JR RESEARCH SEMINAR: TOPICS IN INDUSTRIAL ORGANIZATION**

*Timothy Lambie-Hanson*

Social Science (SO)

Industrial organization is the study of firm behavior in imperfect competition. This seminar introduces important empirical and theoretical work in this field. Major topics include monopoly behavior, adverse selection, oligopoly, market foreclosure, collusion, and the theory of the firm. Prerequisite(s): ECON 300 or ECON B200 at Bryn Mawr; MATH 118 (or equivalent of 2 semesters of college calculus). (Offered Fall 2017)

**ECON H377 JUNIOR RESEARCH SEMINAR: POLITICAL ECONOMY**

*Giri Parameswaran*

Social Science (SO)

The focus is on critical reading of seminal works and developing students own research skills. Topics include: models of elections and application of voting models to redistributive policies; legislative bargaining; interest groups/lobbying; dynamic models of fiscal policy, debt and more. Crosslisted: Economics, Political Science; Prerequisite(s): MATH 118 and ECON 300 or ECON B200 at Bryn Mawr; MATH 121 (or MATH 216) is desirable. (Offered Spring 2018)

**ECON H379 JUNIOR RESEARCH SEMINAR: THE FEDERAL RESERVE**

*Carola Binder*

Social Science (SO)

This course covers the history of central banking, with emphasis on the Federal Reserve. We will study the creation and evolution of the Fed, its role in economic and financial crises, and current debates in monetary policy. Prerequisite(s): ECON 302 or ECON B202 at Bryn Mawr; ECON 304 (can be taken concurrently). MATH 118 (or equivalent of 2 semesters of college calculus). (Not offered 2017-18)

**ECON H396B RESEARCH SEMINAR**

*Staff*

Social Science (SO)

Must be a senior Economics major. Prerequisite(s): ECON 203 or 204 or MATH 203 or SOCL 215 or PSYC 200 or Bryn Mawr’s ECON B253; ECON 300 or ECON B200 at Bryn Mawr; ECON 302 or ECON B202 at Bryn Mawr; ECON 304 (can be taken concurrently); MATH 118 (or equivalent of 2 semesters of college calculus). (Offered Fall 2017)

**ECON H396A RESEARCH SEMINAR**

*Staff*

Social Science (SO)

Must be a senior Economics major. Prerequisite(s): ECON 203 or 204 or MATH 203 or SOCL 215 or PSYC 200 or Bryn Mawr’s ECON B253; ECON 300 or ECON B200 at Bryn Mawr; ECON 302 or ECON B202 at Bryn Mawr; ECON 304 (can be taken concurrently); MATH 118 (or equivalent of 2 semesters of college calculus). (Offered Fall 2017)