

Année universitaire 2024/2025

# Quantitative Economic Analysis - 296 - 2nd year of master's degree

**Responsable pédagogique** : LISE PATUREAU - <https://dauphine.psl.eu/recherche/cvtheque/patureau-lise>

**Crédits ECTS** : 60

## LES OBJECTIFS DE LA FORMATION

The Quantitative Economic Analysis track offers excellent training in economic research, which enables students to analyze a broad range of contemporary economic issues in depth. Entirely taught in English, the curriculum draws on advanced quantitative methods, including innovative methods used to process massive volumes of data. It will allow you to pursue a doctoral program or embrace a career as a professional economist in the public, semi-public, or private sector, in France or abroad.

### Skills acquired:

- Acquire high-quality training in economic research and reflect on public and private stakeholders' decision-making procedures, in the various economic fields: health, public policies, macroeconomics, finance, economic development, ...
- Address economic issues by identifying the specific attributes of public and private stakeholders involved and offering expertise in economic, statistical, or econometric analysis
- Learn how to manage and analyze qualitative and quantitative data, whatever the size of the database
- Select the appropriate statistical and econometric tools and put them to use to obtain reliable and robust answers to an economic problem within the public or private sphere
- Identify and help to produce groundbreaking scientific output in your specialization within the economic sciences
- Report on economic, statistical and/or econometric results to different audiences, orally and in writing

The Master in Quantitative Economics allows interested students to engage in the PhD Research Track of the PSL Graduate Program in Economics.

The PhD Research Track is a 2-year training (M1 Quantitative Economics – Master 2 Quantitative Economic Analysis track) for students who plan to pursue their PhD studies. In addition to validating all the courses included in the M1 QE and then the M2 QEA, being enrolled in the PhD Research Track asks for a research internship in a research center attached to a university, an international organization, or an administration in M1 or M2. The objective is to allow interested students to have a first experience in a research environment as early as the Master's degree.

The fact of having followed the PhD Research Track will be considered as an asset by the PSL SDOSE Doctoral School's Admissions Committee when examining applications, in particular for a doctoral contract (3-year financing of a PhD thesis).

## MODALITÉS D'ENSEIGNEMENT

All courses in the Quantitative Economic Analysis track are taught in English and in lecture format. In some cases, part of the session may be devoted to correcting exercises and/or data processing. As the program emphasizes research training, students will frequently read research articles, with the possibility of presenting some of them in front of the class. The first semester goes from September to December. The second semester starts in January and ends in early May. On completing each semester, students will receive 30 ECTS credits.

There are two mandatory courses during the first semester: *Information Economics* and *Introduction to Machine Learning*. The selection of other courses depends on the student's chosen specialization, out of 3 options: *Social and Public Policies, Theory*, and *Macroeconomics and Finance*. During the first semester, courses should be selected within two distinct blocks: Quantitative Methods and Specialization Courses. During the second semester, students take three courses and a research seminar corresponding to their specialization. During the second semester, students must also write a dissertation, to be submitted and defended in June. There will be a poster session sometime in March for students to present their progress to the class and the instructors.

- Applicants should hold a postgraduate degree (Master degree equivalent to 60 ECTS), from either the Master 1 in Quantitative Economics or another Master at Université Paris-Dauphine-PSL, or another university in France or abroad; or an equivalent diploma from an Institute of Political Studies (IEP), a Grande Ecole in business or engineering, or an equivalent recognized Grand Etablissement, in France or abroad.
- Applicants should have an academic background in the following fields: Economics, mathematics applied to economics, and computer science applied to economics.
- B2-level mastery of English is required. This must be attested by a certificate of achievement from one of the following tests: TOEFL iBT (minimum score of 90), IELTS (minimum score of 6.5), GMAT (min score 650) or GRE (GMAT equivalent min score of 650). English-native candidates or students who have followed an international training in English of at least one year over the last two years and who have passed the corresponding exams are exempted. Applicants whose studies for their postgraduate degree have been undertaken wholly or mainly at a university located outside the EU must supply GRE/GMAT General Test scores in all cases.

## POURSUITE D'ÉTUDES

The Quantitative Economic Analysis track offers excellent training in economic research, which also aligns with the real needs of the public and private decision-making world. The curriculum combines cutting-edge specialization courses in economics with advanced quantitative methods, including innovative methods in data science. In addition to fundamental quantitative techniques in economics, the program features courses based on advanced database processing, as well as operational research and decision-making support. These areas are at the leading edge of current economic research and directly relevant to the questions entailed in economic decision-making, in the private and public sectors alike.

In this respect, the Quantitative Economic Analysis track is perfectly suited to students who want to pursue a research specialization by completing a thesis in a PhD program. The excellent instruction provided by the QEA track, entirely in English, enables interested students to apply to prestigious doctoral programs, either as part of PSL Research University, or at other universities in France or abroad. You will also be able to embrace a career as professional economist in public, semi-public institutions, including international organizations, as well as in private businesses in various sectors (banking, insurance, health industry, energy, ...)

## PROGRAMME DE LA FORMATION

- Semestre 3
  - AQME CERTIFICATE (9 ECTS)
    - [Machine Learning](#)
    - [Introduction to Matlab programming](#)
    - [Python for data science](#)
  - Cours obligatoire (theory S3)
    - [Behavioral economics and bounded rationality](#)
    - [Experimental Economics](#)
    - [Advanced Game Theory](#)
  - Block 1
    - [Methods for public policy evaluation](#)
  - Block 2
    - [Advanced Macroeconometrics](#)
    - [Bayesian techniques in macroeconomics](#)
  - Options II - choose one
    - [Asset pricing theory](#)
    - [Inequality and redistribution](#)
    - [Environment and sustainability](#)
  - Mandatory courses (Social and Public Policies)
    - [Methods for public policy evaluation](#)
    - [Labor, education and public policies](#)
    - [Inequality and redistribution](#)
    - [Health, welfare and health behavior](#)
  - Options - Choose one

- [Behavioral economics and bounded rationality](#)
  - [Experimental Economics](#)
  - [Environment and sustainability](#)
  - [Advanced Game Theory](#)
- Mandatory courses (Macro & Finance)
  - [Advanced Macroeconometrics](#)
  - [International Trade & International Macroeconomics](#)
  - [Key challenges for Advanced macroeconomics](#)
- Options I - choose one
  - [Bayesian techniques in macroeconomics](#)
- Options II - choose two courses among these
  - [Asset pricing theory](#)
  - [Behavioral economics and bounded rationality](#)
  - [Quantitative International Economics](#)
  - [Environment and sustainability](#)
- Track Recherche PG ECO
  - [Machine Learning](#)
  - [Introduction to Matlab programming](#)
  - [Python for data science](#)
- Semestre 4
  - Data science course (3ECTS) optional course : one to choose for 3 ECTS
    - [NLP for economic decisions](#)
    - [Machine Learning for Economists](#)
  - mandatory courses (Theory)
    - [Master Thesis Defense](#)
    - [Master Thesis support seminar](#)
    - [PhD Proposal / Internship](#)
  - Specialization field : Theory - choose two courses among these
    - [Banking economics](#)
    - [Computational social choice](#)
    - [Incremental learning, game theory and applications](#)
  - Mandatory courses (Social and Public Policies)
    - [PhD Proposal / Internship](#)
    - [Master Thesis Defense](#)
    - [Master Thesis support seminar](#)
    - [Advanced Health economics](#)
    - [Policies in developing countries](#)
  - Mandatory courses (Macro & Finance)
    - [PhD Proposal / Internship](#)
    - [Master Thesis Defense](#)
    - [Master Thesis support seminar](#)
    - [Banking economics](#)
    - [Advanced environmental macroeconomics](#)

## DESCRIPTION DE CHAQUE ENSEIGNEMENT

### SEMESTRE 3

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#### AQME CERTIFICATE (9 ECTS)

## Machine Learning

ECTS : 9

**Enseignant responsable :** FABRICE ROSSI (<https://www.ceremade.dauphine.fr/en/members/detail-cv/profile/fabrice-rossi.html>)

**Langue du cours :** Anglais

#### Description du contenu de l'enseignement :

The course gives a thorough presentation of the machine learning field and follows this outline:

1. general introduction to machine learning and to its focus on predictive performances (running example: k-nearest neighbours algorithm)
2. machine learning as automated program building from examples (running example: decision trees)
3. machine learning as optimization:
  1. empirical risk minimization
  2. links with maximum likelihood estimation
  3. surrogate losses and extended machine learning settings
  4. regularisation and kernel methods (support vector machines)
4. reliable estimation of performances:
  1. over fitting
  2. split samples
  3. resampling (leave-one-out, cross-validation and bootstrap)
  4. ROC curve, AUC and other advanced measures
5. combining models:
  1. ensemble techniques
  2. bagging and random forests
  3. boosting
6. unsupervised learning:
  1. clustering (hierarchical clustering, k-means and variants, mixture models, density clustering)
  2. outlier and anomaly detection

#### Compétences à acquérir :

After attending the course the students will

- have a good understanding of the algorithmic and statistical foundations of the main machine learning techniques
- be able to select machine learning techniques adapted to a particular task (exploratory analysis with clustering methods, predictive analysis, etc.)
- be able to design a model selection procedure adapted to a particular task
- report the results of a machine learning project with valid estimation of the performances of their model

#### Pré-requis obligatoires

- intermediate level in either Python or R. Students are expected to be able to perform standard data management tasks in Python or R, including, but not limited to:
  - loading a data set from a CSV file
  - recoding and cleaning the data set
  - implementing a simple data exploration strategy based on pivot table and on graphical representation
- intermediate level in statistics and probability. Students are expected to be familiar with:
  - descriptive statistics
  - conditional probabilities and conditional expectations
  - core results from statistics: bias and variance concepts, strong law of large numbers, central limit theorem, etc.

#### Mode de contrôle des connaissances :

- quizzes and tests during the course
- machine learning project

**Coefficient** : 3

6 (M2 Economie Internationale et Développement)

6 (M2 Diagnostic économique international)

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# Introduction to Matlab programming

**Langue du cours** : Français

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## Python for data science

**ECTS** : 3

**Enseignant responsable** : MOHAMED KHALIL EL MAHRSI

**Langue du cours** : Anglais

**Description du contenu de l'enseignement** :

The course is organised as follows.

### 1 - Introduction to Python Programming

This first part introduces the fundamentals of Python programming. It covers topics such as working with basic built-in types (numbers, strings, booleans, ...), control flow statements, writing reusable code (functions), handling errors and exception that can occur during the execution of Python code, advanced data structures (lists, sets, dictionaries, ...), ...

### 2 - Scientific Computing With NumPy

This part focuses on using NumPy, a scientific computing package that provides a wide assortment of useful and highly-optimized routines for working with multi-dimensional arrays (matrices, tensors, ...), linear algebra, statistics and random simulation, and much more.

### 3 - Processing Tabular Data With pandas

The third part of the course is dedicated to pandas, a fundamental Python package when it comes to data science and data analysis. pandas provides functionalities for efficient manipulation of data frames, i.e., tabular data (stored in csv files, Excel sheets, ...). With the help of pandas, you can easily conduct tasks such as data cleaning (filling missing data, replacing outliers, ...), reshaping, merging, ...

### 4 - Visualizing Data With Matplotlib and seaborn

The last part of the course is a quick introduction to data visualization functionalities in Python using the Matplotlib and seaborn packages. Data visualization is a very powerful tool for making sense of large volumes of data, identifying patterns, and extracting useful insights that can help understand and solve real-world business cases.

**Compétences à acquérir** :

By the end of this course, you will be able to

- Write and understand entry-level to intermediate-level code in the Python programming language
- Use NumPy for scientific computing and efficient manipulation of multi-dimensional arrays and matrices
- Use pandas to load, manipulate, and analyze tabular data
- Use Matplotlib and seaborn to visualize data

**Pré-requis obligatoires**

You are expected to be familiar with mathematical tools associated to an economics curriculum (linear algebra, calculus, probability, and statistics) at an undergraduate level

**Pré-requis recommandés**

The course does not assume any prior knowledge in programming in general and Python in particular. However, familiarity with another programming language can be useful in understanding the discussed concepts and topics.

**Mode de contrôle des connaissances** :

You will be evaluated based on a team project (conducted in pairs) in which you will apply the knowledge and skills you acquired during the course. The project takes the form of an exploratory data analysis in which you will work on a tabular data set in order to extract valuable insights that can help solve a business problem.

The expected deliverables of the project are:

- A 5–10 pages report;

- The source code (Jupyter notebooks or Python scripts) of your work, either in a Github repository or as a zip file.

You are expected to present your main findings during a 10-minutes presentation, which will be followed by approximatively 5 minutes of questions.

**Coefficient :** 1

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#### Cours obligatoire (theory S3)

## Behavioral economics and bounded rationality

**ECTS :** 3

**Enseignant responsable :** CLAIRE RIMBAUD (<https://sites.google.com/view/claire-rimbaud/home>)

**Langue du cours :** Anglais

#### Description du contenu de l'enseignement :

The objective of the course is to present the most important themes in behavioral economics.

- Reference-dependent utility, with and without risk
- Probabilistic judgement and the treatment of information
- Time preferences
- Attention and inattention
- Social preferences

The course itself will focus on models and their empirical validity.

By choice, the course will not be principally about experimental protocols - yet protocols are explained occasionally - but rather on main ideas, results, and debates.

The diverse applications will be treated all along.

#### Compétences à acquérir :

The topic has reached a certain degree of maturity and it is part of an aspiring economist culture. After attending the classes, the students will be able to read the cutting-edge research on the topic. Given the variety of ways by which standard (non behavioral) models can be tweaked, the course is not intended to promote a particular view, but to help would-be modelers to better motivate their choices.

#### Pré-requis obligatoires

Expected utility. Basic game theory. Basic probability theory, in particular Bayesian calculus.

#### Mode de contrôle des connaissances :

- MCQs all along the classes (30%).
- Final written exam (70%).

**Coefficient :** 2

#### Bibliographie, lectures recommandées :

Highly recommended for the fascinating and lively excursion across almost all topics: Daniel Kahneman's 2011 book, *Thinking Fast and Slow*.

The main reference is the *Handbook of Behavioral Economics*, Elsevier, 2018 and 2019. All chapters are dense. Some of them are heavily used for the lectures.

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## Experimental Economics

**ECTS :** 3

**Enseignant responsable :** CLAIRE RIMBAUD (<https://sites.google.com/view/claire-rimbaud/home>)

**Langue du cours :** Anglais

**Coefficient :** 2

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## Advanced Game Theory

**ECTS :** 3

**Enseignant responsable** : SIDARTHA GORDON (<https://dauphine.psl.eu/recherche/cvtheque/gordon-sidarta>)

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

The course is divided into two parts.

The first part is devoted to so-called “noncooperative games” and concentrates on multistage games with incomplete information played by Bayesian players. The agents’ rationality is analyzed through various solution concepts, capturing backward and/or forward induction. These solution concepts are applied to strategic information transmission and communication.

In the second part, we will first focus on a particular class of games of strategic information transmission, the class of unidimensional cheap talk sender receiver-games, and then introduce recent models on the choice of an information structure by a designer (or principal) for an agent or a set of agents who interact strategically in an asymmetric information setting.

**Compétences à acquérir :**

After having attended the classes, the students will be able to read recent academic papers applying game theory to various area of economics and to make use of game theory in their future research work.

**Coefficient** : 2

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**Block 1**

## Methods for public policy evaluation

**ECTS** : 6

**Enseignant responsable** : ERIC BONSANG (<https://dauphine.psl.eu/recherche/cvtheque/bonsang-eric>)

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

This course explores different topics in applied microeconometrics at advanced level for public policy evaluation. It focuses on causal inference and how econometrics can help identify causality. It discusses the advantages and limitations of particular types of approaches/tools that are used in econometrics. It covers the following topics: Causal inference and identification, Randomized experiment, Regression and causality, Instrumental variables approach and Regression discontinuity designs. The course will review the theory underlying those different techniques and will discuss the recent studies that have applied these methods to make causal inference.

**Compétences à acquérir :**

The objective of the course is to provide students the econometric methods aiming at identifying causal relationships. These methods are widely applied in economics to assess the effects of policy interventions and other treatment on interest. After attending the classes, the students will be able to have a deep understanding and a critical view on studies aiming at identifying causal effects and to apply those methods for their own research.

**Pré-requis recommandés**

M1 Course: Microeconometrics

**Mode de contrôle des connaissances :**

Written exam (70%) + Short empirical paper (20%) + Active participation in class (10%)

**Coefficient** : 2

**Bibliographie, lectures recommandées :**

Mostly Harmless Econometrics, Joshua Angrist and Jörn-Steffen Pischke

Econometric Analysis of Cross-section and Panel Data, Jeffrey Wooldridge

Microeconometrics. Methods and Applications, A. Colin Cameron and Pravin K. Trivedi

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**Block 2**

# Advanced Macroeconometrics

ECTS : 6

Enseignant responsable : FABIEN TRIPIER (<https://dauphine.psl.eu/recherche/cvtheque/tripier-fabien>)

Langue du cours : Français

Coefficient : 2

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## Bayesian techniques in macroeconomics

ECTS : 3

Enseignant responsable : GAUTHIER VERMANDEL

Langue du cours : Anglais

Description du contenu de l'enseignement :

The lectures provide a self-contained introduction to the building, simulation and estimation of the Dynamic Stochastic General Equilibrium models that constitute the main workhouse of today's financial macroeconomics. These models, which incorporate micro-foundations, dynamic relations and rational expectations in a macroeconomic framework, have now become a powerful tool used in central banks for policy projections. The course will present the recent developments in Bayesian econometrics that are commonly used to estimate these models. After recalling the standard VAR (Vector Autoregressive) model à la Sims (1980), the course will present the Bayesian VAR model à la Sims & Zha (1998). These class of atheoretical models is then compared to theoretical DSGE models à la Smets & Wouters (2003, 2007).

### Compétences à acquérir :

The objective of the course is to equip the students with the more advanced estimation techniques of macroeconomic models. It will provide the most up-to-date tools to allow the students to get a deep knowledge of these models and to be able to read and understand policy and research papers using these approaches.

After having attended the classes, the students will master the up-to-date estimation techniques of the macroeconomic models which are now employed in policy institutions such as the ECB, the Banque de France or the IMF. Using the estimated models, students will be able to perform business cycles analysis (variance decomposition, inspecting propagation mechanisms, variance forecast error decomposition), as well as forecasting exercises using both VAR, B-VAR and DSGE models. These types of skills are typically required in a growing number of policy-making institutions.

### Pré-requis recommandés

A solid background in both microeconomics and macroeconomics is a prerequisite. A background in Econometrics (time series + VAR models) and MATLAB programming are a plus but not compulsory.

Coefficient : 1

### Bibliographie, lectures recommandées :

#### Articles:

An, S., & Schorfheide, F. (2007). Bayesian analysis of DSGE models. *Econometric reviews*, 26(2-4), 113-172.

Sims, C. A., & Zha, T. (1998). Bayesian methods for dynamic multivariate models. *International Economic Review*, 39, 949-968.

Smets, F., & Wouters, R. (2003). An estimated dynamic stochastic general equilibrium model of the euro area. *Journal of the European economic association*, 1(5), 1123-1175.

#### Textbooks:

Galí, J. (2015). *Monetary policy, inflation, and the business cycle: an introduction to the new Keynesian framework and its applications*. Princeton University Press.

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Options II - choose one

## Asset pricing theory

ECTS : 6



**Enseignant responsable** : JEROME DUGAST (<https://dauphine.psl.eu/recherche/cvtheque/dugast-jerome>)

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

In this course, we will discuss a wide range of topics ranging from optimal portfolio, the CAPM, factor models, consumption-based asset pricing, and arbitrage pricing, to more special ones including asymmetric information, and limits to arbitrage.

1. Optimal Portfolio Theory and the CAPM
2. Factor Models
3. Decision Making under Uncertainty
4. Consumption-based Asset Pricing
5. Arbitrage Pricing
6. Dynamic Asset Pricing
7. Asymmetric Information and Asset Prices
8. Limits to Arbitrage

**Compétences à acquérir :**

Master the theoretical concepts of asset pricing

**Mode de contrôle des connaissances :**

Evaluation: assignment 20%, final exam 80%

**Coefficient** : 1 (M1 Finance)

3ECTS - Coefficient 2 (M2 Quantitative Economics)

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## Inequality and redistribution

**ECTS** : 3

**Enseignant responsable** : LAURA KHOURY (<https://dauphine.psl.eu/recherche/cvtheque/khoury-laura>)

**Langue du cours** : Anglais

**Description du contenu de l'enseignement :**

In most developed countries, inequality has been rising in recent decades, becoming a key political issue at the center of the public debate. This course aims at understanding the historical evolution of between- and within-country inequality from the late 19th century until today, and what are the key drivers explaining this evolution. How to adequately measure inequality? How does globalization impact global inequality? What is the effect of technological change on labor income inequality? What is the role of public policies in mitigating these effects? We will review economic theories and use up-to-date empirical techniques to address these questions. Through the presentations of recent research papers, students will also get acquainted with the multiple dimensions of inequality (e.g. gender inequality, racial inequality, inequality in education outcomes, etc.).

**Compétences à acquérir :**

At the end of the course, students should be able to:

- Describe the evolution of income inequality in developed and developing countries since the 19th century
- Identify and describe the drivers of the change in labor and capital inequality
- Understand and use models to rationalize the change in labor and capital inequality
- Understand and design policy tools that can mitigate inequality through redistribution

**Pré-requis obligatoires**

Statistics (Basic level)

Microeconometrics (M1 mandatory course)

**Mode de contrôle des connaissances :**

Assessment will be based on a presentation (30%), a final written exam (65%) and participation in class (5%). The presentation will consist in presenting in class a research paper addressing the question of inequality. The final exam will be a mix of short questions about concepts seen in class and question where the student will be asked to develop his own analysis using the concepts seen in class.

**Coefficient** : 2

**Bibliographie, lectures recommandées :**

A specific reading list is provided at the start of each session.

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## Environment and sustainability

ECTS : 3

**Enseignant responsable :** ANNA CRETI (<https://dauphine.psl.eu/recherche/cvtheque/creti-anna>)

**Langue du cours :** Anglais

**Description du contenu de l'enseignement :**

Global warming and the related environmental and social issues raise serious concerns for the welfare of our current and future generations. Such changes require to develop new approaches and solutions to address these key issues so that they can become and remain sustainable. The course Environment and Sustainability will introduce students to key theories and models related to the environment, sustainability, societal issues, and the United Nations' Sustainable Development Goals.

1. Introduction: challenges for sustainability toward the net-zero economy
2. Sustainability: definition and examples
3. Sustainability: theoretical challenges
4. Climate Change: definition and examples
5. Climate Change: theoretical challenges
6. Climate Change policies
7. The energy transition

**Compétences à acquérir :**

Students will be able to critically evaluate the complex drivers and consequences of global environmental problems for different societal groups, applying academic concepts and theories. They will develop in-depth knowledge in specialist areas of environment and sustainability and gain critical thinking skills. Finally, attendees will be able to assess the effectiveness, equity and trade-offs of different sustainability goals and policies.

**Pré-requis recommandés**

Advanced Micro and Macro Economics

**Mode de contrôle des connaissances :**

Final Exam (written dissertation)

**Coefficient :** 2

3 (M2 Economie Internationale et Développement)

**Bibliographie, lectures recommandées :**

Dasgupta, Sir Partha. "The Economics of Biodiversity The Dasgupta Review Abridged Version." (2021).  
Richard S. J. Tol, Climate Economics: Economic Analysis of Climate, Climate Change and Climate Policy Edward Elgar Publishing, 2019 - 234 pages  
Selected Videos from <https://rtol.github.io/ClimateEconomics/video/>

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**Mandatory courses (Social and Public Policies)**

## Labor, education and public policies

ECTS : 3

**Enseignants :** GABRIELLE FACK, LIONEL WILNER

<https://dauphine.psl.eu/recherche/cvtheque/fack-gabrielle>

**Langue du cours :** Anglais

**Description du contenu de l'enseignement :**

This course will present an overview of topics in Labour and Education. The first part of the course will cover 4 topics related to wage determination and unemployment insurance, which are at the frontier of current research in labour

economics. More specifically, we will consider the returns to education, the fundamentals of wage determination, the forms and consequences of labour market discrimination and unemployment insurance. The course will cover both the theoretical and empirical aspects of all topics. It will also systematically discuss the relevant policy implications. The second part of the course will review the reasons for government intervention in Education, and will then cover three main types of interventions: demand side policies (financial and information interventions), supply side policies (school resources) and policies aimed at reducing inequalities (affirmative action).

Provisional schedule

1. Labour I: Returns to education
2. Labour II: Wage determination and minimum wage
3. Labour III: Labour market discrimination
4. Labour IV: Unemployment insurance
5. Education I: demand side policies (financial and information interventions)
6. Education II: supply side policies (school resources)
7. Education III : policies aimed at reducing inequalities (affirmative action)

### **Compétences à acquérir :**

The first objective of the course is to equip the students with the tools that will allow them to understand the contemporary labour market and the relevant public policies. With this aim, it will first provide students with advanced knowledge of the determinants of wages, both from a theoretical and an empirical perspective. At the end of the course, the students will be able to identify the mechanisms underlying wage setting within firms and will have a good understanding of the main quantitative methods used by labour economists. They will also be able to contribute to the design of public policies related to labour market discrimination, unemployment insurance, etc.

The second objective of the course is provide students with a critical analysis of government intervention in education. It will present an overview of the main types of education policies, together with in-depth empirical analysis of the impact of specific policies. At the end of the course, the students will be able to identify the market failures and equity issues that concern education, and the type of policies that may be considered to solve them. They will also have a good understanding of the main quantitative methods used by economists to evaluate the impact of educational policies and contribute to the social debate on education.

This class will be useful to students who want to do a PhD dissertation in the field of applied labour economics and education economics as well as to students who plan to work in institutions that produce studies and policy recommendations regarding education and the labour market, such as the OECD, Ministries of Labour, the ILO, etc.

### **Pré-requis obligatoires**

Graduate Microeconomics

Graduate Econometrics

### **Mode de contrôle des connaissances :**

Written and oral assessment

During the course, students will be asked to present an article chosen in the reading list of the course. This presentation will be graded. A final exam will take place during the exam week. The final grade will be computed as a weighted average of the oral presentation (30%) and written exam (65%) grades, as well as a grade to account for participation (5%).

**Coefficient : 2**

### **Bibliographie, lectures recommandées :**

Tito Boeri and Jan Van Ours, *The Economics of Imperfect Labour Markets*, 2nd edition, Princeton University Press, 2013.

Pierre Cahuc, Stéphane Carcillo and André Zylberberg, 2014, *Labour Economics*, 2nd edition, MIT Press.

Hanushek, E., and Welch, D. (eds.), *Handbook of the Economics of Education*. Amsterdam: North Holland volumes 1 to 5

Articles listed on the reading list provided at the start of the course

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## **Health, welfare and health behavior**

ECTS : 3

**Enseignant responsable :** PETER EIBICH (<https://sites.google.com/site/eibichpe/home>)

**Langue du cours :** Anglais

**Description du contenu de l'enseignement :**

This course will provide an overview of economic approaches to health investment decision-making. At the societal level, policy makers have to decide which health interventions (incl. preventive measures, drugs and medical procedures) to fund to maximize population health outcomes with limited economic resources. In the first part of the course, we will examine health economic evaluation as one potential framework to make such decisions. The course will cover the principles of economic evaluation and discuss the advantages and downsides of this approach. We will work through an example of how a cost-effectiveness analysis is conducted in practice, and we will discuss how evidence from such analyses is used in healthcare systems around the world by looking at several countries as case studies.

In the second part of the course we will consider individual decision-making for health and health behavior. We will discuss economic models of the demand for health and their implications for individual health behaviour and the demand for healthcare. We will also consider economic models for risky health behaviour (e.g., smoking) and discuss the empirical evidence for these models.

**Schedule:**

- 1 Principles of health economic evaluation
- 2 Conducting cost-effectiveness analyses
- 3 Using economic evaluation to support decision-making in healthcare
- 4 The demand for health: The health capital model and the health deficit model
- 5 Economics of risky health behavior: Theory
- 6 Economics of risky health behavior: Evidence
- 7 Economics of health prevention

**Compétences à acquérir :**

After participating in this course, students will:

- Understand how economic evaluation can be used to assess health interventions.
- Be able to critically discuss decision-analytic models for cost-effectiveness analyses.
- Have an overview of how evidence from economic evaluations is used in healthcare decision-making in different institutional contexts
- Understand how economic principles can be applied to model the demand for health and health behaviour.
- Have an overview of the empirical literature on risky health behaviour.
- Be able to critically assess empirical studies on health behaviour.

**Mode de contrôle des connaissances :**

- Presentation of an academic paper on risky health behaviour in session 6 of the course (30% of the final grade)
- Written final exam (70% of the final grade)

**Coefficient :** 2

**Bibliographie, lectures recommandées :**

*Textbooks:*

Some of the material we will cover is discussed in the two textbooks below. Zweifel et al. (2009) is available online through the library, and especially in the first part of the course we will follow the exposition there closely. There is no need to buy these books if you do not have access to them.

Zweifel, P., Breyer, F., and Kifmann, M, 2009. Health Economics, 2nd Edition, Springer Berlin Heidelberg.

Sloan, F. and Hsieh, C.-H., 2017. Health Economics, 2nd Edition, MIT Press Cambridge Massachusetts.

#### *Papers:*

The papers listed below provide some additional background to the material discussed in class.

Cropper, M.L., 1977. Health, Investment in Health, and Occupational Choice. *Journal of Political Economy* 85, 1273–1294.

Dalgaard, C.-J., Strulik, H., 2014. OPTIMAL AGING AND DEATH: UNDERSTANDING THE PRESTON CURVE. *Journal of the European Economic Association* 12, 672–701. <https://doi.org/10.1111/jeea.12071>

Grossman, M., 2000. The Human Capital Model, in: Culyer, A.J., Newhouse, J.P. (Eds.), *Handbook of Health Economics*. Elsevier, pp. 347–408. [https://doi.org/10.1016/S1574-0064\(00\)80166-3](https://doi.org/10.1016/S1574-0064(00)80166-3)

Grossman, M., 1972. On the Concept of Health Capital and the Demand for Health. *Journal of Political Economy* 80, 223–255.

Walker, S., Sculpher, M., Drummond, M., 2011. 733 The Methods of Cost-Effectiveness Analysis to Inform Decisions about the Use of Health Care Interventions and Programs, in: Glied, S., Smith, P.C. (Eds.), *The Oxford Handbook of Health Economics*. Oxford University Press, p. 0. <https://doi.org/10.1093/oxfordhb/9780199238828.013.0031>

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#### **Mandatory courses (Macro & Finance)**

## **International Trade & International Macroeconomics**

**ECTS : 3**

**Enseignant responsable :** GIANLUCA OREFICE (<https://sites.google.com/site/oreficegianluca/teaching/globalization-of-firms-theory-and-applications>)

**Langue du cours :** Anglais

#### **Description du contenu de l'enseignement :**

The course is a topics course on international trade and macroeconomics, which covers the recent advances in international trade and macroeconomics with an emphasis on the role of firm heterogeneity. Starting from recent models of international trade with heterogeneous firms (Melitz 2003; Chaney 2008) and its effects on the labor market, the course will rely on the theoretical modelling of the New Open Economy Macroeconomy framework (Obstfeld & Rogoff, 1995), which embeds explicit microfoundations in a dynamic general equilibrium perspective. The first part of the course will provide students with the essential tools to study the optimal international strategy of firms with different levels of productivity. The second part of the course studies the recent advances in international macroeconomics that incorporate these elements from the international trade literature, by modeling the role of the extensive margin of trade à la Melitz (2003) in an international macroeconomic setting.

#### **Compétences à acquérir :**

The objective of the course is to introduce some key topics of interest in the field of international trade and international macroeconomics and to provide students with the modelling framework to address them. A specific focus will be made on the role of firm heterogeneity in shaping international trade flows as well as macroeconomic fluctuations in an international set-up. The students will be trained to read leading research articles on these issues. After attending the classes, the students will have a sharp understanding of the optimal international strategy of firms, and how such trade microfoundations shed new light on long-standing or novel questions in international macroeconomics. They will also master the cutting-edge research at the frontier between international macroeconomics and international trade, and how to think about economic policy in this global framework.

#### **Pré-requis recommandés**

International Trade, Macroeconomics, macroeconometrics

#### **Mode de contrôle des connaissances :**

Final exam: 60%

Home assignment: 40%

**Coefficient :** 2

#### **Bibliographie, lectures recommandées :**

There is no textbook for this course. We will base entirely on published academic papers, based on the (yet non-definitive) list of papers.

- Melitz, M. (2003) "[The Impact of Trade on Intra-Industry Reallocations and Aggregate Industry Productivity](#)", *Econometrica* 71: 1695-1725 (compulsory reading).

### Part I: International trade

- Brainard, S.L. (1997) "An Empirical Assessment of the Proximity- Concentration Trade-off Between Multinational Sales and Trade," *American Economic Review*, 87(4), pages 520-544 (suggested reading)
- Melitz, M., Helpman, H. and S. Yeaple (2004) [Export Versus FDI with Heterogeneous Firms](#)", *American Economic Review* 94: 300-316 (compulsory reading).
- Pavcnik (2002) "Trade Liberalization, Exit, and Productivity Improvements: Evidence from Chilean Plants", *The Review of Economic Studies* 69, January 2002, pp. 245-76 (suggested reading).
- Trefler D. (2004) "The Long and Short of the Canada-U.S. Free Trade Agreement", *American Economic Review* 94: 870-895 (compulsory reading).
- Helpman H. and Itskhoki (2010) "Labour Market Rigidities, Trade and Unemployment", *Review of Economic Studies* 77(3): 1100-1137 (compulsory reading).
- Kovak, B. (2013) "Regional Effects of Trade Reform: What is the Correct Measure of Liberalization", *American Economic Review*, 103(5): 1960-1976 (compulsory reading).
- Autor D., Dorn D., and G. Hanson (2013) "The China Syndrome: Local Labor Market Effects of Import Competition in the United States", *American Economic Review*, 2013, 103(6), 2121–2168 (compulsory reading).
- Kovak, B and R. Dix-Carneiro (2017) [Trade Liberalization and Regional Dynamics](#)", *American Economic Review*, 107(10): 1908-2946 (suggested reading).

### Part II: International Macroeconomics

#### *Trade, trade integration and international macroeconomic puzzles*

- Backus, David K.; Kehoe, Patrick J.; Kydland, Finn E. (1995), "International Business Cycles: Theory and Evidence", in Cooley, Tom (ed.), *Frontiers of Business Cycle Research*, Princeton University Press
- The Six Major Puzzles in International Macroeconomics: Is There a Common Cause?, Maurice Obstfeld, Kenneth Rogoff. in *NBER Macroeconomics Annual* 2000, Volume 15, Bernanke and Rogoff. 2001
- Ghironi, Fabio, and Marc Melitz. 2005. "International Trade and Macroeconomic Dynamics with Heterogeneous Firms." *Quarterly Journal of Economics* 120: 865-915

#### *Firm heterogeneity, firm dynamics and international fluctuations*

- Barratieri, Alessandro, Cacciatore, Matteo, Ghironi, Fabio; « Protectionism and the business cycle », *Journal of International Economics*, vol. 129, 2021, p. 1-21
- Monetary policy, firm heterogeneity, and product variety, Hamano, Masashige and Zanetti, Francesco, *European Economic Review*, Vol. 104, 2022
- Cacciatore M., Ghironi F., "Trade, unemployment, and monetary policy", *Journal of International Economics*, 2021

#### *Trade, granularity and business cycles*

- The Micro Origins of International Business-Cycle Comovement, Julian di Giovanni, Andrei A. Levchenko and Isabelle Mejean, *American Economic Review*, Vol 108, 2018 "Large Firms and International Business Cycle Comovement", 2017, *American Economic Review* P&P, 107(5):598-602, J. di Giovanni, A. Levchenko and I. Méjean
- Volatility in the small and in the large: The lack of diversification in international trade, Francis Kramarz, Julien Martin and Isabell

## Key challenges for Advanced macroeconomics

ECTS : 3

Enseignant responsable : FABIEN TRIPIER (<https://dauphine.psl.eu/recherche/cvtheque/tripier-fabien>)

Langue du cours : Français

Coefficient : 2

Options II - choose two courses among these

## Quantitative International Economics

ECTS : 3

Enseignant responsable : FARID TOUBAL (<https://faridtoubal.com/>)

Langue du cours : Anglais

Description du contenu de l'enseignement :

This lecture covers advanced topics in international economics with a special emphasis on quantitative techniques employed in international trade. This course is divided into two main components: the first part introduces important concepts and provides the theoretical foundations of the structural gravity equation. The second part deals with partial and general equilibrium trade policy analysis with structural gravity

Compétences à acquérir :

- Enhance their understanding of economic methods and data sources for trade policy analysis.
- Applying international trade models and provides recommendations on how to obtain reliable partial and general equilibrium estimates for the effects of trade policy.

Pré-requis obligatoires

Microeconomics, Macroeconomics, Econometrics, International Trade

Pré-requis recommandés

Solid knowledge in Microeconomics, Econometrics and International Trade

Mode de contrôle des connaissances :

Home works

Coefficient : 2 (M2 Quantitative Economics)

3 (M2 Economie Internationale et Développement)

Bibliographie, lectures recommandées :

- Head K. and T. Mayer, 2014. "[Gravity Equations: Workhorse, Toolkit, and Cookbook](#)", Handbook of International Economics, 4th ed, 4:131-195.
- [Gravity Cookbook website](#)
- Costinot, A., and A. Rodríguez-Clare, 2014. "[Trade Theory with Numbers: Quantifying the Consequences of Globalization](#)", Handbook of International Economics, 4th ed, 4:131-195.
- Yotov, Y. V., Piermartini, R., Monteiro, J. A., & Larch, M. (2016). [An advanced guide to trade policy analysis: The structural gravity model](#). Geneva: World Trade Organization.

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### SEMESTRE 4

Data science course (3ECTS) optional course : one to choose for 3 ECTS

## NLP for economic decisions

ECTS : 3

Enseignant responsable : Yannick LE PEN (<https://dauphine.psl.eu/recherche/cvtheque/le-pen-yannick>)

Langue du cours : Anglais

Coefficient : 1

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## Machine Learning for Economists

ECTS : 3

Enseignant responsable : Mathilde GODARD (<https://sites.google.com/site/mathildegodard1/>)

Langue du cours : Anglais

Description du contenu de l'enseignement :

Economic science has evolved over several decades to a greater emphasis on empirical work. Ever increasing mass of



available data ('big data') in the past decade is likely to have a further and profound effect on economic research (Einav and Levin, 2014). Beyond economic research, governments and the industry are also increasingly seeking to use 'big data' to solve a variety of problems, usually making use of the toolbox from machine learning (ML).

The question we ask in this course is the following : What do we (not) learn from big data and ML as economists? Is ML merely applying standard techniques to novel and large datasets? If ML is a fundamentally new empirical tool, how does it fit with what we know? In particular, how does it fit with our tools for causal inference problems? As empirical economists, how can we use big data and ML? We'll discuss in detail how ML is useful to collect new data, for prediction in policy, and to provide new tools for estimation and inference.

### **Compétences à acquérir :**

#### Course objectives:

1. Present a way of thinking about ML that gives it its own place in the econometric toolbox.
- 2 Develop an intuition of the problems to which it can be applied, and its limitations.
3. Think of unstructured data (text, image) as data we can use when economic outcomes are missing.
- 3 Specific focus on application of ML to social policies (health/labor/taxation/environment etc.).

### **Pré-requis recommandés**

Machine Learning, Microeconometrics.

### **Mode de contrôle des connaissances :**

Grading:

1. In-class pairwise presentation of an academic paper (30% of overall grade).
2. Final exam (in-class written test). 70% of overall grade.

### **Coefficient : 2**

### **Bibliographie, lectures recommandées :**

- Mullainathan, Sendhil and Jann Spiess (2017). "Machine learning: An applied econometric approach". In: Journal of Economic Perspective 31.2, pp. 87-106.
- Kleinberg, Jon et al. (2015). "Prediction policy problems". American Economic Review 105.5, pp. 491-495.
- Athey, S. (2017): "Beyond prediction: Using big data for policy problems", Science 355, 483-485.
- Athey, Susan, and Stefan Wager. 2021. "Policy Learning with Observational Data", Econometrica, 89(1): 133-161.
- Kleinberg, J., Lakkaraju, H., Leskovec, J., Ludwig, J. and S. Mullainathan (2018): "Human Decisions and Machine Predictions", The Quarterly Journal of Economics, Volume 133, Issue 1, Pages 237-293.
- Susan Athey, Guido W. Imbens. 2019. Machine Learning Methods That Economists Should Know About. Annual Review of Economics 11:1, 685-725.
- Athey, Susan, and Guido Imbens. 2016. "Recursive Partitioning for Heterogeneous Causal Effects". PNAS 113(27): 7353-60.
- Belloni, A., V. Chernozhukov, S. Mullainathan and J. Spiess and C. Hansen.(2014): "High-Dimensional Methods and Inference on Structural and Treatment Effects" Journal of Economic Perspectives, Volume 28, Number 2 – Spring 2014, Pages 29-50

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### **mandatory courses (Theory)**

## **Master Thesis Defense**

ECTS : 15

Langue du cours : Français

Coefficient : 9

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## **Mater Thesis support seminar**

ECTS : 3

Langue du cours : Français



# PhD Proposal / Internship

ECTS : 3

Langue du cours : Français

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Specialization field : Theory - choose two courses among these

## Banking economics

ECTS : 3

Enseignant responsable : Sylvain CARRE (<https://sites.google.com/view/sylvain-carre/research>)

Langue du cours : Anglais

### Description du contenu de l'enseignement :

This course provides students with an in-depth introduction to banking economics. Students will be taken through the main challenges in Banking (financial stability, fire sales phenomena, regulation and moral hazard...) by studying some of the key papers in the literature and learning their main modelling techniques. Both long-lasting and more recent issues will be addressed, with a particular focus on the set of problems and debates that arose during the 2007-2009 Great Financial Crisis. Once equipped with the key concepts of banking theory, students will be introduced to the main policy instruments available to regulators for dampening the above-mentioned problems. We will study the nature and role of the Basel III agreements, as well as discuss their possible costs and benefits. We will also study the impact of other types of regulatory activities, notably stress tests and disclosures, and explain how policies aimed at market beliefs are complementary to those aimed at banks' balance sheet and operational decisions.

### Compétences à acquérir :

Students will get acquainted to the modern modelling tools for Banking economics. They will see how these tools allow to shed light on both traditional banking issues (bank runs, moral hazard) and more recent ones (shadow banking, regulatory arbitrage). We will then study how regulation can help in addressing these issues and aim at understanding the *raison-d'être* of several policy instruments, ranging from the Basel III rules to stress test results disclosure strategies.

### Pré-requis recommandés

Basic microeconomic knowledge, basic notions of calculus and optimization, basic notions of game theory.

### Mode de contrôle des connaissances :

Presentation 50% Written exam 50%

Coefficient : 2

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## Computational social choice

ECTS : 3

Enseignant responsable : JEROME LANG (<https://www.lamsade.dauphine.fr/~lang/>)

Langue du cours : Français

Coefficient : 1

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## Incremental learning, game theory and applications

ECTS : 3

Enseignant responsable : MOHAMMED RIDA LARAKI (<https://dauphine.psl.eu/recherche/cvtheque/laraki-rida>)

Langue du cours : Français

Coefficient : 1

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Mandatory courses (Social and Public Policies)

## Advanced Health economics

**ECTS** : 3

**Enseignant responsable** : Elsa **PERDRIX** (<https://dauphine.psl.eu/recherche/cvtheque/perdrix-elsa>)

**Langue du cours** : Français

**Coefficient** : 2

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## Policies in developing countries

**ECTS** : 3

**Enseignant responsable** : OLIVIA **BERTELLI** (<https://dauphine.psl.eu/recherche/cvtheque/bertelli-olivia>)

**Langue du cours** : Anglais

### Description du contenu de l'enseignement :

The very large efforts carried out by countries and international organizations to increase income and fight poverty have been unequally successful. While some countries have seen impressive growth in the last 30 years, 736 million people still live in extreme poverty, one child out of three is undernourished and lacks access to drinking water. Famines and conflicts keep rising around the globe, undermining human and economic development.

How to fight poverty and inequality? How to improve the life conditions of millions of people? This course looks at major public policies and interventions that tackled poverty in developing countries in the past twenty years. After discussing the main concepts and tools to measure poverty, inequality and human development, we will go deep in analysing actions taken around the world to improve people's lives. The course focuses on impact evaluations of public policies tackling the constraints to human and economic development tied to education, health, gender and agriculture in developing countries. It provides insights into social policies in developing countries, with a focus on the instruments and the political economy of the implementation of policies.

### Compétences à acquérir :

The overall objectives of this course are to provide students with an overview of policies in developing countries, with a focus on the different types of instruments and the political economy of policy implementation. It will also discuss the impacts of education, health, gender and agricultural policies in developing countries.

The course is based on selected contemporary applied research in development economics, to be read by the students and to be discussed in class. By the end of the course, the students are expected to master the main challenges related to policies in developing countries and know the most recent evolutions in this literature. They will also be able to critically assess research work.

### Pré-requis recommandés

The class will sometimes get technical regarding the econometric methods applied in the scientific articles. We will discuss key methods along with the articles implementing them. We expect the students to be familiar with temporal data estimation methods, 2SLS estimators and randomized controlled trials, which can be read up in (among others) the following references:

- Wooldridge, J. M. (2009). *Introductory Econometrics*. Mason (Gengage Learning Services).
- Kennedy, P. (2003): *A Guide to Econometrics*, 5th edition, Malden (Blackwell). [less math]

### Mode de contrôle des connaissances :

Students' presentation 20%

Final oral exam 70%

Class participation 10%

**Coefficient** : 2

### Bibliographie, lectures recommandées :

**Compulsory reading** (selected chapters): Duflo, Esther, and Abhijit Banerjee. *Poor economics*. Vol. 619. New York: PublicAffairs, 2011.

Optional readings - mostly discussed in class:

- Acemoglu, Daron, and Simon Johnson. "Disease and development: the effect of life expectancy on economic growth." *Journal of political Economy* 115.6 (2007): 925-985.
- Baird, Sarah, Craig McIntosh, and Berk Özler. "Cash or condition? Evidence from a cash transfer experiment." 18/19

*The Quarterly journal of economics* 126.4 (2011): 1709-1753.

- Behrman, Jere R., Susan W. Parker, and Petra E. Todd. "Do conditional cash transfers for schooling generate lasting benefits? A five-year follow-up of PROGRESA/Oportunidades." *Journal of Human Resources* 46, no. 1 (2011): 93-122.
- BenYishay, Ariel, and A. Mushfiq Mobarak (2019) "Social learning and incentives for experimentation and communication." *The Review of Economic Studies* 86.3: 976-1009.
- Chattopadhyay, R., & Duflo, E., 2004. Women as policy makers: Evidence from a randomized policy experiment in India. *Econometrica*, 72(5), 1409-1443.
- Chaudhury, Nazmul, Jeffrey Hammer, Michael Kremer, Karthik Muralidharan, and F. Halsey Rogers (2006) "Missing in action: teacher and health worker absence in developing countries." *The Journal of Economic Perspectives* 20, no. 1: 91-116.
- Cohen, Jessica, and Pascaline Dupas (2010) "Free distribution or cost-sharing? Evidence from a randomized malaria prevention experiment." *Quarterly journal of Economics* 125.1: 1.
- Duflo, Esther (2001) "Schooling and labor market consequences of school construction in Indonesia: Evidence from an unusual policy experiment." *American economic review* 91.4: 795-813.
- Duflo, Esther (2012) "Women empowerment and economic development", *Journal of Economic Literature*, vol.50 n.4: 1051-1079
- Duflo, Esther, Pascaline Dupas, and Michael Kremer (2015), "School governance, teacher incentives, and pupil-teacher ratios: Experimental evidence from Kenyan primary schools", *Journal of Public Economics*, 123 : 92-110
- Dupas, Pascaline. "What matters (and what does not) in households' decision to invest in malaria prevention?" *The American Economic Review* (2009): 224-230.
- Miguel, Edward, and Michael Kremer. "Worms: identifying impacts on education and health in the presence of treatment externalities." *Econometrica* 72.1 (2004): 159-217.
- Mammen, K. and Paxson, C. (2000) "Women's work and economic development", *Journal of Economic Perspectives*, vol.14 n.4: 141-164
- Qian, Nancy (2008)

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**Mandatory courses (Macro & Finance)**

## Advanced environmental macroeconomics

**ECTS : 3**

**Enseignant responsable : GAUTHIER VERMANDEL**

**Langue du cours : Français**

**Coefficient : 2**

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