



Teaching Guide

Identifying Data					2020/21
Subject (*)	European Industrial Organisation	Code	611G01033		
Study programme	Grao en Economía				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	1st four-month period	Fourth	Obligatory	6	
Language	Spanish				
Teaching method	Face-to-face				
Prerequisites					
Department	Economía				
Coordinador	Nieto Mengotti, Manuel Vicente	E-mail	m.nieto1@udc.es		
Lecturers	Nieto Mengotti, Manuel Vicente Varela Candamio, Laura	E-mail	m.nieto1@udc.es laura.varela.candamio@udc.es		
Web					
General description	Theoretical basis for the study of the interactions between the economic agents in different situations of contracts, organizations and markets through Microeconomics and the theory of games at intermediate level. We study compatible schemes of incentives and models of asymmetric information.				



Contingency plan	<p>1. Modifications to the contents No changes will be made</p> <p>2. Methodologies * Teaching methodologies that are maintained - Guest lecture / keynote speech (it will be held virtually, preferably through Teams): the lectures are replaced by videoconferences, recordings on Teams, YouTube or similar. - Mixed test (it will be done virtually, preferably through Moodle): the objective test will be maintained, adapting it to the online assessment. * Teaching methodologies that are modified No changes will be made</p> <p>3. Mechanisms for personalized attention to students The personalized attention to the student will be carried out by any means that allows to connect with the teacher, either through Moodle, Teams or email, respecting, as far as possible, the personalized attention (tutoring) schedules. In any case, the attention to the student will be flexibly adapted to their needs at times compatible with the availability of the teacher. - Email: Daily. Used to make inquiries, request virtual meetings to answer questions and monitor collaborative learning. - Moodle: Daily. According to the needs of the students. They have ?forums? (the inclusion of thematic forums associated with each module of the subject will be considered), to formulate the necessary queries. "Specific activity forums" may also be proposed to develop "Collaborative Learning", through which the development of theoretical content for the subject is put into practice. - Teams: weekly sessions in large groups for the advancement of the theoretical contents and of the supervised works in the time slot assigned to the subject in the faculty classroom calendar. In their case, weekly sessions (as students demand) in a small group (up to 6 people), for follow-up and support in carrying out ?collaborative learning?. This dynamic allows a standardized monitoring adjusted to the learning needs of the students to develop the work of the subject.</p> <p>4. Modifications in the evaluation No changes will be made * Evaluation observations: The same ones that appear in the teaching guide are maintained, except that: The minimum requirement of 2 points out of 4 in the mixed test (final exam) is eliminated so that the students who fail this test will not appear in ?actas? with the grade obtained in this exam but with the sum of all the qualifications obtained in each of the parts under evaluation. REQUIREMENTS TO PASS THE SUBJECT: a) Attend and participate regularly in collaborative learning class activities. b) Obtain a minimum total score of 50% of the total activities under evaluation. d) The second opportunity will be subject to the same criteria as the first opportunity.</p> <p>5. Modifications to the bibliography or webgraphy No changes will be made. Students already have all the materials digitally in Moodle.</p>
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Study programme competences	
Code	Study programme competences
A1	CE1- Contribuír á boa xestión da asignación de recursos tanto no ámbito privado como no público.
A2	CE2-Identificar e anticipar problemas económicos relevantes en relación coa asignación de recursos en xeral, tanto no ámbito privado como no público.
A3	CE3-Aportar racionalidade á análise e á descripción de calquera aspecto da realidade económica.
A4	CE4-Avaliar consecuencias e distintas alternativas de acción e seleccionar as mellores, dados os obxectivos.



A5	CE5-Emitir informes de asesoramento sobre situación concretas da economía (internacional, nacional ou rexional) ou de sectores da mesma.
A6	CE6-Redactar proxectos de xestión económica a nivel internacional, nacional ou rexional. Integrarse na xestión empresarial.
A7	CE7-Identificar as fontes de información económica relevante e o seu contido.
A8	CE8-Entender as institucións económicas como resultado e aplicación de representacións teóricas ou formais acerca de cómo funciona a economía.
A9	CE9-Derivar dos datos información relevante imposible de recoñecer por non profesionais.
A10	CE10-Usar habitualmente a tecnoloxía da información e as comunicación en todo a seu desempeño profesional.
A11	CE11Leer e comunicarse no ámbito profesional en máis dun idioma, en especial en inglés.
A12	CE12-Aplicar á análise dos problemas criterios profesionais baseados no manexo de instrumentos técnicos.
A13	CE13-Comunicarse con fluidez no seu contorno e traballar en equipo.
B1	CB1 - Que os estudantes demostren posuir e comprender coñecementos nun área de estudo que parte da base da educación secundaria xeral, e que soe encontrar nun nivel que, aínda que se apoia en libros de texto avanzados, inclúe tamén algúns aspectos que implican coñecementos procedentes da vangarda do seu campo de estudo.
B2	CB2 - Que os estudantes saiban aplicar os seus coñecementos ó seu traballo ou vocación dun xeito profesional e posúan as competencias que se demostran por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da su entorna de traballo.
B3	CB3 - Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da su área de estudo) para emitir xuízos que inclúan unha reflexión sobre temas relevantes de índole social, científica ou ética
B4	CB4 - Que os estudantes poidan transmitir información, ideas, problemas e solucións a un público tanto especializado como non especializado
B5	CB5 - Que os estudantes desenvolvesen aquelas habilidades de aprendizaxe necesarias para emprender estudos posteriores cun alto grao de autonomía
B6	CG1- Que os estudantes formados se convertan en profesionais capaces de analizar, reflexionar e intervir sobre os diferentes elementos que constitúen un sistema económico
B7	CG2 - Que os estudantes coñezan o funcionamento e as consecuencias dos sistemas económicos, as distintas alternativas de asignación de recursos, acumulación de riqueza e distribución da renda e estean en condicións de contribuír ao seu bo funcionamento e mellora
B8	CG3 -Que os estudantes sexan capaces de identificar e anticipar os problemas económicos relevantes, identificar alternativas de resolución, seleccionar as máis axeitadas e avaliar os resultados aos que conduce.
B9	CG4 -Que os estudantes respecten os dereitos fundamentais e de igualdade de oportunidades, non discriminación e accesibilidade universal das persoas con minusvalidez.
B10	
C1	CT1-Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
C4	CT2-Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C5	CT3-Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.
C6	CT4-Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	CT5-Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C8	CT6-Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes

Learning outcomes	Study programme competences
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To know how to analyze the degree of competitive rivalry of the sectors and their implications for the management of the value chain	A1 A2 A6 A10 A12	B1 B2 B6	C2 C3 C5 C8
To know how to work in a team and collaboratively	A4 A7	B3 B4 B5 B10	C3 C6
To convey the values and effort and work and encourage personal initiative	A11 A13	B5 B6 B7 B8 B9	C1 C2 C3 C4 C5 C6 C7 C8
To know how to identify and analyze the main competitive forces of the different sectors based on relevant economic information sources	A3 A5 A7 A8 A9	B4	C3

Contents	
Topic	Sub-topic
CHAPTER 1: INTRODUCTION TO THE GAME THEORY	Optimal decision and rational choice: the mathematical model of conditioned optimization Interdependence between decision-makers: cooperative and non-cooperative games Games and human conflict: strictly competitive and mutually beneficial games
CHAPTER 2: NASH-COURNOT EQUILIBRIUM FOR NON-COOPERATIVE GAMES	Best response matches: graphic representation in two-person games with two strategies. Discussion of significant examples Nash equilibrium in finite games: Nash theorem Backward induction and credible threats. Nash equilibrium refinements. Perfect equilibrium in subgames Equilibria in games with incomplete information. Bayesian equilibria
CHAPTER 3: REPEATED GAMES. THEOREMS AND PARADOX	Repeated games: Basic concepts and examples. Paradoxes in single equilibrium games with a finite and certain horizon: Prisoners' Dilemma and Warehouse Chain Games with an infinite or uncertain horizon: Trigger and Retaliation Strategies. Multiple equilibria and Folk Theorem
CHAPTER 4: INCENTIVES, COLLECTIVE SYSTEMS AND COMPETENCE	The tragedy of commons: overexploitation of resources Incentives and effort offer in collectivist systems Property rights and contracts: competition as a game with efficient cooperative results
CHAPTER 5: STRATEGIC INTERDEPENDENCE AND COMPETITION MODELS	Competition in quantities: Cournot models. Perfect competition as a limit to quantity competition among a large number of companies Price competition: Bertrand models Competition in quantities and prices



CHAPTER 6: GAMES IN STAGES. LEADERSHIP AND STRATEGIC ADVANTAGES FOR ENTRY.	Stackelberg Leadership and Models Reinterpretation in terms of capacity: credible commitments and strategic advantages of established companies Barriers and deterrence of entry The Limit Price Strategy
CHAPTER 7: CARTELS AND COLLUSION IN OLIGOPOLIES	Promises and threats. Credible reward and punishment strategies. Collusion in Bertrand models: prices and medium-term incentives. Monopoly prices and perfect Pareto equilibria Collusion in Cournot Models: Monopoly Amounts and Perfect Pareto Equilibria Information and collusion mechanisms between oligopolists: discussion of the stability of cartels and the possibilities of antitrust policy
CHAPTER 8: MONOPOLY AND ECONOMIC EFFICIENCY. PRICE DISCRIMINATION AND REGULATION	Third degree discrimination. The inverse rule of elasticity Second degree discrimination First degree discrimination. The consumer surplus and the competitive solution. Monopoly regulation. Flexible regulation in the EU
CHAPTER 9: PRODUCT DIFFERENTIATION	Horizontal differentiation Vertical differentiation
CHAPTER 10: VERTICAL RELATIONS. NETWORKS AND PLATAFORMS	Double marginalization Vertical control Relation exclusivity Networks and platforms
CHAPTER 11: INTELLECTUAL PROPERTY	Copyrights Patents Trademarks Intellectual property: international character

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Collaborative learning	A3 A4 A5 A7 A11 A12 A13 B4 B5 C2 C4 C7 C8	12	10	22
Guest lecture / keynote speech	A1 A2 A4 A8 B1 B6 B7 B8 B9 C3 C5 C6	26	52	78
Case study	A6 A9 A10 B2 B3 C1	5	30	35
Aprendizaxe servizo	A1 A2 A3 A13 B2 B3 B4 B5 B6 B7 B8 C1 C4 C8	5	0	5
Mixed objective/subjective test	A2 A6 A12 B4 B10	5	0	5
Personalized attention		5	0	5

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Collaborative learning	Guided teaching-learning procedures (overseen in person and/or using ICT methods) based on organisation of class into small groups in which students work together to solve tasks assigned by teacher, with aim of optimising their learning experience and that of other members of group
Guest lecture / keynote speech	Oral presentation (using audiovisual material and student interaction) designed to transmit knowledge and encourage learning



Case study	<p>Teaching-learning method in which students are presented with a specific set of real-life circumstances and a problem (?case?) which they must attempt to understand, assess and solve as a group through a process of discussion. Students should be able to analyse a series of facts relating to a particular area of knowledge or activity, and arrive at a rational conclusion via a process of discussion within small work groups</p> <p>In particular, the group work will be carried out (individual or in group) activities in relation to one of the themes of the program. The steps to follow are: subject selection, documentation, general evaluation, periodic sessions with the teacher for follow-up, preparation of the presentation and presentation in the classroom.</p>
Aprendizaxe servizo	<p>Methodology that combines community service with learning in a single project, in which the student body is trained working on real needs of their environment in order to improve it. In this subject, students can develop activities within the project: &quot;Economy with science and conscience: promoting sustainable development&quot;</p>
Mixed objective/subjective test	<p>Mixed test consisting of essay-type and objective test questions. Essay section consists of open (extended answer) questions; objective test may contain multiple-choice, ordering and sequencing, short answer, binary, completion and/or multiple-matching questions.</p>

Personalized attention

Methodologies	Description
Case study Collaborative learning Aprendizaxe servizo	<p>Personalized attention in small group and in individual office hours, especially in relation to the work and other activities presented in the classroom or in Moodle.</p> <p>The small group office hours (tutorías de grupo reducido) as well as the individual ones will be preferably virtual .</p>

Assessment

Methodologies	Competencies	Description	Qualification
Case study	A6 A9 A10 B2 B3 C1	<p>It is part of the continuous assessment developed through collaborative learning achieved in classrooms and resulting in the completion of a series of case studies throughout the course.</p> <p>Alternatively, this continuous evaluation can be evaluated by performing a MOOC or a service-learning project.</p>	60
Mixed objective/subjective test	A2 A6 A12 B4 B10	<p>Final exam: Mixed test consisting of essay-type and objective test questions. Essay section consists of open (extended answer) questions; objective test may contain multiple-choice, ordering and sequencing, short answer, binary, completion and/or multiple-matching questions. Students must obtain a minimum of 2 points out of 4.</p>	40

Assessment comments



The evaluation criteria are the following ones:

1. Students who did not show up:

Students will not be graded when they only participate in assessment activities that have a weighting of less than 20% of the final grade, regardless of the grade achieved.

2. Second opportunity and advanced opportunity:

a) Second opportunity: The conditions for evaluating the second opportunity (article 18, section 5, of the Normas de Avaliación, Revisión e Reclamacións das Calificacións dos Estudos de Grado e Mestrado) dictate that the second opportunity must guarantee the possibility of passing the subject by the student, so it is convenient to modify the percentages of qualification with respect to the first opportunity. Therefore, the case study would assume 30% of the qualification and the mixed test the remaining 70%. In the second opportunity, the student will keep the grades achieved in the continuous evaluation (with a percentage of 30%) but not the one achieved by the mixed test.

b) Advanced Opportunity: The conditions for evaluating the advanced opportunity (article 19 of the Normas de Avaliación, Revisión e Reclamacións das Calificacións dos Estudos de Grado e Mestrado) will be specific to this opportunity. This will be evaluated through a test that will represent 100% of the final grade.

3. Students with recognition of part-time dedication and academic exemption from attendance exemption: In the first and second opportunity, the evaluation criteria will be governed according to the performance of a mixed test with a weight of 100% over the final grade. It will consist of a test in which theoretical and practical questions will be included in which the students will have to demonstrate that they have achieved the competences and the learning results of the subject.

4. On final evaluation conditions: It is prohibited to access the exam room with any device that allows communication with the outside and / or storage of information.

5. Student identification: The student must prove her personality in accordance with current regulations.

Other evaluation observations. On minimums in the evaluation criteria: A minimum grade is not required in the part of the continuous evaluation. For the mixed test it is necessary to obtain 50% of the possible grade to be able to pass the subject. This requirement applies to both the first and second opportunities. For the whole activities (the two parts), the student must obtain a minimum score of 5 points to pass the course, but as long as the mixed test reaches a minimum of 50% of the test score.

Sources of information

Basic	<ul style="list-style-type: none"> - FAIÑA MEDIN, J.A. (2003). A Teoría de Xogos: O nobel de Economía e moito máis.... A Coruña, UDC - TIROLE, J., (1990). Teoría de la Organización Industrial. Ariel, Barcelona, - FERNANDEZ DE CASTRO, J. e DUCH BROWN, N., (2003). Economía Industrial: Un enfoque estratéxico. Madrid, McGraw-Hill - PEPALL, L., RICHARDS, D.J. and NORMAN, G (2002). Industrial Organization: Contemporary Theory and Practice. Ohio, South-Western, Thomson Learning - MARTIN, S. (2001). Advanced Industrial Organization. Blackwell Publishers; 2º Edición
Complementary	<ul style="list-style-type: none"> - PHLIPS, L., (1995). Competition Policy: A Game-Theoretic Perspective. Cambridge University Press - Motta. M., (2004). Competition Policy: Theory and Practice. Cambridge University Press

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

1. The delivery of the documentary works that are done in this subject: a. They will be requested in virtual format and / or in computer support b. It will be done through Moodle, in digital format and without needing to print them
 2. The importance of the ethical principles related to the values of sustainability in personal and professional behaviors must be taken into account
 3. Students will work to identify and modify prejudices and sexist attitudes, and they will influence the environment to modify them and promote values of respect and equality
 4. The full integration of students that, for physical, sensory, psychological or socio-cultural reasons experience difficulties to adequate, equal and profitable access to university life will be facilitated



(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.