



Teaching Guide				
Identifying Data				2022/23
Subject (*)	Microeconomics: Markets and Competition	Code	611G02012	
Study programme	Grao en Administración e Dirección de Empresas			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Second	Obligatory	6
Language	SpanishEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Economía			
Coordinador	Sanchez De Paz, Elena	E-mail	elena.sanchez@udc.es	
Lecturers	Alló Pazos, María Calo Blanco, Aitor Mendez Naya, Jose Novo Peteiro, Jose Antonio Sanchez De Paz, Elena	E-mail	maria.allo.pazos@udc.es aitor.calo@udc.es jose.mendez@udc.es jose.novop@udc.es elena.sanchez@udc.es	
Web				
General description	The aim of this subject is to show a general perspective of how the markets work. The analysis of these issues is carried out by means of both simple mathematical models and graphic representations.			

Study programme competences	
Code	Study programme competences
A4	Elaborate advisory reports on specific situations of companies and markets
A6	Identify the relevant sources of economic information and to interpret the content.
A7	Understand economic institutions as a result and application of theoretical or formal representations which explain the evolution of the economy.
A8	Derive, based on from basic information, relevant data unrecognizable by non-professionals.
A10	Read and communicate in a professional environment at a basic level in more than one language, particularly in English
A11	To analyze the problems of the firm based on management technical tools and professional criteria
A12	Communicate fluently in their environment and work by teams
B1	CB1-The students must demonstrate knowledge and understanding in a field of study that part of the basis of general secondary education, although it is supported by advanced textbooks, and also includes some aspects that imply knowledge of the forefront of their field of study
B2	CB2 - The students can apply their knowledge to their work or vocation in a professional way and have competences typically demonstrated by means of the elaboration and defense of arguments and solving problems within their area of work
B3	CB3- The students have the ability to gather and interpret relevant data (usually within their field of study) to issue evaluations that include reflection on relevant social, scientific or ethical
B4	CB4-Communicate information, ideas, problems and solutions to an audience both skilled and unskilled
B5	CB5-Develop skills needed to undertake further studies learning with a high degree of autonomy
B6	CG1-Perform duties of management, advice and evaluation in business organizations
B7	CG2-Know how to use the concepts and techniques used in the various functional areas of the company and understand the relationships between them and with the overall objectives of the organization
B8	CG3- Know how to make decisions, and, in general, assume leadership roles.
B9	CG4-Learn to identify and anticipate opportunities, allocate resources, organize information, select and motivate people, make decisions under conditions of - uncertainty, achieve the proposed objectives and evaluate results
B10	CG5-Respect the fundamental and equal rights for men and women, promoting respect of human rights and the principles of equal opportunities, non-discrimination and universal accessibility for people with disabilities.
C1	Express correctly, both orally and in writing, in the official languages of the autonomous region



C4	To be trained for the exercise of citizenship open, educated, critical, committed, democratic, capable of analyzing reality and diagnose problems, formulate and implement knowledge-based solutions oriented to the common good
C5	Understand the importance of entrepreneurial culture and know the means and resources available to entrepreneurs
C6	Assess critically the knowledge, technology and information available to solve the problems and take valuable decisions
C7	Assume as professionals and citizens the importance of learning throughout life.
C8	Assess the importance of research, innovation and technological development in the economic and cultural progress of society.

Learning outcomes			
Learning outcomes	Study programme competences		
Learn the basic concepts and relationships of the Microeconomic Theory.	A6 A7 A10 A11 A12	B1 B2 B3 B4 B5 B9	C1 C4 C8
Identify economic opportunities in order to benefit from them; assign scarce resources; assess final outcomes; etc. Respect the basic human rights and the ideal of equality of opportunity.	A4 A8	B6 B7 B8 B9	C5 C6
Develop the students' critical awareness and the value of effort.		B2 B4 B10	C4 C6 C7 C8
Learn how to work in groups.	A10 A12	B6 B8 B9 B10	C1 C7

Contents	
Topic	Sub-topic
INTRODUCTION	0. Introduction
PART I: MARKET POWER	1. Market Power: Monopoly 2. The social costs of monopoly power. Price regulation 3. Monopsony and factor markets 4. Price discrimination
PART II: GAME THEORY AND ITS APPLICATIONS	5. Theoretical framework and definitions. The Nash equilibrium 6. Oligopolies: Non-cooperative games 7. Cooperative and repeated games

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Problem solving	A7 A8 A11 B1 B9 C6	10	20	30
Directed discussion	A12 B2 B4 B10 C1 C4 C6	8	16	24
Case study	A4 A11 B2 B6 B8 B9 C5	7	10.5	17.5
Objective test	A6 A8 A11 B3 B5 C1	4	32	36



Seminar	A6 A10 A12 C1 C4 C6 C7 C8	4	0	4
Workbook	A10 C1 C4 C5 C6 C7 C8	0	5	5
Guest lecture / keynote speech	A6 A7 A8 A11 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 C6 C7	17	8.5	25.5
Personalized attention		8	0	8
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Problem solving	Practical issues to be solved during the interactive sessions.
Directed discussion	Theoretical and practical issues to be solved during the ineteractive sessions.
Case study	Students must face particular problems (the case) that describe real or supposed professional situations. Students must be able to analyse and solve such problems.
Objective test	Written test that may combine multiple choice questions, sorting, short answers, etc.
Seminar	Students are divided into two subgroups. Seminars will consist of four hours for each subgroup during the course.
Workbook	Reading of academic papers.
Guest lecture / keynote speech	Lectures with media support that may be completed with the introduction of questions to students to encourage interactive learning.

Personalized attention	
Methodologies	Description
Problem solving Directed discussion Case study Seminar	Interactive sessions are designed to work with the students in order to monitor their performance.

Assessment			
Methodologies	Competencies	Description	Qualification
Problem solving	A7 A8 A11 B1 B9 C6	The handing over of the solution to the exercises proposed by the teachers will be assessed. Written tests, face-to-fae or online, may be proposed, and they would be part of the Continuous Assessment activities.	10
Directed discussion	A12 B2 B4 B10 C1 C4 C6	The handing over of the solution to the exercises proposed by the teachers will be assessed. Written tests, face-to-fae or online, may be proposed, and they would be part of the Continuous Assessment activities.	10
Case study	A4 A11 B2 B6 B8 B9 C5	The handing over of the solution to the exercises proposed by the teachers will be assessed. Written tests, face-to-fae or online, may be proposed, and they would be part of the Continuous Assessment activities.	10
Objective test	A6 A8 A11 B3 B5 C1	In addition to the January and July written tests, midterm exams will be set. These exams will count for the final mark of the course.	70

Assessment comments



## ASSESSMENT REGULATION:

1. Unless something different is formally mentioned by the professors of the course, it is completely forbidden to attend the assessment activities with any device that allows the student either to communicate with people outside the room, or to store pieces of information. During the exams the mobiles must be switched off at all times.
2. Every student must prove her/his identity in accordance with the current regulation.

## ASSESSMENT:

1. Attendance is compulsory for all the assessment activities of the course.
2. In order to pass the subject any student must obtain a Final Mark (FM) of, at least, 5 points out of a maximum of 10.
3. The Final Exams (FE) will be graded over 10 points, being compulsory to get, at least, 5 points to pass the subject. The Final Mark will be given by the formula  $FM=CA+FE(10-CA)/10$ , where CA stands for the different Continuous Assessment activities that will take place during the course. This activities weight 30% of the Final Mark, and hence they will be graded over 3 points.
4. Any student who does not take part in at least 20% of the Continuous Assessment activities will get the "No Presentado" final mark.
5. The part time students and to those who have the "dispensa académica de exención de asistencia" according to the UDC's regulation will have the chance to complete the continuous assessment, after adapting these activities to their specific situation.

## ASSESSMENT OPPORTUNITIES:

1. The same assessment criterion will be applied to the two official opportunities, an to the "early opportunity as well.

## RECOMMENDATIONS:

Students are encouraged to attend the lectures and to show an important level of participation. We strongly recommend the use of the textbooks listed in the "sources of information" section. Additionally, students must try to solve the problem sets when they are released.

### Sources of information

<b>Basic</b>	<ul style="list-style-type: none"> <li>- Pindyck, R S and Rubinfeld, D L (2018). Microeconomía. Pearson</li> <li>- Carrasco A. y otros (2013). Microeconomía. Ejercicios y cuestiones. McGraw-Hill</li> <li>- Frank, Robert H. (2009). Microeconomía Intermedia. Análisis y comportamiento económico. McGraw-Hill</li> <li>- Goolsbee, Austan; Levitt, Steven; Suverson, Chad (2015). Microeconomía. Reverte</li> <li>- Gibbons, Robert (1993). Un primer curso de teoría de juegos. Antoni Bosch</li> <li>- Varian, H R (2011). Microeconomía intermedia. Antoni Bosch</li> <li>- Antelo, Manuel (2014). Economía de la Información. McGraw-Hill</li> <li>- Vega Redondo, F (2000). Economía y Juegos. Antoni Bosch</li> <li>- Pindyck, R S and Rubinfeld (2013). Microeconomics. Pearson</li> <li>- Varian, H R (2010). Intermediate Microeconomics. Norton</li> <li>- Krugman, P and Wells, R (2013). Microeconomics.</li> <li>- Gibbons, R. (). A Primer in Game Theory. Prentice Hall</li> <li>- Vega-Redondo, F (). Economics and the Theory of Games. Cambridge</li> </ul>
<b>Complementary</b>	<ul style="list-style-type: none"> <li>- Fernández de Castro, J.; Duch Brown, N. (). Economía Industrial. McGraw-Hill</li> <li>- Gracia, Esperanza; Pérez, Rafaela (). Cuestiones Tipo Test de Microeconomía Intermedia. Prentice Hall</li> <li>- Estrin, Saul; Laidelr, David (). Microeconomía. Prentice Hall</li> <li>- Datz, Michael, L.; Rosen, Harvey L. (). Microeconomía. Adison.Wesley Iberoamericana</li> <li>- Nicholson, Walter (). Microeconomía Intermedia y Aplicaciones. Thomson</li> <li>- Congregado, E. y otros (). Microeconomía. Cuestiones y problemas resueltos. Prentice Hall</li> <li>- Tugores, J.; Fernández de Castro, J. (). Microeconomía: Cuestiones y Problemas. McGraw-Hill</li> <li>- Nicholson, Walter (). Teoría Microeconómica. McGraw-Hill</li> <li>- Nicholson, Walter (). Teoría Microeconómica. Principios Básicos y Ampliaciones. Thomson</li> <li>- Fernández de Castro, J.; Tugores, J. (1997). Microeconomía. McGraw-Hill</li> </ul>

### Recommendations

Subjects that it is recommended to have taken before



Principles of Microeconomics/611G02001

Mathematics I/611G02009

Mathematics II/611G02010

**Subjects that are recommended to be taken simultaneously**

Mathematics II/611G02010

**Subjects that continue the syllabus**

**Other comments**

Students are encouraged to attend the lectures and to show an important level of participation. We strongly recommend the use of the textbooks listed in the "sources of information" section. Additionally, students must try to solve the problem sets when they are released. When handing any assessment the student should: -not use plastics. -print two-faced. -use recycled paper. -avoid unnecessary printouts. Everybody is kindly asked to facilitate the full integration of those with special needs.

(\*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.