



## Teaching Guide

| Identifying Data    |  |        |                   | 2024/25 |
|---------------------|--|--------|-------------------|---------|
| Subject (*)         | Microeconomic Theory   | Code   | 611G01023         |         |
| Study programme     | Grao en Economía   |        |                   |         |
| Descriptors         |  |        |                   |         |
| Cycle               | Period   | Year   | Type              | Credits |
| Graduate            | 1st four-month period  | Third  | Obligatory        | 6       |
| Language            | SpanishEnglish   |        |                   |         |
| Teaching method     | Face-to-face   |        |                   |         |
| Prerequisites       |  |        |                   |         |
| Department          | Economía   |        |                   |         |
| Coordinador         | Novo Peteiro, Jose Antonio   | E-mail | jose.novop@udc.es |         |
| Lecturers           | Novo Peteiro, Jose Antonio   | E-mail | jose.novop@udc.es |         |
| Web                 |  |        |                   |         |
| General description | Based on the tools acquired by the student in Principles of Microeconomics (1st course) and Microeconomics and Markets (2nd course), this subject studies, first, the influence of the strategic interaction on firms' decisions and market outcomes, and second, an introduction to the economics of information. |        |                   |         |

## Study programme competences / results

| Code | Study programme competences / results   |
|------|---|
| 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.   |
| 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 / results                              |   |  |
|--|--|---|--|
|  | A  | B   | C                                      |
| Capacity to apply these analytical tools to a wide range of problems of the economic agents    | A1<br>A2<br>A3<br>A4<br>A5<br>A7<br>A8<br>A9                       | B1<br>B2<br>B3  | C1<br>C6<br>C7<br>C8                   |
| Learn the methods of microeconomic analysis by means of mathematical models and graphic tools. | A1<br>A2<br>A3<br>A4<br>A6<br>A7<br>A8<br>A10<br>A11<br>A12<br>A13 | B1<br>B2<br>B3<br>B4<br>B5<br>B6<br>B7<br>B8<br>B9<br>B10 | C1<br>C3<br>C4<br>C5<br>C6<br>C7<br>C8 |

## Contents

| Topic                             | Sub-topic   |
|-----------------------------------|---|
| Part I: Oligopoly                 | 1. Introduction: Game theory<br>2. Static approach<br>3. Dynamic approach |
| Part II. Economics of information | 1. Introduction<br>2. Moral hazard<br>3. Adverse selection                |



| Planning                        |   |                                      |                               |             |
|---------------------------------|---|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests           | Competencies / Results  | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Guest lecture / keynote speech  | A1 A2 A3 A4 A5 A6<br>A7 A8 A9 A10 A11<br>A12 A13 B2 B1 B3 B4<br>B5 B6 B7 B8 B10 B9<br>C1 C3 C4 C5 C6 C7<br>C8 | 17                                   | 34                            | 51          |
| Problem solving                 | A1 A2 A3 A4 A5 A6<br>A7 A8 A9 A10 A11<br>A12 A13 B2 B1 B3 B4<br>B5 B6 B7 B8 B9 C1<br>C3 C4 C5 C6 C7 C8        | 10                                   | 20                            | 30          |
| Case study                      | A2 A3 A5 A6 A11 A12<br>B2 B1 B3 B4 B5 B6<br>B7 B8 B9 C1   | 10                                   | 14                            | 24          |
| Directed discussion             | A1 A3 A5 A6 A9 A11<br>A12 A13 B2 B1 B3 B4<br>B5 B6 B7 B8 B9 C1<br>C3 C4 C5 C6 C7 C8                           | 5                                    | 5                             | 10          |
| Mixed objective/subjective test | A3 A4 A13 B2 B1 B3<br>B4 B5 B6 B7 B8 B9<br>C1   | 2                                    | 18                            | 20          |
| Seminar                         | A1 A2 A3 A4 A5 A6<br>A7 A8 A9 A10 A11<br>A12 A13 B2 B1 B3 B4<br>B5 B6 B7 B8 B9 C1<br>C3 C4 C5 C6 C7 C8        | 4                                    | 0                             | 4           |
| Personalized attention          |   | 11                                   | 0                             | 11          |

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

| Methodologies                   |  |
|---------------------------------|--|
| Methodologies                   | Description  |
| Guest lecture / keynote speech  | Lectures with media support, that may be complemented with the introduction of questions to the students in order to improve their understanding of the topics |
| Problem solving                 | Theoretical and practical questions to be solved in interactive sessions   |
| Case study                      | A specific problem or situation will be put forward in a class. The student should be able to analyze it and to propose solutions.                             |
| Directed discussion             | Theoretical and practical questions to be discussed in interactive sessions  |
| Mixed objective/subjective test | Written exam of the subject  |
| Seminar                         | The whole group is divided into subgroups in order to deal with specific aspect of the subject in a detailed way.  |

| Personalized attention                               |   |
|--|---|
| Methodologies  | Description   |
| Problem solving<br>Directed discussion<br>Case study | Interactive sessions aim to deal individually with all students in order to monitor their performance. Sessions for small groups of students (TGR) will be face-to-face or online and will consist in two classes of two hours in the 6th and 12th week of the first term, approximately. |



Assessment

| Methodologies                   | Competencies / Results   | Description  | Qualification |
|---------------------------------|--|--|---------------|
| Problem solving                 | A1 A2 A3 A4 A5 A6<br>A7 A8 A9 A10 A11<br>A12 A13 B2 B1 B3 B4<br>B5 B6 B7 B8 B9 C1<br>C3 C4 C5 C6 C7 C8 | The handing over of the solution to the exercises proposed by the teacher will be assessed (presential and via Moodle)                     | 15            |
| Mixed objective/subjective test | A3 A4 A13 B2 B1 B3<br>B4 B5 B6 B7 B8 B9<br>C1  | Final written exam of the subject. In order to pass the subject, it is compulsory to obtain, at least, 3,5 of a maximum level of 7 points. | 70            |
| Case study                      | A2 A3 A5 A6 A11 A12<br>B2 B1 B3 B4 B5 B6<br>B7 B8 B9 C1  | The handing over of the solution to the exercises proposed by the teacher will be assessed (presential and via Moodle)                     | 15            |

Assessment comments

- 1.- The final mark (F) will be determined as follows:  $F=EC+EX(10-EC)/10$  where EC represents the mark obtained by continuous evaluation and EX is the mark obtained in the final exam. In order to pass the subject any student must obtain 5 points (out of 10) in the final exam.
- 2.- Problem solving and case study will be the continuous evaluation activities of this subject. They will be done exclusively in the class time devoted to that purpose or via Moodle at the previously scheduled time and date. The maximum score that a pupil can get by continuous evaluation is 3 points.
3. The assessment criterion will be the same for all the opportunities, including the so called "early opportunity". In all of them the final exams will be carried out at the officially established dates.
4. A student will get a final mark of "No Presentado" if he/she does not take part in at least 20% of the assessments activities.

ADDITIONAL OBSERVATIONS

Any aspect related to "academic dispensation", "dedication to study", "permanence" and "academic fraud" will be governed in accordance with the current academic regulations of the UDC.

Sources of information

|                      |  |
|----------------------|--|
| <b>Basic</b>         | <ul style="list-style-type: none"> <li>- Varian, H. (1998). Análisis microeconómico. Antoni Bosch</li> <li>- Tirole, J. (1989). Teoría de la Organización Industrial. Ariel</li> <li>- Varian, H. (1992). Microeconomic Analysis. Norton</li> <li>- Tirole, J. (1989). Theory of industrial organization.</li> <li>- Antelo, M. (2023). El funcionamiento de los mercados no competitivos. Pirámide</li> <li>- Antelo, M. (2015). Economía de la información. McGraw-Hill</li> </ul> |
| <b>Complementary</b> | <ul style="list-style-type: none"> <li>- Antelo, M. (2019). Comportamiento estratégico. Reverté</li> <li>- Belleflamme, P. and Peitz, M. (2015). Industrial Organization: Markets and strategies. Cambridge University Press</li> <li>- Gibbons, R. (1992). Un primer curso de teoría de juegos. Antoni Bosch</li> <li>- Gibbons, R. (1992). A primer on game theory.</li> <li>- Motta, M. (2004). Competition policy: Theory and Practice. Cambridge University Press</li> </ul>    |

Recommendations

Subjects that it is recommended to have taken before

Principles of Microeconomics/611G01001  
 Mathematics I/611G01009  
 Mathematics II/611G01010  
 Microeconomics and Markets/611G01012

Subjects that are recommended to be taken simultaneously



|                                     |
|-------------------------------------|
|                                     |
| Subjects that continue the syllabus |
|                                     |
| Other comments                      |
|                                     |

(\*)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.