

MODULE	COURSE	YEAR	SEMESTER	CREDITS	TYPE
Economic Analysis	Microeconomics II	2º	3º	6	Compulsory
LECTURER(S) ⁽¹⁾			FULL CONTACT INFORMATION FOR OFFICE HOURS (Address, phone number, email, etc.)		
<ul style="list-style-type: none">Francisco Rodríguez Fernández (Group A) <					

¹ Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(*) Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" (<http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/>)



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BASICA AND GENERAL

- CG3 – Ability to analyse and summarize
- CG5 – English language written and speaking skills
- CG8 – Capacity to solve problems
- CG10 – Capacity for team work
- CG11 – Ability to join a multidisciplinary team
- CG13 – Ability in personal relationships/Empathy
- CG15 – Capacity for basic understanding of related knowledge fields
- CG16 – Capacity for a critical and self-critical reasoning
- CG17 – Capacity to learn and work alone
- CG24 – Capacity to apply basic knowledge to practice
- CG25 – Ability in looking for information and conducting research
- CG26 – Ability to design and manage projects
- CB2 – Make the students able to apply their knowledge to their work or vocation in a professional manner. Provide them with the skills to elaborate and defend their position and with the problem-resolution abilities in their area of application
- CB3 – Make the student able of finding and interpreting the relevant indicators and figures (within their area of study) to build up their judgement and to include a reflection on the relevant social, scientific or ethical topics.
- CB5 – Provide the student with the necessary abilities to self-manage in acquiring further knowledge and studies in an autonomous way.

COMMON TO OTHER AREAS

- CT1 – Make the student able to identify and anticipate relevant economic problems related to resource allocation in general -both in the private and public arena- using the knowledge and concepts provided in the degree.
- CT2 – To know, understand and apply different economic models to provide rationality to the analysis and the description of any aspect of reality. Make the student capable of describe any aspect of the related practical features and able to know the principles of economic choice for the different agent in a society.
- CT3 – To be able to fluently communicate in an environment where team work applies, both in a national and international context.
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<p>SPECIFIC</p> <ul style="list-style-type: none"> • CE17 - Identify and anticipate relevant economic problems related to resource allocation in general, both in the private and in the public framework • CE22 - Provide rationality to the analysis and description of any aspect of economic reality • CE23- Evaluate the consequences of alternative courses of action and select the best options given the objectives previously set. • CE24 - Understand economic institutions as a result of the application of theoretical or formal representations of how the economy works • CE30 - Issue advisory reports on specific situations in the economy (international, national or regional) or in specific sectors • CE32 – To be able to fluently communicate in an environment where team work applies • CE38 - Derive from the data relevant information that can not be recognized by non-professionals • CE39 – Use frequently information and communication technology during the professional career • CE40 – Read and communicate professionally in more than one language, in particular in English • CE41 Apply professional criteria to the analysis of professional problems based on the use of theoretical instruments. • CE42 – Establish and ethical commitment at work. Capacity for team work. Critical and self-critical abilities. Work in an international environment. • CE43 – Motivation to pursue quality standards • CE59 – Contributing to a proper resource management in both the public and private sectors • CE68 – Have a knowledge of the main economic principles • • CE69 – Have a knowledge of imperfect competition models • • CE70 - Have a knowledge of a variety of industrial organization models • • CE71 – Have a knowledge of game theory
<p>OBJECTIVES (EXPRESSED AS EXPECTED OUTCOMES OF THE LEARNING PROCESS)</p> <ul style="list-style-type: none"> • As a result of successfully completing this course unit, the student will be able to: • Analyse empirical facts related to the strategic behaviour of agents representing a market, using the models described on the unit • Understand what market power is and what consequences it can have for the wellbeing of society • Be familiar with the effects of externalities, in terms of both production and consumption, on the wellbeing of society.
<p>DETAILED SYLLABUS OF THE COURSE</p> <p>THEORY:</p> <ul style="list-style-type: none"> • Lesson 1. Short-term costs at the firm • Lesson 2. Lon-term costs at the firm • Lesson 3. Competitive equilibrium in the short-run • Lesson 4. Competitive equilibrium in the long-run • Lesson 5. Monopoly and market power • Lesson 6. Duopoly



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- Lesson 7. Oligopoly
- Lesson 8: Monopolistic competition
- Lesson 9. Externalities and market failures
- Lesson 10. Public goods

PRACTICE:

Seminars/Workshops

- Workshop 1-2: Competition (A)
- Seminar 3: Competition (B)
- Workshop 4-5: Imperfect competition
- Seminar 6: Imperfect competition
- Workshop 7-9: Market failures
- Seminar 10: Market failures

BIBLIOGRAPHY

MAIN TEXTBOOKS:

- Pindyck, R.S. y Rubinfeld D.L. (2016, 8ª edición), Microeconomía, quinta edición, Prentice Hall, Madrid.

OTHER RECOMMENDATION TEXTBOOKS:

- Varian, H.L. (2015), Microeconomía Intermedia. Novena edición, Antoni Bosch.

RECOMMENDED LINKS

<http://www.pearsonhighered.com/pindyck/>

TEACHING METHODOLOGY

- The teaching methodology includes:
- 30% of master classes (45 hours)
- 60% of study and individual work by the student, including the search, checking and treatment of the necessary information sources, solving the problems and case studies and preparing class presentations (90 hours).
- 10% of individual of group tutorials and assessment of the course (15h).

ASSESSMENT (ASSESSMENT TOOLS, ASSESSMENT CRITERIA AND PERCENTAGE OF FINAL MARK, ETC.)

According to the Rules of assessment and grading of the students of the University of Granada (latest changes approved by the Governing Board of 26th October 2016), the assessment of students' academic performance will reflect public, objective and impartial criteria, and will preferably be continuous:



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- Article 8 of the current Rules for Assessment provides for the taking of a single final assessment, which students may apply for in the first two weeks of teaching of the subject (or two weeks following change of matriculation). Application is to be made through the electronic system, citing and accrediting the reasons for not being able to undergo the system of continuous assessment (reasons of employment, health, disability or any other correctly justified cause), with the understanding that this assessment is undertaken in a single academic act in order to accredit that the student has acquired in full the competencies described.

General assessment:

- Exam: 7 points. It consists of a final exam with 5 theory questions (60% weight) and two exercises (40%).
- Practical exercises: The exercises proposed on each lesson can be submitted as part of the continuing assessment process. They can add to 2 points when they are submitted before they are resolved in class and 1 point extra if the student volunteers to resolve them during class.
- A final extraordinary assessment will consist of 5 theory questions (60% weight) and two exercises (40% weight). The exam will be grade on a 0-10 scale.

DESCRIPTION OF THE SINGLE FINAL ASSESSMENT ACCORDING TO "RULES FOR ASSESSMENT OF THE UNIVERSITY OF GRANADA"

- 5 theory questions (60% weight) and two exercises (40% weight). The exam will be grade on a 0-10 scale.

ADDITIONAL INFORMATION

The Department of Economic Theory and History, in accordance with the Regulations for the attention to students with disabilities and other specific educational support needs (approved by the Governing Board of the University of Granada on 20th September 2016) will promote the right to education under conditions of equal opportunities to students with disabilities and other specific educational support needs. The necessary assistance actions will be established to achieve their full and effective inclusion, guaranteeing their right to inclusive education, in accordance with the principles of non-discrimination, equal opportunities and universal accessibility, so that they can achieve the maximum possible development of their personal and , in any case, the objectives established in general for all students.

Likewise, according to article 11 current Rules for Assessment of students at the University of Granada, the evaluation systems will be adapted to students with disabilities or other specific needs of educational support, guaranteeing in any case their rights and favouring their inclusion in university studies.



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