



UNSW Course Outline

ECON5321 Industrial Organisation - 2024

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General Course Information

Course Code : ECON5321

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : UNSW Business School

Academic Unit : School of Economics

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

Industrial Organization is a comprehensive course that studies the behaviour of firms and industries in the modern economic landscape. Through an exploration of market structures (including perfect competition, monopoly, and oligopoly), dynamic strategic interaction, price

discrimination, product differentiation, advertising, entry and predation, this course aims to connect theoretical concepts with real-world relevance. By focusing on the behaviour of firms, competition outcomes, and market dynamics, you will develop a deep understanding of the economic forces at play in real-world markets.

Course Aims

This course is offered as part of the Master of Applied Economics degree. A prerequisite for this course is ECON5101 Microeconomics. It aims to build upon the basic theories learned in microeconomics using mathematical tools.

Relationship to Other Courses

This course is offered as part of the Master of Applied Economics degree. A prerequisite for this course is ECON5101 Microeconomics. It aims to build upon the basic theories learned in microeconomics using mathematical tools.

Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Identify economic problems faced by managers to assess trade-offs in decision-making.	<ul style="list-style-type: none"> PLO1 : Business Knowledge PLO2 : Problem Solving
CLO2 : Solve relevant theoretical models and techniques to address economic problems	<ul style="list-style-type: none"> PLO1 : Business Knowledge PLO2 : Problem Solving
CLO3 : Apply solved models to real-world issues using relevant studies from the literature to justify proposed solutions.	<ul style="list-style-type: none"> PLO2 : Problem Solving
CLO4 : Critically analyse the underlying assumptions of formal models and their relevance to real-world scenarios.	<ul style="list-style-type: none"> PLO3 : Business Communication PLO4 : Teamwork
CLO5 : Communicate ideas, intuition, technical explanations, and areas of difficulty in a succinct and logical manner both in teams and to external audiences.	<ul style="list-style-type: none"> PLO3 : Business Communication PLO4 : Teamwork
CLO6 : Identify and assess the social consequences of managerial decisions to produce suggestions to policy makers.	<ul style="list-style-type: none"> PLO2 : Problem Solving PLO5 : Responsible Business Practice PLO6 : Global and Cultural Competence PLO7 : Leadership Development

Course Learning Outcomes	Assessment Item
CLO1 : Identify economic problems faced by managers to assess trade-offs in decision-making.	<ul style="list-style-type: none"> Homework Assignments (0%, not marked) In-session Test Final Exam
CLO2 : Solve relevant theoretical models and techniques to address economic problems	<ul style="list-style-type: none"> Homework Assignments (0%, not marked) In-session Test Final Exam
CLO3 : Apply solved models to real-world issues using relevant studies from the literature to justify proposed solutions.	<ul style="list-style-type: none"> Group Project Homework Assignments (0%, not marked) In-session Test Final Exam
CLO4 : Critically analyse the underlying assumptions of formal models and their relevance to real-world scenarios.	<ul style="list-style-type: none"> Group Project Homework Assignments (0%, not marked) In-session Test Final Exam
CLO5 : Communicate ideas, intuition, technical explanations, and areas of difficulty in a succinct and logical manner both in teams and to external audiences.	<ul style="list-style-type: none"> Group Project Homework Assignments (0%, not marked) Final Exam
CLO6 : Identify and assess the social consequences of managerial decisions to produce suggestions to policy makers.	<ul style="list-style-type: none"> Group Project Homework Assignments (0%, not marked)

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Learning Activities and Teaching Strategies

The examinable content of the course is defined by the references given in the lecture schedule, the content of lectures, and the content of the seminar program.

Lectures

The purpose of lectures is to provide a logical structure for the topics that make up the course; to emphasise the important concepts and methods of each topic, and to provide relevant examples to which the concepts and methods are applied. The lectures will be asynchronous. That is, there is no real-time lecturing; instead, lecture recordings will be available for streaming and downloading from the course Moodle site.

Seminars

Seminars are an integral part of the subject. Seminar discussion questions and problems will build on the material discussed in lectures. The seminars may have two modes – delivered over Zoom or by face-to-face depending on the mode of the session. The seminars over Zoom will be recorded and the recordings will be available for streaming and downloading.

Out-of-Class Study

While students may have preferred individual learning strategies, it is important to note that most learning will be achieved outside of class time. Lectures can only provide a structure to assist your study, and seminar time is limited.

An “ideal” strategy (on which the provision of the course materials is based) might include:

- Reading of the relevant chapter(s) of the textbook **before the lecture week**. This will give you a general idea of the topic area.
- Watch lecture recordings. Here the context of the topic in the course and the important elements of the topic are identified. The relevance of the topic will be explained.
- Attending seminars and attempting the seminar questions.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Homework Assignments (0%, not marked) Assessment Format: Individual	0%		
Group Project Assessment Format: Group	30%	Start Date: 26/02/2024 12:00 AM Due Date: 26/04/2024 09:00 AM	<ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO2 : Problem Solving• PLO3 : Business Communication• PLO4 : Teamwork• PLO5 : Responsible Business Practice• PLO7 : Leadership Development
In-session Test Assessment Format: Individual	25%	Start Date: Online assessment. Access window: 12 PM - 2 PM on Saturday, March 16. Due Date: Online assessment. Access window: 12 PM - 2 PM on Saturday, March 16.	<ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO2 : Problem Solving
Final Exam Assessment Format: Individual	45%	Start Date: Online assessment in University Examination Period. Due Date: Online assessment in University Examination Period.	<ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO2 : Problem Solving• PLO3 : Business Communication• PLO6 : Global and Cultural Competence

Assessment Details

Homework Assignments (0%, not marked)

Assessment Overview

Practice problem sets that are related to the course materials

Course Learning Outcomes

- CLO1 : Identify economic problems faced by managers to assess trade-offs in decision-making.
- CLO2 : Solve relevant theoretical models and techniques to address economic problems
- CLO3 : Apply solved models to real-world issues using relevant studies from the literature to

justify proposed solutions.

- CLO4 : Critically analyse the underlying assumptions of formal models and their relevance to real-world scenarios.
- CLO5 : Communicate ideas, intuition, technical explanations, and areas of difficulty in a succinct and logical manner both in teams and to external audiences.
- CLO6 : Identify and assess the social consequences of managerial decisions to produce suggestions to policy makers.

Detailed Assessment Description

This assessment is for practice only, and it will not be marked. However, the questions in the assessment will be discussed in the tutorials/seminars. Students are highly encouraged to attempt the questions before the tutorials/seminars.

Group Project

Assessment Overview

Collaborate with peers to write a project report on a topic related to industrial organisation.

Course Learning Outcomes

- CLO3 : Apply solved models to real-world issues using relevant studies from the literature to justify proposed solutions.
- CLO4 : Critically analyse the underlying assumptions of formal models and their relevance to real-world scenarios.
- CLO5 : Communicate ideas, intuition, technical explanations, and areas of difficulty in a succinct and logical manner both in teams and to external audiences.
- CLO6 : Identify and assess the social consequences of managerial decisions to produce suggestions to policy makers.

Detailed Assessment Description

The project will be completed in groups of 2-3 students apiece. The project will help students to apply key concepts in industrial organisation in business cases and appreciate how economic questions are analysed using data and statistical tools.

Each group will need to write a report of no more than 10 pages. Each group's members are required to complete a team contract (project charter) for the project. The project charter will outline the responsibilities of each group member. After the submission date, each group member can provide a peer assessment, which will be used to assess the quality of each member's teamwork and individual contribution to the project. The peer assessment will affect the individual group members' marks of the project. In the event of a big discrepancy between the peer assessment marks earned by students in a group, the project mark allocated to each person will be weighted by the average peer assessment earned by the student. Details about the

procedure of peer assessment will be made available via the project description. Further information about the project will be uploaded to the course website.

Assessment Length

n/a

Submission notes

Report submission via Moodle; Project charter and certificate of the Academic Integrity module due at an earlier time, as will be announced via Moodle.

In-session Test

Assessment Overview

Demonstrate the knowledge and skills necessary to tackle complex strategic decisions by solving theoretical economics models.

Course Learning Outcomes

- CLO1 : Identify economic problems faced by managers to assess trade-offs in decision-making.
- CLO2 : Solve relevant theoretical models and techniques to address economic problems
- CLO3 : Apply solved models to real-world issues using relevant studies from the literature to justify proposed solutions.
- CLO4 : Critically analyse the underlying assumptions of formal models and their relevance to real-world scenarios.

Detailed Assessment Description

There will be a in-session test made available on Moodle. The test is designed to take a well-prepared student 1 hour to complete, but will be available for a longer window. It will cover all the material before during weeks 1-3. It has a quiz style, but students will also be expected to type written answers (e.g., 5-10 sentences) directly in the quiz. Further details will be provided in lectures prior to the test.

There will be NO supplementary exams offered for the test. You should make every effort to take the test. Students who fail to attend the test will need to apply for Special Consideration. For information on Special Consideration please refer to the Business School's Course Outlines Policies webpage.

In cases of serious illness, students will need full and convincing documentation of that illness. Students who are granted Special Consideration by the centralised Special Consideration unit will have their mark in the remaining assessment tasks re-weighted to include the mark reserved

for the missed assessment. In all other cases of non-attendance, students will receive a grade of zero.

Employment obligations or holiday plans of any kind are not acceptable reasons for absence from any assessment.

Assessment Length

60 minutes

Final Exam

Assessment Overview

Demonstrate the knowledge and skills necessary to tackle complex strategic decisions by solving theoretical economics models.

Course Learning Outcomes

- CLO1 : Identify economic problems faced by managers to assess trade-offs in decision-making.
- CLO2 : Solve relevant theoretical models and techniques to address economic problems
- CLO3 : Apply solved models to real-world issues using relevant studies from the literature to justify proposed solutions.
- CLO4 : Critically analyse the underlying assumptions of formal models and their relevance to real-world scenarios.
- CLO5 : Communicate ideas, intuition, technical explanations, and areas of difficulty in a succinct and logical manner both in teams and to external audiences.

Detailed Assessment Description

There will be a Final Examination held during the University Examination Period. Details of the schedule of the exam will be released later in the term through the myUNSW system.

The Final Examination will be designed to take a well-prepared student 2 hours to complete, but will be available on Moodle for a longer window. The Final Examination will examine all the material covered in the course. It has a quiz style, but students will also be expected to type written answers (e.g., 5-10 sentences) directly in the quiz.

Students should be required to sign an honour declaration to state the work is theirs alone.

General Assessment Information

Grading Basis

Standard

Requirements to pass course

In order to pass this course students must:

- Achieve a composite mark of at least 50 out of 100
- Engage actively in course learning activities and attempt all assessment requirements
- Meet any additional requirements specified in the assessment details
- Meet the specified attendance requirements of the course (see Schedule section)

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	Perfect Competition and Monopoly – A Brief Review Book chapters for reading: <ul style="list-style-type: none">• PRN (stands for the textbook by Peppall, Richards, and Norman), Chapters 2 and 3; or• Tirole, Chapter 1. Homework 1: Competition and Monopoly.
Week 2 : 19 February - 25 February	Lecture	Oligopoly – A Strategic Perspective (Cournot and Bertrand) Book chapters for reading: <ul style="list-style-type: none">• PRN Chapters 9 and 10; or• Tirole, Chapter 5. Homework 2: Cournot and Bertrand.
	Seminar	Review homework 1: Competition and Monopoly.
Week 3 : 26 February - 3 March	Lecture	Dynamic Strategic Interaction and the Stackelberg Model Book chapters for reading: <ul style="list-style-type: none">• PRN Chapter 11; or• Tirole, Chapter 6. Homework 3: Stackelberg Models.
	Seminar	Review homework 2: Cournot and Bertrand.
Week 4 : 4 March - 10 March	Lecture	Price Discrimination Book chapters for reading: <ul style="list-style-type: none">• PRN Chapters 5 and 6; or• Tirole, Chapter 3. Homework 4: Price Discrimination.
	Seminar	Review homework 3: Stackelberg Models.
Week 5 : 11 March - 17 March	Lecture	Product Differentiation Book chapters for reading: <ul style="list-style-type: none">• PRN Chapter 7; or• Tirole, Chapter 7. Homework 5: Product Differentiation.
	Seminar	Review homework 4: Price Discrimination.
	Assessment	In-session Test Held on Saturday, 16, March. Covers material from Weeks 1-3.
Week 6 : 18 March - 24 March	Other	NO LECTURES OR SEMINARS THIS WEEK
Week 7 : 25 March - 31 March	Lecture	Empirical Studies – Guided Reading Paper Reading: <ul style="list-style-type: none">• Luca, Michael. "Reviews, Reputation, and Revenue: The Case of Yelp.com." Harvard Business School Working Paper, No. 12-016, September 2011. Homework 6: questions on an empirical topic. Project charter and certificate of the Academic Integrity module due at 9 am, March 27.
	Seminar	Review homework 5: Product Differentiation.
Week 8 : 1 April - 7 April	Lecture	Advertising Book chapters for reading: <ul style="list-style-type: none">• PRN Chapter 19; or• Tirole, Chapter 7. Homework 7: Advertising.
	Seminar	Review homework 6: questions on an empirical topic.
Week 9 : 8 April - 14 April	Lecture	Entry and Predation Book chapters for reading: <ul style="list-style-type: none">• PRN Chapter 12 and 13; or• Tirole, Chapter 8 and 9. Homework 8: Entry and Predation.

	Seminar	Review homework 7: Advertising.
Week 10 : 15 April - 21 April	Seminar	Homework 8: Entry and Predation. Review in-session test.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Resources

Prescribed Resources

The website for this course may be found among others of your courses at <http://moodle.telt.unsw.edu.au>. Students are expected to:

- Make sure that they are officially enrolled.
- Familiarise themselves with Moodle.
- Access the course site at least weekly, as the site will contain important announcements about the course, as well as lecture notes. In addition, it will carry most of the course information and assessment results.

It will be assumed that all students have seen any notice posted on the course website.

Books

Lectures will be based on lecture notes, which will draw from and combine concepts/materials from the books below. Each topic of the lecture notes has corresponding chapters in each of the following books. Getting access to (or purchasing) one of these books is recommended.

- (Main textbook) Pepall, L., Richards, D. and Norman, G., Industrial Organization: Contemporary Theory and Empirical Applications, 5th Edition, Wiley, 2014.
- (Reference book for further/extr reading) Tirole, Jean, The Theory of Industrial Organization, The MIT Press, 1988.

Course Evaluation and Development

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the myExperience survey , which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

The School of Economics strives to be responsive to student feedback. If you would like more

information on how the design of this course and changes made to it over time have taken students' needs and preferences into account, please contact the Director of Education at the School of Economics. The School of Economics strives to be responsive to student feedback. If you would like more information on how the design of this course and changes made to it over time have taken students' needs and preferences into account, please contact the Director of Education at the School of Economics.

Previous students thought that the best things about the course were:

- the multitude of practice questions;
- the course was overall just structured very well and clearly;
- the homework was very relevant and allowed us to practice our understandings without the stress of it being graded;
- the course material was also very helpful, the fact that tutorials went through homework, the homework and optional questions and answers were also uploaded after the week so that we may check if our understandings were correct;
- the content is very interesting and useful;
- the homework was encouraging and helpful for the course;
- interesting content with real world application.

Overall, 92% of the students agree or strongly agree that they are satisfied with the quality of the course, although they suggested that the course could be improved by making the group project more relevant. We have responded to this feedback by improving the group project with options that students can choose.

Consent for De-Identified Data to be Used for Secondary Research into Improving Student Experience

To enhance your student experience, researchers at UNSW conduct academic research that involves the use of de-identified student data, such as assessment outcomes, course grades, course engagement and participation, etc. Students of this course are being invited to provide their consent for their de-identified data to be shared with UNSW researchers for research purposes after the course is completed.

Providing consent for your de-identified data to be used in academic research is voluntary and not doing so will not have an impact on your course grades.

Researchers who want to access your de-identified data for future research projects will need to submit individual UNSW Ethics Applications for approval before they can access your data.

A full description of the research activities aims, risks associated with these activities and how your privacy and confidentiality will be protected at all times can be found [here](#).

If you **consent** to have your de-identified data used for academic research into improving student experience, you do not need to do anything. Your consent will be implied, and your data may be used for research in a format that will not individually identify you after the course is completed.

If you **do not consent** for this to happen, please email the [opt-out form](#) to seer@unsw.edu.au to opt-out from having your de-identified data used in this manner. If you complete the opt-out form, the information about you that was collected during this course will not be used in academic research.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Shengyu Li		442A Business School Building	+61 (2) 9065 3258	Office hours: 11am-12pm, Mondays or by appointment.	No	Yes
Tutor	Alison Lim		Online		Available via email and appointment	No	No

Other Useful Information

Academic Information

COURSE POLICIES AND SUPPORT

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, policies and support services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services

Further information is provided on the [key policies and support page](#).

Students may not circulate or post online any course materials such as handouts, exams, syllabi

or similar resources from their courses without the written permission of their instructor.

STUDENT LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) – under the Outcomes tab – are what you should be able to demonstrate by the end of this course, if you participate fully in learning activities and successfully complete the assessment items.

CLOs also contribute to your achievement of the Program Learning Outcomes (PLOs), which are developed across the duration of a program. PLOs are, in turn, directly linked to [UNSW graduate capabilities](#). More information on Coursework PLOs is available on the [key policies and support](#) page. For PG Research PLOs, including MPDBS, please refer to the [UNSW HDR Learning Outcomes](#).

Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

Submission of Assessment Tasks

SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control interfere with your performance in a specific assessment task or tasks, including online exams. Students studying remotely who have exams scheduled between 10pm and 7am local time, are also able to apply for special consideration to sit a supplementary exam at a time outside of these hours.

Special consideration is primarily intended to provide you with an extra opportunity to

demonstrate the level of performance of which you are capable. To apply, and for further information, see Special Consideration on the UNSW [Current Students](#) page.

Special consideration applications will be assessed centrally by the Case Review Team, who will update the online application with the outcome and add any relevant comments. The change to the status of the application immediately sends an email to the student and to the assessor with the outcome of the application.

Please note the following:

1. Applications can only be made through Online Services in myUNSW (see the UNSW [Current Students](#) page). Applications will not be accepted by teaching staff. The lecturer-in-charge/course coordinator will be automatically notified when your application is processed.
2. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
3. If you experience illness or misadventure in the lead up to an exam or assessment, you must submit an application for special consideration, either prior to the examination taking place, or prior to the assessment submission deadline, except where illness or misadventure prevent you from doing so.
4. If your circumstances stop you from applying before your exam or assessment due date, you must apply within 3 working days of the assessment or the period covered by your supporting documentation.
5. Under the UNSW Fit To Sit/Submit rule, if you sit the exam/submit an assignment, you are declaring yourself well enough to do so and are cannot subsequently apply for special consideration.
6. If you become unwell on the day of – or during – an exam, you must stop working on your exam, advise your course coordinator or tutor and provide a medical certificate dated within 24 hours of the exam, with your special consideration application. For online exams, you must contact your course coordinator or tutor immediately via email, Moodle or chat and advise them you are unwell and submit screenshots of your conversation along with your medical certificate and application.
7. Special consideration requests do not allow the awarding of additional marks to students.

Further information on Business School policy and procedure can be found under “Special Consideration” on the [key policies and support](#) page.

LATE SUBMISSION PENALTIES

For assessments other than examinations, late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be accepted after 5 days (120 hours) of the original deadline unless special consideration has been

approved. An assignment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the 'wrong' assignment has been submitted.

For assessments which account for 10% or less of the overall course grade, and where answers are immediately discussed or debriefed, the LIC may stipulate a different penalty. Details of such late penalties will be available on the course Moodle page.

FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

Faculty-specific Information

PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

UNSW students have the right to view their final exam scripts, subject to a small number of very specific exemptions. The UNSW Business School has set a [protocol](#) under which students may view their final exam script. Individual schools within the Faculty may also set up additional local processes for viewing final exam scripts, so it is important that you check with your School.

If you are completing courses from the following schools, please note the additional school-specific information:

- Students in the **School of Accounting, Auditing & Taxation** who wish to view their final examination script should also refer to [this page](#).
- Students in the **School of Banking & Finance** should also refer to [this page](#).
- Students in the **School of Information Systems & Technology Management** should also refer to [this page](#).

COURSE EVALUATION AND DEVELOPMENT

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#), which provides a key source of student evaluative feedback. Your input into this quality

enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

QUALITY ASSURANCE

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

TEACHING TIMES AND LOCATIONS

Please note that teaching times and locations are subject to change. Students are strongly advised to refer to the [Class Timetable website](#) for the most up-to-date teaching times and locations.