PRELIMINARY SYLLABUS AND OUTLINE

Course Description

The goal of this course is to give you some insight into how markets work. The first part of the course starts with the study of decision making by consumers and firms and concludes with a fundamental result in economics: a set of conditions under which markets function efficiently. In the second part of the course, we focus on situations when, for one reason or another, markets don’t work efficiently. We will emphasize the importance of strategic behavior, as modeled by game theory.

Microeconomics (as the topic of this course is frequently referred to) is an important component of an MBA program. First, microeconomics focuses on specific dimensions of optimal firm decision making, such as pricing and entry and exit. Second, the formal economics perspective on business plays an important role in other areas of MBA study, such as finance or marketing. Finally, by studying public policy towards market failures, microeconomics highlights important factors conditioning firm strategy.

Some of the key concepts we will introduce include economic incentives, marginal analysis, opportunity cost (which costs matter), market efficiency (what does it mean for a market to work), strategic behavior (how to predict and respond to your rivals’ decisions), and asymmetric information (what happens when others know something you do not). Our experience with students in prior years is that much of this is intuitive. But much is not, and our hope is that the combination of theoretical structure and practical examples will be useful in the years to come. It will not make you a success on its own, but it might give you an edge a few times when it matters.
Prerequisites

You are expected to be comfortable with basic algebra and calculus, including systems of equations, logarithms and NPV calculations, and derivatives.

Course Materials

- Lecture notes. They review the theory relevant to most classes. In a few pages, they outline and explain the conceptual issues for the day, define terms, give examples, and (where it makes sense) work through numerical problems. They are intended to complement the lectures rather than substitute for them.

- Textbook. I require Michael Baye’s *Managerial Economics and Business Strategy* (McGraw-Hill, 6th or 7th edition), which is available in the bookstore. There is also a study guide to accompany the text. Most students indicate that they find this book helpful. I also want to draw your attention to *Managerial Economics* by Samuelson and Marks (Wiley, 4th or 5th edition). This is a good auxiliary text for the course – it is a little more advanced in some parts, but is a little more comprehensive and is sensible on how to take concepts to data.

- Slides. The slides are a forecast of where the class will head, but if the discussion moves in another interesting direction we will generally let it run its own course. Also, I will amend the slides from time-to-time to keep the course up-to-date with current research and events. I will use blackboard to post the most up-to-date slides. I will also endeavor to post copies of all the board-work I do in class.

With the exception of the text, all of this material will be handed out the first day of class and posted on the course management system (http://sternclasses.nyu.edu).

Deliverables and Grades

The various “deliverables” in the course are designed to develop different skills:

- Class participation. It is important to integrate what you learn and be able to express it effectively. Moreover, there is a great deal of collective insight and experience in the class and we all benefit from sharing it. It will be based on such measures as the quality of your contributions, attendance, punctuality, and whether you are doing the problem sets, in addition to your overall citizenship in class.

- Individual problem sets. Problem sets emphasize quantitative applications of the principles and tools developed in class. They are due at the start of class. They will not be graded, but will be marked with a check (and possibly a plus or minus). Making a
bona fide attempt at problem sets will contribute to your participation grade; failure to
submit or make a reasonable attempt may be penalized.

Most of the problems are quantitative; some require a qualitative answer (the latter
typically refer to mini-cases that my colleagues and I have written over the years) and
for these there may be no definitive right or wrong: it is understanding the issues that is
key. The problems marked “challenge problems” are harder than most and need not be
perfect to get a check.

Finally, your performance on problem sets will serve as a tiebreaker if you are on
the border between two grades.

• Group projects. Generally more complex and realistic quantitative assignments that use
and extend the principles and tools developed in class.

• Exams: There will be two in-class exams, one in the middle and the other at the end of
the course.

Your grade for the course will be based on your contributions to all of these deliverables,
weighted as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Group work</td>
<td>30%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>25% (redemptive)</td>
</tr>
<tr>
<td>Final exam</td>
<td>35% or 60%</td>
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The mid-term is redemptive, in the sense that it only counts if it increases your grade.
This means that if you do better in the final than the mid-term, then the mid-term will not
count. The reason for doing this is that this course will move fast and I am sensitive to
cater to students who need a little time to get their head around what economics is about.
Ultimately I care about what you know at the end of the course: this grading scheme is
consistent with that concern.

Final grades will follow the School’s guideline for core courses: no more than 35% of the class
will receive A or A–. This guideline was instituted in response to student concerns that different
sections of a course might be graded by different standards.

Exams and re-grading

You are responsible for checking the exam dates and avoid any conflict with other
commitments. During exams, you are not allowed to consult class notes, books, or any
other material. However, you may consult one page of notes (a standard-size sheet of
paper written on two sides). Questions about grading must be made in writing and no
more than a week after the exams are returned.
Honor Code

The Stern community believes that honesty and integrity are necessary for rewarding academic and professional experiences. These qualities form the basis for the strong trust among members of the academic community (students, faculty, and administrators) that is essential for excellence in education. The Honor Code requires that each student act with integrity in all academic activities and endeavor to hold his or her peers to the same standard.

In this course, you may discuss assignments with anyone, but any written work submitted for a grade should be your own. On in-class exams, you may bring in and consult one piece of paper with anything on it you like, but your answers should be entirely your own work.

Help

There are times when a little help can get you past an obstacle. If you are stuck, send me an email (rslee@stern.nyu.edu) or stop by my office (KMC 7th floor, room 78). I try to respond quickly to email. My office hours for the Spring will tentatively be scheduled for Monday 5-6pm and Thursday 5-6pm, but if these don’t work for you, feel free to email me and set up an alternate time. I will provide you with contact details for the teaching assistant at the start of the course.

All announcements regarding the course will be made on Blackboard. Besides administrative issues, I could post clarifications on the class material (arising out of our discussion in class or following from a fellow student’s questions). You are responsible for checking Blackboard for announcements on a regular basis (i.e. at least a couple of times a week).
Firms and Markets: Outline and Calendar (Spring 2010)

Saturdays: February 6 – May 10.
No Class: February 13 (Presidents’ Day Weekend), March 20 (Spring Break)
Notes: * denotes an assignment or group project is due at the beginning of class.

PART I: MARKET FORCES

1. February 6
   Demand. Sensitivity of demand to prices and income, elasticities, substitutes and complements, estimating demand.

2. February 20
   Costs and Supply. Opportunity (marginal) costs, sunk cost and other cost concepts. The supply curve in competition.

3. February 27*
   Competitive markets. Equilibrium, Perfect competition, profits in competitive markets, sources of profitability, curves and shifts.
   Due at start of class: Individual Problem Set 1.

4. March 6
   Monopoly pricing. Monopoly pricing, Surplus, properties of industries, sources of market power, social costs of monopoly, competition policy.

5. March 13*
   Due at the start of class: Individual Problem set 2, Group Project 1

6. March 27
   Midterm examination (in class).

PART II: IMPERFECT MARKETS

Strategy and games I. Strategies and payoffs, normal and extensive-form games (tables and trees), best responses, Nash equilibrium.
7. April 3
**Strategies and games II.** Prisoner’s dilemma, win/win and win/lose games.
**Auctions.** Types of auctions; the winner’s curse in common-value auctions; auctions and alternative selling mechanisms.

8. April 10
**Hazards of price competition.** Price setting in “commodity” markets: the “Bertrand trap” and how to avoid it.
**Asymmetric information.** What happens when the seller knows more than the buyer? When the manager knows more than the owner?

9. April 17*
**Competition and cooperation.** Cooperative situations and how to produce them, trigger strategies, factors that make cooperation easier.
**Product differentiation and positioning.** The characteristics approach to consumer demand; product differentiation and price competition; strategic positioning games; differentiation strategies.
**Due at start of class:** Group Project 2, Problem Set 3

10. April 24
**Entry and exit.** Commitment and credibility, capacity expansion, product proliferation, long-term contracts. Predatory pricing and other exclusionary practices.

11. May 1
**Wrap-up, Practice Problems + Questions**

12. May 8
**Final examination**
Where in Baye are the Topics that We Cover in Class?
[Baye 6th Edition]

This is a guide to the textbook. It is designed to help you find the bits in Baye that are relevant for the topics covered in class. When you read Baye, use the lectures as a guide to what is important: in some bits Baye goes into more detail than I think is useful.

- **Demand**
  Pages: 36-45, 73-89, 117-147 (this last section is a good example of where Baye goes into a little too much detail, at times)

- **Costs**
  Pages: 46-52, 177-87

- **Competitive Markets**
  Pages: 52-64, 267-278

- **Monopoly**
  Pages: 236-256, 278-296, 397-401, 509-515

- **Advanced Pricing**
  Pages: 404-417

As you can see the organization of Baye is somewhat different from how we run through things in class. After topic 5 things diverge a little more.

- **Auctions**
  Pages 456-466

- **Strategy and Games**
  Pages 352-365, 378-387

- **Hazards of Price Competition**
  Pages 315-338 (but particularly 336-338)

- **Asymmetric Information**
  Pages 450-455

- **Competition and Cooperation**
  Pages 330-332, 339-340, 365-377

- **Product Differentiation and Positioning**
  Baye is not helpful

- **Entry and Exit**
  Pages 474-486

- **Networks and Standards**
  Pages 497-500, 520-522