

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Economics and Management Science		
<b>ACADEMIC UNIT</b>	Department of Economics		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>		<b>SEMESTER</b>	8 <sup>th</sup>
<b>COURSE TITLE</b>	Industrial Organization II		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	4	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specific Background		
<b>PREREQUISITE COURSES:</b>	(Suggested) Industrial Organization I Microeconomic Theory II		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	no		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>																		
<p>Students will be able to understand:</p> <p>firms' decisions in imperfectly competitive markets</p> <p>the sources of market power in oligopolistic industries</p> <p>the application of competition policy</p>																		
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;">.....</td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others...</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">.....</td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	.....	<i>Production of new research ideas</i>	<i>Others...</i>		.....
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																	
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																	
<i>Decision-making</i>	<i>Respect for the natural environment</i>																	
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																	
<i>Team work</i>	<i>Criticism and self-criticism</i>																	
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																	
<i>Working in an interdisciplinary environment</i>	.....																	
<i>Production of new research ideas</i>	<i>Others...</i>																	
	.....																	
<p>Working Independently</p>																		

Decision Making  
 Criticism and Self-criticism  
 Production of free, creating and inductive thinking

### (3) SYLLABUS

Elements of game theory  
 Market power, multimarket monopolist, durable goods monopoly.  
 Sources of market power: horizontal differentiation and Hotelling model, vertical differentiation and quality choice. Advertising and related marketing strategies. Consumer inertia.  
 Competition policy theory: cartels and tacit collusion, horizontal mergers, common ownership, vertical relations.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the eCourse platform. e-mail for communication with the students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	52
	Non directed study	128
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	$Final\ Grade = 0.7 * Written\ Final\ Exam + 0.3 * midterm\ exam.$  The exam includes multiple-choice questions, short-answer questions, problem solving and interpretation.	
	Course total	188

### (5) ATTACHED BIBLIOGRAPHY

P. Belleflamme, M. Peitz . Industrial Organization: Markets and Strategies