Miyazaki International College

Course Syllabus

SPRING SEMESTER 2022

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| Course Title ( Credits ) | Industrial Organization |
| Course Designation for TC | N/A |
| Content Teacher | |
| Instructor | VU, Manh Tien (Ph.D.) |
| E-mail address | [mvu@sky.miyazaki-mic.ac.jp](mailto:mvu@sky.miyazaki-mic.ac.jp) |
| Office/Ext | 1-201, 3710 |
| Office hours | Tuesday, Thursday: 16:15-17:15; Wednesday: 10:40-11:40 |
| Language Teacher | |
| Instructor |  |
| E-mail address |  |
| Office/Ext |  |
| Office hours |  |

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| Course Description: | | |
| The course explores the mechanisms and problems of modern industrial organizations. The functions and challenges that organizations face are explored from the economic, "environmental", and managerial perspectives. The linkages between the structure, conduct, and performance of industrial organizations are analyzed. Risks to growth and even survival from increasingly fluid and uncertain environments that modern industrial organizations face are examined. Managerial strategies to respond to various threats and opportunities are discussed. | | |
| Course Objectives: | | |
| By the end of the course, students should be able to   * Distinguish different production costs * Explain the firm decisions in different market structures: perfectly competitive and monopoly * Analyze some industrial and firms’ issues in reality * Analyze the pricing policies * Describe firms’ strategic behaviors, marketing tools, research, and development | | |
| Teaching Methodology: | | |
| Course objectives will be achieved through a variety of active learning teaching strategies, including but not limited to:   |  |  | | --- | --- | | Active Learning Teaching Strategy | Course Schedule | | 1. Interactive lectures | Most classes | | 1. Free discussions | Most classes | | 1. Group work on questions | Most classes | | 1. Think-pair-share and think-group-share | Most classes | | | |
| Course Schedule | | |
| Day | Topic | Content/Activities |
| 1 | Introduction | Self-introduction and students’ expectations  Course introduction |
| 2 | Revision: Concepts in Microeconomics (1) | How to study this course  Basic graphs  Discussion, Reading:  Demand and Supply |
| 3 | Revision: Concepts in Microeconomics (2) | Discussion, Reading:  Equilibrium, Shortage, and Surplus |
| 4 | Elasticity (1) | Discussion, Reading:  Elasticity (1) |
| 5 | Elasticity (2): | Discussion, Reading:  Price Elasticity (2): What should a business do? |
| 6 | Theory of firms (1) | Discussion, Reading:  Production and Cost concepts (1) |
| 7 | Theory of firms (2) | Discussion, Reading:  Production and Cost concepts (2)  Profit maximization (1) |
| 8 | Theory of firms (3) | Discussion, Reading:  Profit and losses (2) |
| 9 | Theory of firms (4) | Discussion, Reading:  The history of Kaizen and Application |
| 10 | Theory of firms (5) | Discussion, Reading:  Location choice |
| 11 | Theory of firms (6) | Discussion, Reading:  Human capital, compensation, and wage  Gender wage gap |
| 12 | Group discussion (1) | Reading and discussion  Future firms: Job lost due to Automation  How to regulate CEO pay |
| 13 | Market power (1) | Discussion, Reading:  Consumer and Producer Surplus (1)  Deadweight loss (1) |
| 14 | Market power (2) | Discussion, Reading:  Consumer and Producer Surplus (2)  Deadweight loss (2)  Perfect competition, profit (1) |
| 15 | Market power (3) | Discussion, Reading:  Perfect competition, profit (1)  Monopoly and profit (1) |
| 16 | Market power (4) | Discussion, Reading:  Monopoly and profit (2)  Social deadweight loss  Cost and benefit of monopoly |
| 17 | Review | Review and discussion |
| 18 | Price discrimination (1) | Discussion, Reading:  Price discrimination  Mechanisms and conditions |
| 19 | Price discrimination (2) | Discussion, Reading:  First degree price discrimination  Third degree price discrimination  Second degree price discrimination |
| 20 | Product differentiation | Discussion, Reading:  Product differentiation  Bias in Product selection  Brand |
| 21 | Group discussion (2) | Discussion: Why American cars fail in Japan |
| 22 | Strategic behavior | Discussion, Reading:  Strategic behavior  Dumping, Predatory pricing  Raising rivals’ costs, Entry Barriers  How Apple’s iPhone and Apps Trap You in a Walled Garden |
| 23 | Group discussion (3) | Reading and discussion  Multinational firms and tax havens |
| 24 | Marketing tools | Discussion, Reading:  Advertising  Direct effects: sales, brand loyalty, scale economies.  Indirect effects: concentration, profit, entry, price, quality.  Warranties  Strategic R&D  Market and incentives for R&D |
| 25 | International issues | Discussion  Google, Facebook, Amazon and The Future Of Antitrust Laws  Google/Fitbit will monetise health data and harm consumers (1) |
| 26 | International issues | Discussion, Reading:  Google/Fitbit will monetise health data and harm consumers (2)  Why I agree with the Google-Fitbit decision |
| 27 | Vertical integration | Discussion, Reading:  Merger and Acquisition (M&A)  Vertical integration |
| 28 | Review | Review and discussion |
| 29 | Group presentations (1) | Student group presentation |
| 30 | Group presentations (2) | Student group presentation |
|  | Final Exam | Multiple choice questions |
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| Required Materials: | | |
| Books (Optional)   1. Principles of Microeconomics (Ninth Edition) by N. Gregory Mankiw 2. Industrial Organization: A Strategic Approach by Jeffrey Church and Roger Ware\*   Students should be able to search for information from the internet, if necessary, during the discussion in the class.  Students should keep handouts and home assignments for reference.  (\*) available in PDF format  <http://works.bepress.com/cgi/viewcontent.cgi?article=1022&context=jeffrey_church> | | |
| Course Policies (Attendance, etc.) | | |
| • You must submit the form for your excused absences otherwise your absences are unexcused  • If you have more than 5 unexcused absences, you will have to withdraw from the course.  • If you miss a class for any reason, you should email professor about the coursework you need to complete.  • If you arrive late for class three times, we will count this as one absence.  Other: Students are expected to participate actively in all class activities and complete all assignments on time. | | |
| Class Preparation and Review | | |
| Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.  Students should follow teacher’s instructions to read, search for information, and prepare main arguments before each group discussion. Some discussion on real life will be included. Topics for discussions are subjected to change and adapt to students’ progress.  Students are encouraged to form learning groups to study and share information. | | |
| Grades and Grading Standards | | |
| Participation, group discussion: 25%  Home assignments: 25%  Students’ group presentation: 25%  Final examination: 25%  Total: 100% | | |
| Methods of Feedback: | | |
| Feedback on students’ presentations and presentation skills might be provided individually during office hours. | | |
| Diploma Policy Objectives: | | |
| Work completed in this course helps students achieve the following Diploma Policy objective(s):   1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought) 2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations 3. The ability to identify and solve problems 4. Advanced communicative proficiency in English 5. Proficiency in the use of information technology | | |
| SDGsとの関連  （注）SDGsとの関連がない場合は枠を作らなくて結構です。 | | |
| This course goes along with SDG Goal 4 “*Ensure inclusive and equitable quality education and promote life-long learning opportunities for all”.* The course initiates curiosity and self-learning methods which will last for life for students. | | |
| Notes: | | |
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|  | | Advanced | Proficient | Developing | Emerging | No Attempt |
| Critical Thinking | Ability to Identify & Solve Problems | Insightful comments in class discussions  Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner. | Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner. | Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships | Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis | Insufficient effort or evidence of achievement |
| Information Gathering |
| Assessment of Credibility |
| Advanced Communication Proficiency | Public Speaking | Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance. | Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted. | Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult o understand or interpret. | Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence. |
| Social Skills |
| Professional Skills |
| Global Perspectives | Cultural Relevancy | Fully engaged in current events and shows and understanding of social inequalities and cultural differences. | Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life. | Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy. | Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events. |
| Awareness of Current Events & Global Issues |
| English Language Ability | Reading | Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary. | Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone. | Adequate English ability; must reference dictionary often | Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation Unable to form questions |
| Writing |
| Oral Communication |
| Japanese Language Ability | Reading | Able to express one’s self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary. | Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone. | Adequate oral and written communication; tends to have difficulty clearly expressing ideas. | Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions |
| Writing |
| Oral Communication |