Course Syllabus

Instructor:  
A/Prof. Roberto Raimondo  
Department of Economics  
Room 313  
phone 8344 4571  
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office hours:  
  drop-in hours Monday 13:00-14:15  
  other times by appointment  
The best way to reach me outside class is via e-mail

Time and Location (Lecture):  
Monday 11:00am - 12:30pm (Babel 106) Middle Theatrette  
Thursday 3:15 pm- 4:45pm (Babel 106) Middle Theatrette

Course Material:  
Microeconomic Theory by Andreu Mas-Colell, Michael D. Whinston, Jerry R. Green  
Game Theory for Applied Economists by Robert Gibbons and Game Theory by Drew Fudenberg and Jean Tirole

Course Requirements and Grading:  
There will be a total of 3 problem sets. The final grade will be based 30% on the problem sets and 70% on the final exam.

Course Outline

In this class we will focus our attention on two main topics Game theory and General Equilibrium Theory. Game Theory is the study of multiperson decision making. Such problems arise frequently in economics and the role of Game Theory in Economics is pervasive. In fact it is possible to see applications of Game Theory in Microeconomics, Industrial Organization, International, Macroeconomics and Finance, just to name a few. Instead General Equilibrium Theory is what economists use to benchmark competitive markets. The aim of this course is to provide an Advanced Introduction to the methods and results of Game Theory in the context of Dynamic Games and Dynamic games asymmetric information. We also will study, form an advanced point of view, General equilibrium Theory. We will study existence and optimality of equilibria as in the Arrow-Debreu model. In Part I we will study the dynamic version of games and repeated games. In Part II we will concentrate our attention on General equilibrium Theory and in Part III we will study situations where asymmetric or incomplete information plays an important role in a dynamic context. I want to emphasize that this course is problem-centered. The problem sets are a very important part of this class.
I encourage you to work in groups and to try hard to solve the problems. It is well known that learning and insight come from grappling and solving problems. Therefore you should not divide the problems among your group members, but have each person work on each part and discuss what you come up with.