Econ10004
Introductory Microeconomics

SUBJECT GUIDE

Semester 1, 2015

Prepared by
Gareth James

Department of Economics
Faculty of Economics and Commerce
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A. Key information

Lecturer:
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Tutorial coordinator:
Nahid Khan
FBE Building
Rm. 336
Phone: 8344-3621
Email: n.khan@unimelb.edu.au

Assessment Dates
1. Monday March 30 (12 midday) to Wednesday April 1 (12 midday) – Multiple-choice exam (on-line).
2. Monday April 13 (4.00pm) – Assignment 1.
3. Monday May 11 (4.00pm) – Assignment 2.

Web address:
http://www.lms.unimelb.edu.au
[Use the same username and password that you use to access your University of Melbourne email account.]

B. Subject details

Class times:
a) Lectures – 2 x 1 hour each week –
b) Lecture times: Tuesday - 9.00, 11.00, 2.15, 4.15 – MSD – B117 Theatre; and
   Thursday - 9.00, 11.00, 2.15, 3.15 – MSD – B117 Theatre.
c) Tutorials – 1 x 1 hour each week (Timetable via ISIS – See section G of Subject Guide for details.) Begin in Week 1 – from Monday March 2.

Textbooks:
• Required -

Case Studies and Applications Microeconomics (2013) [2nd edition] – Jeff Borland. This text includes summaries of key concepts and theories; a variety of applications; and key lessons.

Readings for each lecture from the current editions of the textbooks are listed in section D of the Subject Guide.
The textbooks are required for the subject. For most lectures they are the only prescribed reading. At some points in the subject however we will move beyond the coverage of the GKM text. For these lectures reading material is provided to you in the form of ‘Reading hand-outs’. These will be posted to the LMS subject webpage.

• **Recommended –**
The Undercover Economist – Tim Harford (330.90511 HARF).
The Economic Naturalist – Why economics explains almost everything, Robert H Frank.
Super Freakonomics – Steven Levitt and Stephen Dubner

[These books provide excellent non-technical introductions to many topics that we will study, and include plenty of useful examples. Either one or both could be read at the start of semester as an introduction to the subject, or during the semester to help you review what we are studying. The books should be thought of as an optional supplement to the texts. Reading them is a way to develop your understanding of microeconomics, and to see a range of applications of key concepts. But material from these books will not be directly examined.

• **Other resources –**

**Assessment:**
Exercise 1: Multiple choice exam (5%) – On-line - To be completed between Monday March 30 (midday) and Wednesday April 1 (midday).
Exercise 2: Assignment 1 (10%) – Due: Monday April 13 by 4.00pm.
Exercise 3: Assignment 2 (15%) – Due: Monday May 11 by 4.00pm.
Exercise 4: Tutorial participation and attendance (10%).
Exercise 5: Final examination (60%) – Two hour examination.

**C. Subject objectives**

Students who complete this subject will be able to:

• Describe the main objectives of the study of economics - to seek to understand the operation of the economy, and to guide decision-making by individuals, businesses and government.

• Explain the nature and role of theory and models in economic analysis.

• Explain the concepts of demand, supply, and market equilibrium; and apply the model of demand and supply in a market to explain the determinants of prices and output of goods and services.

• Explain how market and social welfare outcomes are affected by changes in demand/supply and government policy, and explain how and in what circumstances intervention by government in the operation of the economy can improve efficiency and social welfare.
• Explain models of firm behaviour in choosing output, price, and how to produce.

• Identify ‘strategic situations’ in economic activity, and be able to analyse and predict outcomes of strategic situations.

• Identify the main characteristics of different market types such as perfectly competitive and monopoly markets. Describe the nature of competitive behaviour in those markets, analyzing and predicting price and output outcomes in the different markets.

• Use examples to illustrate key concepts – such as the role of demand and supply factors in determining market outcomes, the effects of government intervention on market outcomes, the existence of strategic situations in the economy, and different types of markets.

• Apply economic models of individual behaviour and markets to describe the main features of actual markets, and to explain outcomes in actual markets, including prices and output levels, and business performance and profitability.

• Evaluate and critically analyse government policy, and make an informed contribution to public debate on economic issues.

• Proceed to the study of other economics and commerce subjects that have a knowledge of introductory microeconomics as a prerequisite.
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<th>Topic</th>
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<tr>
<td>Multiple choice exam</td>
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<td>30/3/15 (midday) to 1/4/15 (midday)</td>
<td>5%</td>
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<tr>
<td>Assignment 1</td>
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<td>4.00 pm 13/4/15</td>
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<td>Assignment 2</td>
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<tr>
<td>End-of semester exam</td>
<td>Hardcopy</td>
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Exercise 1: Multiple choice question exam (5%)
The multiple-choice exam will be conducted on-line through the LMS subject webpage. The exam will be on material that relates to the first 3 weeks of the course. There will be 10 multiple-choice questions (each worth equal marks). You will have 30 minutes to complete the exam. Each student will receive a different set of questions randomly chosen from a much larger set of questions. Review multiple choice questions will be available prior to the test.

Exercise 2: Assignment 1 – 1000 words (10%)
In this assignment you will be required to use economic concepts and theories to answer questions on material that relates to the first four weeks of the course. If you have questions about completing this assignment, see your tutor at their consultation times or the ‘On-line Tutor’ is available.

Exercise 3: Assignment 2 – 1500 words (15%)
In this assignment you will be required to use economic concepts and theories to answer questions on material that relates to weeks 5 to 8 of the course. If you have questions about completing this assignment, see your tutor at their consultation times or the ‘On-line Tutor’ is available.

Exercise 4: Tutorial participation and attendance (10%)
At the end of semester your tutor will assign you a mark out of 10 for tutorial participation. Your grade for participation will depend on: evidence of preparation for the tutorial; frequency of participation in discussion; relevance and logic of comments in discussion; and evidence of active listening to other students’ contributions. If you have attended at least 7 tutorials during the semester your final
mark for this exercise will be equal to the tutor’s original mark. If you have attended less than 7 tutorials during the semester your final mark for this exercise will be equal to the tutor’s original mark minus 1 for each tutorial less than 7 that you attended. (For example, suppose your tutor gives you 8/10, and that you attended 10 tutorials. Then your final mark is 8. Alternatively, suppose your tutor gives you 8/10, but you only attended 3 tutorials. Then your final mark is 4. That is, you lose 4 marks because you missed 4 tutorials under the threshold of 7, and each of these missed tutorials reduces the mark by 1.) Note that to receive a mark for tutorial participation/attendance, you must have a valid tutorial enrolment.

**Exercise 5: Final examination (60%)**
The exam is held at the end of semester. Duration – Two hours. The exam will involve a mix of multiple choice, short answer and essay type questions. Past exam papers and solutions will be posted to the subject LMS site later in the semester. More details about the exact format of the 2015 exam will also be provided later in the semester.

**Submitting Assignments 1 and 2**
Assignments 1 and 2 will be submitted in electronic format using the Assignment Tool. You can access the Assignment Tool by clicking on ‘Assignment Tool’ in the menu from the LMS subject website. A guide to using the Assignment Tool can be downloaded from:
Please note that you are required to keep a copy of your assignment after it has been submitted, as it may be necessary for you to be able to provide a copy of your assignment at some later date.

**Meeting Deadlines**
It is very important that you submit Assignments 1 and 2 by the specified times on the due dates. Late assignments, where approval for late submission has not been given, will be penalised at the rate of 10% of the total mark per day, for up to 10 days, at which time a mark of zero will be given. Assignments that exceed word limits may also attract a marking penalty. For information on applying for an extension to the due date for Assignments 1 or 2 see:

**Special Consideration**
If you are significantly affected by illness or other serious circumstances during the semester you may be eligible to apply for Special Consideration. The following website contains detailed information relating to who can apply for Special Consideration and the process for making an application:
http://fbe.unimelb.edu.au/csc/assistance/special_consideration
F. About tutorials

Pre-tutorial work
Each week in tutorials a reading guide - a ‘blue sheet’ - will be distributed. The blue sheet provides a reading guide to the subject matter of that week’s lectures and what will be the subject matter of the next week’s tutorial. For example, the blue sheet distributed in week 1 covers material that is the subject of lectures in week 1, and will be reviewed in tutorials in week 2. The blue sheet lists the main concepts and readings, and includes review questions. It is an important part of learning in this subject that you should attempt these questions. Usually solutions to the questions will not be covered in tutorials. Instead, solutions are posted on the LMS subject site. This happens at the end of the week following when the blue sheet is distributed.

In-tutorial work
Each week in your tutorial a ‘pink sheet’ will be distributed. The pink sheet lists the tasks that will be covered in the tutorial. Generally these tasks will be problem-type questions. Your tutor will break you up into small groups where you will work out solutions to the problems. At the end of the tutorial the tutor will bring everyone back together and review solutions. Often this will involve asking the small groups to take turns in presenting their suggested solutions.

G. Tutorial enrolment information

There will be weekly tutorials starting in the week beginning Monday March 3. Allocation to tutorials is determined by the student system ISIS. You must enroll in a tutorial via ISIS as soon as possible. You access ISIS through the Student Portal.

If you have any problems regarding tutorials contact Ms. Nahid Khan (Room 336; 8344-3621; n.khan@unimelb.edu.au).

Note that tutors are not permitted to authorise a transfer from one tutorial to another, not even from one of their own tutorials to another of their own tutorials. Tutors are only permitted to allow you to attend their tutorial if you are not enrolled in that tutorial:
(a) Where because of illness you have missed your allocated tutorial in a particular week. In that case a tutor may permit you to ‘sit in’ at a later tutorial for that week only and on no subsequent occasion during the semester; or
(b) Where you miss your regular tutorial because of the Good Friday Public Holiday. In this case you may attend any other tutorial in that week. In both these cases you should obtain an attendance form from the tutor to pass on to their regular tutor to be entered into the attendance record.

H. How to study

• Attend lectures. These will give you a broad understanding of each topic and where it fits into the subject. You should also read the relevant pages of the textbook and the case study reading.

• Work outside class contact hours. Working outside class hours is essential for performing to your full potential in the subject. It is recommended that 5-6 hours per
week (on average) should be spent on Introductory Microeconomics – This would consist of about 1 hour per week reading the textbook, 2 hours per week doing the pre-tutorial exercises, 2 hours per week (averaged over the semester) on the assessment tasks, and ½ hour using the on-line revision tools.

• **Learn how to apply the main concepts.** To do well in this subject it is not enough to be able to remember definitions or to provide a summary of lectures; what is most important is to be able to apply the concepts and approaches that are presented. The best way to develop this skill is through ‘active learning’ – for example, trying to answer problems and questions, and discussing those answers with your fellow students and with your tutor. Of course, you also need to know things like definitions of concepts – but this should be the start rather than the end of your study for the subject.

• **Practice writing up answers and doing diagrams.** You should attempt to write up answers to each set of pre-tutorial and tutorial exercises, including drawing diagrams that assist with explanations of the answers. This is good practice for the exam.

• **Do the assessment exercises.** Ensure you attend exams, submit essays, and contribute to tutorials.

I. Resources for study

Subject homepage:

You can access the subject homepage at: [http://www.lms.unimelb.edu.au](http://www.lms.unimelb.edu.au)

To access the homepage you need to use the same username and password that you use to access your University of Melbourne email account.

It is important to check regularly the subject homepage for any new messages about the subject – Usually these messages would be placed under ‘Announcements’.

A range of information is available on the subject website:

• Subject Guide.
• Announcements about the subject.
• Lecture overheads, audio lectures, and supplementary notes – ‘Economist’ work-outs.
• Tutorial material - Solutions to ‘blue sheet’ questions; ‘Pink’ and ‘blue’ sheets for previous weeks.
• Access to Assignment Tool for submitting Assignments 1 and 2
• Access to multiple-choice question revision modules, and to MCT Assessment exercise.
• Old exam papers and solutions.
• Access to ‘On-line tutor’.
• Ideas for extra reading about economics, and links to economics-related websites.

It is important to check regularly the subject homepage for any new messages about the subject – Usually these messages would be placed under ‘Announcements’.
Audio lectures:

An audio recording of lectures delivered in this subject will be made available for review in the days following each lecture. Audio recordings of lectures allow you to revise lectures during the semester, or to review lectures in preparation for the end of semester exam. Audio lectures can be accessed from ‘Audio lectures’ on the LMS subject website. Audio streaming and podcast formats are available.

Extra hand-outs:

Copies of missed handouts from tutorials (blue and pink sheets) will be available from the LMS subject site at the end of the week in which those sheets were distributed.

Tutor consultation times:

There are designated consultation times when you will be able to consult with a tutor on an individual basis about questions or problems you have with the subject material or about assessment exercises. A list of available consultation times and locations is on the LMS subject-page.

On-line tutor:

The Online Tutor (OLT) provides the scope to ask questions of a tutor online. It can be accessed via the LMS subject site. One role of the OLT is for you to ask about material covered in lectures or tutorials. The other role is for answering questions about the assessment exercises.

The aim of the OLT is to help you understanding key concepts. It needs to be stressed that the OLT is not intended as a substitute for regular tutorials. It is therefore not a facility for providing solutions to tutorial questions. What the OLT is intended to for is to assist you in being able to work out solutions to problems yourself. So if you have a query you need to describe what aspect you do not understand and show that you have made some attempt to resolve the problem yourself.

You should also consult the relevant sections of your textbook before asking a question. Definitions, which are readily available in the textbook, will also not be provided by the OLT. It is however appropriate to consult the OLT if you have a question about an aspect of the definition you do not understand. The OLT will inform students directly if a question does not fall within the guidelines for the systems use. Those questions that show some evidence of thinking and work will be given the most thorough response.

Each time you access the OLT you will be prompted for keywords that relate to the question you want to ask, and the OLT system will direct you to previously asked questions that relate to these keywords. It is very important to check whether your question has been previously asked – since the OLT will not respond to questions that have already been asked, and are hence already available for viewing.
Assessment exercises
The OLT is available to help point you in the right direction as far as what is expected in an assessment exercise and to provide clarification on aspects of material, which has been read for the exercise that is not fully understood. Clearly OLT will not give answers to questions that relate too directly to a question set for the assessment.

OLT protocols
Answers will in general be provided by the OLT within a 24-hour period. On certain occasions when the system is particularly busy or on weekends a slightly longer period may be taken. The period before the in-semester assessments and end of semester exam is always particularly busy so it is always best to ask questions early at those times. Whilst there is no limit on the number of questions which can be asked of the OLT by an individual student, the service is, like all resources, limited. If too many questions are asked by a student this would also suggest that that student has not spent sufficient time consulting the textbook and others sources for answers. It should be noted that whilst the use of humour is appropriate in relation to your dealings with the OLT insulting and offensive communications will not be tolerated.

Centre for Excellence in Learning and Teaching:

The Centre for Excellence in learning and Teaching (CELT) (formerly the Teaching and Learning Unit) offers a wide range of support services to students. If you are having any difficulty in studying for this subject you could arrange a consultation with the Centre’s learning skills specialist. The learning skills specialist can review your current approaches to study and offer advice. If you are a student from a non-English speaking background there is an ‘English as a Second Language’ specialist who is available to help you with your written work. Both of these specialists are available for face-to-face consultations or electronically through email. The CELT is located on Level 6 at 198 Berkeley Street. You can arrange for consultations or contact the CELT on-line through its webpage at: http://fbe.unimelb.edu.au/celt/
Make use of the CELT. It is there to help you.

Supplementary texts:

A range of alternative textbooks – appropriate for this subject - are available. There is no requirement to read any of these extra texts. However, if you are seeking to improve your understanding by reading alternative explanations of key concepts, or looking for extra examples, those texts may be useful.

Copies of three texts have been placed on reserve at the Baillieu Library:
Other texts that could be consulted are:
J. Subject prize

The student who receives the highest marks in Introductory Microeconomics is awarded the State Chamber of Commerce Exhibition (University Regulation R6.19).

K. Plagiarism

It is the policy of the Department of Economics that attention be drawn to the nature and serious consequences of plagiarism and collusion.

Plagiarism

Plagiarism is the presentation by a student of an assignment that has in fact been copied in whole or in part from another student's work, or from any other source (e.g. published books or periodicals), without due acknowledgement in the text. In all written work submitted for assessment in the faculty, you must show the sources you have referred to throughout your assignment. The principle is that whenever including information or an argument in an assignment that is not your original work or thought the original source must be acknowledged. To present materials without acknowledgement is, in effect, to claim the ideas or work of another as your own. Quoted passages should be placed in quotation marks and their sources cited within the text. A list of all references cited should be placed at the end of your essay or assessment task.

Presenting material from other sources without full acknowledgement (plagiarism) is penalised heavily. This holds for both copying and paraphrasing of other's work.

Collusion

Collusion is the presentation by a student of an assignment as his or her own which is in fact the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct. Both the student presenting the assignment and the student(s) willingly supplying unauthorised material (colluders) are considered participants in the act of academic misconduct. There is no objection to assignments being discussed in a preliminary way among students. **What is not permissible is anything in the nature of joint planning and execution of an assignment.**

Where an allegation of academic misconduct involving either plagiarism or collusion is upheld, significant penalties such as deprivation of credit for a subject or component or assessment can be imposed. More information on plagiarism and academic honesty can be on the Centre for Excellence in Learning and Teaching website: [http://fbe.unimelb.edu.au/celt/tools/faculty_guidelines/plagiarism_and_academic_honesty](http://fbe.unimelb.edu.au/celt/tools/faculty_guidelines/plagiarism_and_academic_honesty)
Assignment checklist

Review this checklist before beginning to write your assignment, and again after you have completed your first draft, to ensure you acknowledge sources fairly and avoid plagiarising:

a) What type of source are you using: your own independent material, common knowledge, or someone else's material?

b) If you are quoting someone else's material, is the quotation exact? Have you used quotation marks for quotations that are part of the text? Have you set off block quotes with an extra space before and after the quote, single spacing within the quote and left indenting of all lines of the block quote? Are omissions shown as ellipses and additions with square brackets?

c) If you are paraphrasing someone else's material, have you rewritten it in your own words and sentence structures? Does your paraphrase employ quotation marks when you resort to the author's exact language? Have you represented the author's meaning without distortion?

d) Have you acknowledged each use of someone else's material?

e) Do all references contain complete and accurate information on the sources you have cited?

f) Have you completed and signed a cover sheet for your work if you are submitting it in hard copy, or completed an electronic form if you're submitting your work electronically?

L. About microeconomic theory by Professor Jeff Borland.

The objective of economics is to understand the operation of the economy, and to guide decision-making by individuals and organisations such as firms or government in the economy.

Economists seek to achieve this objective by developing ‘theories’. The structure of an economic theory consists of two components: a model and a set of hypotheses that represent the logical consequences of that model. A model is a simplified representation of an aspect of the economy that is to be the subject of theoretical analysis. Having specified a model to characterise the operation of some aspect of the economy, hypotheses or propositions are derived as logical consequences of the specified model. The degree of consistency between the hypotheses and actual market outcomes provides one test of the value of the theory for understanding the operation of the economy.

It is not only economists who use models to seek to understand behaviour and social outcomes. For example, in political science and industrial relations the use of models is also common. A distinction between ‘economic’ and ‘non-economic’ models is generally made on the basis of the specific features of those models. Two types of features identify economic models. First, there is a range of general core assumptions common to most modern economic models. Neoclassical economists, for example, have as basic modelling assumptions that all decision-makers are rational and have well-defined objectives they seek to achieve. The assumption of rationality means that in any environment, a decision-maker is aware of the complete set of actions
available, can calculate the consequences of each action, and chooses the action which is best for achieving their objective. Second, in developing theories for studying specific economic situations, most economists would draw on the same general set of models. For example, for modelling strategic situations a common approach would be to apply a ‘game theoretic’ model.

An important detail regarding an economic model is that it will necessarily be a simplified and subjective representation of the aspect of the economy it seeks to describe. First, it would never be possible, or indeed useful, to provide a representation of the economy which included every possible detail about the economy. The objective of an economic theory is to identify and highlight the key factors which might explain some economic outcome, and to abstract from inessential details regarding that outcome or the situation from which it arose. In this regard, Keith Whitfield ((The Australian Labour Market, 1987, Sydney, Harper and Row, p.7) has noted with reference to labour economists that:

"Some labour economists have likened their work to the making of a map - for the objective is not so much to describe reality as to give a representation which will be useful to those having to plot a course through it. Instead of contours or symbols, the labour economist develops theories and concepts, but the aim is much the same, that is, to develop a representation of a complex phenomenon which allows the main features to be highlighted and the superficial to be ignored."

A second consideration is that each economist will perceive different aspects of the operation of the economy, and different economic outcomes, in very different ways. The historian E.H. Carr (What is History?, 1964, Pelican Books, p.22) has observed that:

"...the facts of history never come to us 'pure', since they do not and cannot exist in a pure form: they are always refracted through the mind of the reader."

The study of economics is no different. There are no objective facts about the operation of the economy or the nature of economic outcomes - only individual economists' perceptions of economic activity. Hence, any representation of the economy, and any choice of what aspects of the economy should be highlighted in a model, will be subjective.

As Keynes wrote (in Essays in Biography, pp.207-208, Macmillan, London) in 1933:

"The theory of economics does not furnish a body of settled conclusions immediately applicable to policy. It is a method rather than a doctrine, an apparatus of the mind, a technique of thinking, which helps its possessor to draw correct conclusions."

All this suggests that an economist must have two main skills – first, a ‘tool-kit’ of approaches to modelling the economy; and second, knowledge of how to apply those approaches to develop theories which fit the specific situations in which the economist is interested.
The primary objective of this subject is to enhance both types of skills. Specifically the subject will:

a) Introduce approaches and concepts fundamental to microeconomics – the concepts of demand, supply and market equilibrium in perfectly competitive markets; game theory; and firm behaviour in competitive and non-competitive markets; and

b) Present applications of microeconomic theory – using case studies, tutorial problem sets, and assessment exercises.

Saying that economics is about applying particular types of theories to understand the operation of the economy of course begs the question – what is the economy? Or put another way, what types of situations does economics seek to understand? There is no simple answer to this question. One response is to say that economics is concerned with situations involving choices about the allocation of scarce resources – and that microeconomics is about situations where individual units such as households and firms must make choices. This definition, however, still includes a wide range of situations. Amongst these situations there will be some where valuable insights can be obtained using economic modelling, and others where economic models seem of less use. For example, the application of economic models to seek to understand what factors influence consumers’ demand for food seems to provide useful insights; on the other hand, economic models seem much less relevant to understanding decisions about household formation (such as marriage). Economists however will disagree about what situations can and cannot usefully be understood using economic models (for example, some economists would disagree with my opinion on using economic models to study marriage). Therefore the decision about what types of situations can be understood using economic models is also a subjective one.

One final issue about economic models concerns the use of mathematics. It is important to know that maths is just another language for describing a model of the economy. Any model expressed mathematically can also be expressed in words. There are a number of reasons though why it is often useful to express a model in mathematical form. First, maths provides a common language for communicating the details or structure of a model. And second, a mathematical representation makes it easy to test the logical consistency of hypotheses or propositions derived from a model, and clarifies the relation between the model and conclusions. (For more discussion of this issue, see Krugman, P. (1998), ‘Two cheers for formalism’, *Economic Journal*, pages 1829-1836.)
Appendix

University of Melbourne
Faculty of Business and Economics

Code of Conduct – Lectures

Lectures are a core element of teaching and learning in the Faculty of Business and Economics. They provide a forum in which your lecturer can guide you through technical content and scholarly perspectives on the subject material. Lectures also enable you to structure your learning of a subject.

Success in the Faculty of Business and Economics is strongly related to engagement with lectures and tutorials. Engagement means being well-prepared for classes, regularly attending lectures and tutorials, and participating whenever there is an opportunity for active learning.

This Code of Conduct for Lectures has been prepared in response to the demand by students for an environment where their learning experience in lectures is not disrupted by the behaviour of other students.

What can you expect of us?
All staff conducting lectures in the Faculty of Business and Economics undertake to:
• Deliver thoroughly prepared and well-structured lectures.
• Be responsive to your learning needs.
• Commence lectures on time.
• Attend all lectures and notify you of any changes in the timetable.
• Ensure that the appropriate lecture materials and associated learning resources are available throughout the semester.

What do we expect of you?
• Be attentive to the lecturer.
• Do not talk during the lecture. Lecture theatres are designed with very effective acoustics. Even if you sit in the back row and whisper your conversation will detected as noise by the lecturer and by many of your fellow students in the theatre. If you require clarification of a point or want a point you missed repeated please ask your lecturer. More complex queries should be addressed to your lecturer immediately after the lecture, or in the lecturer’s consultation time.
• Arrive on time and stay for the full lecture. Lectures commence 5 minutes after the scheduled start time and finish 5 minutes prior to scheduled finish time. If you do find yourself arriving late or needing to leave early please sit at the end of an aisle towards an exit door.
• Turn mobile phones off. This removes a potential source of disruption for other students, and will mean you can avoid the temptation to receive and send text messages during the lecture.
• Bring required materials to the lecture.

We appreciate your cooperation in ensuring a productive learning environment.