

# ECO410H1F: Mergers and Competition Policy, Fall 2016

Prof. Murdock, Economics Department, University of Toronto

**Meeting times and room:** T 2:10 - 4:00, UC 244 and R 2:10 - 4:00, UC 244

**Course site:** <http://chass.utoronto.ca/~murdockj/eco410/> & portal

**Piazza:** <https://piazza.com/utoronto.ca/fall2016/eco410h1f/home>, see Section 3

**Office hours (GE 312, 150 St George):** R 4:30 - 5:30 (any rescheduling posted on course site)

**Telephone, e-mail:** 416-946-0656, see Section 3

**TA:** Daniel Ershov ([daniel.ershov@mail.utoronto.ca](mailto:daniel.ershov@mail.utoronto.ca))

## 1 Course Overview

To analyze horizontal mergers (mergers amongst competitors), we apply microeconomic theory, econometrics, and industry knowledge (acquired through research) within a competition policy framework. In 2004 when Rogers acquired Microcell (seller of the “Fido” brand of mobile wireless telecommunication services) how did that affect competition? Prices subscribers pay? ECO410 falls within Industrial Organization: ECO310 and ECO380 are complementary but *not* required.

As a 400-level course capped at 35 students, ECO410 emphasizes learning via reading, research, and original analysis. *Success requires substantial preparation every week.* You will give a class presentation (in a team) and prepare an original written analysis. Hence, you will learn how economists assess the competitive impact of horizontal mergers and enhance your ability to do the analysis, writing, reading and presenting that economists regularly engage in.

### 1.1 Motivation: Economists as the Rock Stars of Competition Law

As motivation for study in ECO410H, consider 2015 remarks by John Pecman, Commissioner of Competition in Canada’s Competition Bureau.

Before I move on, I have a final comment on the Tervita decision from the perspective of an economist. The Supreme Court’s decision demonstrates a need for more econometric evidence and analysis in merger reviews, and that should be a great boost for the profession. Now, I know that most people already have a natural tendency to see economists as the rock stars of competition law enforcement – but I’m still pleased that this ruling has clearly made that the only possible point of view. <http://www.competitionbureau.gc.ca/eic/site/cb-bc.nsf/eng/03873.html>

### 1.2 Prerequisites and Course Restrictions

You must have *completed* intermediate microeconomic theory and basic econometrics including multiple regression analysis. Your notes/textbook(s) from these prerequisite courses are helpful: ECO200Y1/ECO204Y1/ECO206Y1, ECO220Y1/ECO227Y1/ (STA220H1, STA255H1)/(STA257H1, STA261H1). An administrator will remove anyone missing prerequisites. I cannot waive prerequisites: <http://www.economics.utoronto.ca/index.php/index/undergraduate/load/prerequisites>. After September 25, our course may not be audited.

### 1.3 Tuesdays and Thursday

Aside from Fall break (Nov. 7 - 8) and Dec. 6, we meet every Tuesday for class. We also meet every Thursday for workshops, tutorials, and a dry-run of your team's presentation. However, for the five Thursdays set aside for dry-runs, I meet *only* with the presenting team. The course site has a detailed schedule. Also, slides for lectures and workshops are posted ahead of time and can be printed (black and white is fine): these include blank space for your notes.

### 1.4 Textbook, Required Readings & Supplemental Readings

We use selected chapters from *Industrial Organization: A Strategic Approach* by Jeffrey Church and Roger Ware (2000) available for free at [http://works.bepress.com/jeffrey\\_church/23/](http://works.bepress.com/jeffrey_church/23/) and abbreviated as C-W. C-W provide a strong review of micro theory and its application to horizontal mergers. Ideally you retained your 200-level quantitative methods/statistics textbook for reference. An econometrics textbook that I would recommend is *Introduction to Econometrics, Third Edition* by James H. Stock and Mark W. Watson (2011). It is a notch above the 200-level but still accessible.

Most readings are academic journal articles, selections from books, working papers, and antitrust filings and guidelines: see Section 5. **Complete required readings (RR) before class. Arrive ready to participate.** Supplemental readings (SR) can deepen and broaden your understanding, but are required only when it is your team's week to present. Optional readings (OR) are optional.

## 2 Graded Work

The table below lists the graded work. There are no term tests or final examinations.

Graded Work	Weight	Dates; Notes
Assignment #1	5 %	Given Sept. 22; Due Sept. 29, 2:10 pm
Assignment #2	12.5 %	Given Oct. 4; Due Oct. 11, 2:10 pm
Assignment #3	12.5 %	Given Oct. 18; Due Nov. 3, 2:10 pm
Dry-run team presentation	10 %	Oct. 20, Oct. 27, Nov. 10, Nov. 17 or Nov. 24
Class team presentation	15 %	Oct. 25, Nov. 1, Nov. 15, Nov. 22 or Nov. 29
Class participation	15 %	In classes and workshops: primarily determined during the five classes with team presentations
Final paper	30 %	Topic given Nov. 3; Annotated sources due Dec. 1, 2:10 pm; Final paper due Dec. 5, 2:00 pm; Peer assessment opens Dec. 6, 2:00 pm, due Dec. 7, 10:00 am; Reflection opens Dec. 7, 10:10 am, due 10:00 pm

### 2.1 Assignments #1 through #3 and Practice Questions

Assignments #1 through #3 ask you to apply some of the microeconomic, econometric, analysis, writing, reading comprehension and other skills needed for the rest of the course. **Submit your**

**own work.** Aside from classes, workshops, tutorials, and readings, I also post ungraded practice questions (PQ) on the course site with solutions. There are six sets of practice questions corresponding to the six weeks of topics in the first half of the course. A goal of these practice questions is to help prepare you for some of the questions on the graded assignments.

## 2.2 Dry-run and Class Team Presentations

After six weeks of lectures, workshops, and tutorials, our course shifts towards team presentations during class time. Class team presentations focus on economic analysis and research: specifically, the merger(s) and readings scheduled for that class. Economists in government agencies, consulting firms, and academia, often share their analyses as presentations, which allow economists to explain and support their ideas and to refine them in response to critical comments and questions. We will recreate this type of interaction in our course. Our goal will be to *understand* and *critically assess* the concepts and evidence at play.

Readings and research form an important part of this course and the team presentation weeks are no exception. **To assist *everyone* – members of the presenting team and the rest of the class – I have posted reading guides for each of the team presentation weeks.** These offer broad and specific questions to spark critical thinking when engaging with readings. They end with suggested goals and advice for the presenting team.

Presenters face a challenging task. In addition to studying all required and supplemental readings for that week, the presenting team must work to deeply understand and critically assess the economic arguments and evidence in those readings. Depending on the topic, the team may also need to do additional research to uncover relevant and illuminating information that clearly enhances the main message of the presentation. The team must design a coherent and clear presentation that assigns a *substantive* role to each team member. While it is not necessary that each team member speak for the exact same amount of time, make sure that each member has time for a substantive and important contribution. Nobody should be tasked with just presenting facts or background information without economic analysis. ***Importantly, the team presentation must have a coherent overall structure and a clear overall message with well-defined contributions from each team member.*** Further, it needs to be planned to fit comfortably within the allotted time. Success requires that each member does her/his part and the team works together.

While presenting an economic analysis to the class may sound intimidating, ***I do not expect that you have previous experience presenting. You will be supported.*** There is substantial written guidance (including this syllabus, rubrics, outlines, etc.). You can also expect help from your teammates and me. Make sure to give your teammates feedback in your practice runs before your dry-run and class presentation. While you may not be an expert presenter, you are an experienced audience member and you can give valuable comments. ***Use the “General Presentation Skills Rubric” and the “Guide for Giving Effective Feedback to Presenters” on our course site to inform your evaluations and written comments.***

The dry-runs on Thursdays (Oct. 20 - Nov. 24) include only the presenting team and me. ***For the***

*dry-run, I expect you to deliver a complete and coherent presentation that is planned, rehearsed and polished.* The goal is to coach you to do even better with your class presentation.

Right after your team's dry-run presentation, you can expect me to offer comments and make suggestions for each team member and the team as a whole. To finish by 4:00, it is important that the dry-run presentation is *no more than 45 minutes* and that your team has put substantial thought into the team presentation outline and has sufficiently rehearsed (giving each other feedback) *before* the dry-run. *Make sure that your entire team and your laptop (and back-up laptop) are ready to start your dry-run presentation promptly at 2:10 pm.*

The marking rubrics for both the dry-run and class presentation, which are posted on our course site and explained ahead of time, emphasize preparation (including research), the depth/correctness of the economic arguments, responsiveness to suggestions, and overall team performance. *At BOTH your team's dry-run and class presentations, give Prof. Murdock a hard copy of your team's completed presentation outline and check list created using the template on the course site.*

When preparing your team presentation, remember your audience. While I have to assign grades, it is the class, not me, who is your audience. Hence, make sure to clearly explain your points, taking time with conceptually challenging theoretical arguments, econometric specifications, regression results, etc. When appropriate and enlightening, make explicit links to other course materials that the class is familiar with (e.g. simulation spreadsheets, required readings, assignments, lectures, workshops). Make sure the class understands the big picture before discussing more technical points. At the end of every team presentation class, everyone – *including presenters* – will prepare written answers to questions about the readings and presentation topic. If the class does well on this, that reflects well on the presenting team.

For Tuesday class presentations (Oct. 25 - Nov. 29), of the 110 minutes of class time, the planned breakdown is about 45 minutes for the team presentation, about 5 minutes of break, about 30 minutes of Q&A, about 5 minutes for announcements, and about 25 minutes for in-class writing. However, the exact time allocation may vary across weeks.

The team presentation weeks are valuable on their own and as preparation for your final paper. One challenge of the final paper is figuring out what constitutes compelling economic evidence. Interactive presentations (including the dry-runs) give opportunities to work with economic arguments, models, academic papers, relevant industry evidence, and to communicate your original critical thinking to others. These are skills needed to write an excellent final paper.

### **2.2.1 Presentation Scheduling and Team Formation**

To inform the presentation scheduling, I will solicit your preferences with an online survey to open on Tuesday, Oct. 4 at 4:00 and to close at noon on Wednesday, Oct. 5. Any submissions during that window will get equal weight: there is *no* advantage to being first. Instead, you are encouraged to think about your preferences for topics, dates and team members. *Before submitting, make*

*sure to review the topics, readings, and reading guide for each date: there are big differences across weeks in the amount of econometrics, reading, theory, and original research required.* In the workshop on Thursday, Oct. 6, I will show a draft schedule and at that time – and at that time ONLY – allow trades.<sup>1</sup> Shortly after the workshop, I will post the finalized presentation schedule on the portal. Please be prepared for any schedule: despite my best efforts to accommodate preferences, you may end up with your last choice of topics or dates and/or with team members whom you would not have selected. In the unlikely event that I need to change the date of your presentation, you will have two weeks notice (via e-mail) prior to your scheduled dry-run presentation.

### 2.2.2 Presentation Logistics

Our classroom has a Teaching Station Junior. This requires that you/your team have a properly configured laptop *ahead of time* to ensure no technology problems. Please read: <http://sites.utoronto.ca/teachingstation/tsj/index.html>.

### 2.2.3 Missed Presentations

We (your team, the class, and I) expect you to complete your dry-run and class presentations as scheduled. In the unlikely event of truly exceptional circumstances, you must notify your team and me via e-mail immediately, well before your presentation. If your circumstances merit it, I will consider a make-up presentation with a time, date and a topic of my choosing.

## 2.3 Class Participation

Class participation requires arriving to classes and workshops well-prepared. Participation can involve speaking in class (or working in smaller groups), but also involves writing. *Very heavy weight* is given to participation during the five weeks of team presentations (Oct. 25 - Nov. 29), which helps ensure that everyone (not just the presenting team) arrives well-prepared and engages with the case studies and readings. ***Complete required reading before class, pay careful attention to the presentations, which includes taking notes, and be ready to write and talk about the week's topic.*** We will not interrupt presenting teams with questions, so please note the slide numbers along with your questions for the Q&A period.

Only a subset of the class can make a meaningful contribution to class discussion in a particular week. You will be assessed partly on the quality of your discussion participation but mostly on in-class writing, which is planned to be at the end of each class during team presentation weeks. ***All students, including those presenting, must complete in-class writing assignments.*** A marking rubric for participation is posted on our course site and explained ahead of time. If you must miss a team presentation class, you are responsible for notifying me ahead of time and writing a short paper – two or three pages typed and double-spaced – that addresses a selection of the reading guide questions posted for that class. It is due within two weeks of the missed class or by December 1, whichever deadline is sooner.

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<sup>1</sup>Those not in attendance on Thursday, Oct. 6 may be presumed indifferent and willing to accept all trades.

## 2.4 Final Paper

Economists write and write often. The final paper calls for research and your application of economic analysis. It requires you to effectively convey your arguments and evidence through writing. The final paper assignment will ask you to address a specific question. For example, it may ask you to assess whether a particular merger will substantially lessen competition, to critically evaluate existing analyses of horizontal mergers, or to compare and contrast the lessening of competition for different mergers or the same merger in different areas/countries. These are hard, but realistic, questions where there is genuine disagreement among economists and not one right answer. However, there are many wrong answers based on faulty reasoning and/or evidence. You must support your positions with your own economic analysis and high quality sources, which you have carefully cited. An interactive, customized workshop at Robarts Library on Thursday, Oct. 6 will help you meet the research expectations for both the final paper and the team presentations.

The final paper presents many challenges. It is hard to put together an original analysis and to properly argue and support it. You need to do substantial research and apply economic concepts and analysis to the specifics of the proposed merger(s) and industries. While still taking clear positions, you must confront any important counter-arguments and evidence.

The final paper is fairly short: not more than 3,000 words (excluding references). This is roughly eight double-spaced pages of text. Another challenge is to condense your analysis and facts down to the most essential. While it is easier for the writer to create a long meandering piece, readers value conciseness, clarity and coherence. This requires a substantial iterative revision process.

The final paper will be marked with a rubric posted on our course site. We will discuss it in the Nov. 3 and Dec. 1 workshops. A list of 6 to 8 annotated sources – full citations with 2 to 4 sentences for each source describing the relevant information provided for your analysis – is due on Thursday, Dec. 1 at 2:10. ***The final paper is due on Monday, Dec. 5 at 2:00 pm and must be submitted electronically to both turnitin.com and peerScholar (via portal) AND in hard copy by that deadline.*** While the annotated sources are required and form part of your final paper mark, you are not limited to them (i.e. you can find and include more sources in your final paper). Both will be returned together. While you will not get comments on your sources prior to the final paper deadline, in the Dec. 1 workshop we will discuss sources as a class. Please bring two copies of your annotated sources: one to hand in to me and one to reference during the workshop. Your careful attention to the rubric, the final paper instructions, this syllabus, and our workshops will greatly improve the quality of your submission (and hence your mark) on this challenging project.

After submitting your final paper, there are still two more steps. peerScholar (available through our portal site) will enable you to assess the final papers of three of your classmates. You will be anonymous to your peers but not to me. You will be asked targeted questions to prompt substantive feedback on the economic analysis and evidence in each paper. Your access to these papers will begin at 2:00 pm on Tuesday, Dec. 6. You will have until 10:00 am the following morning – *twenty hours only* – to complete and submit your feedback all three papers: we will not have a class

meeting that day to leave you time to complete this. The final step, also through peerScholar, is for you to assess the peer feedback you received on your own paper. You will have between 10:10 am and 10:00 pm on Wednesday, Dec. 7 to complete this step: just under 12 hours. Both of these steps *do* affect your overall final paper mark. Due to the necessary group coordination and the technology, if you fail to submit your final paper before the peer assessment window, you will be locked out of peerScholar and you will lose the marks for the peer assessments and your reflection on the feedback. Also, late peer reviews cannot be accepted (i.e. marks are lost).

## **2.5 Your academic integrity: assignments, presentations, and final paper**

For all graded work including Assignments #1 through #3, presentations, and final paper: ***submit your own work and properly cite your sources.*** Finding respected sources, integrating them into your analysis, and properly citing them *strengthens* your analysis. Required reading includes all four topics under “Using Sources” on the “Writing at University of Toronto” website including “How Not to Plagiarize,” “Standard Documentation Formats” (please focus on APA, which is what we use), “Using Quotations,” and “Paraphrase and Summary.”

I presume that you are trustworthy and meet U of T’s high expectations regarding integrity. Retain (for at least two months) your drafts and notes to help clear up any concerns that may arise.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site.

### **2.5.1 Am I allowed any communication with my classmates regarding graded work?**

Provided that you are careful and get started early, you *may* communicate with people in our class about graded work. This is best done at the stage of trying to help each other understand concepts, approaches, and helpful sources. In contrast, if someone sees a draft of your intended submission or you look at someone else’s draft or submission, this will almost surely get both of you into serious trouble.<sup>2</sup> Similarly, do *not* work with another student(s) to create a draft that you then each base your final submission on.

### **2.5.2 What happens if I am suspected of academic misconduct?**

Any suspected infractions will be reported to both the Economics Department and the Office of Student Academic Integrity (OSAI). U of T’s Code of Behavior on Academic Matters requires that we report all suspected infractions: we cannot be silent even if we feel badly for a desperate person in difficult circumstances. Penalties are imposed higher up. Neither myself nor the TA can say what will happen nor how long it will take. ***Submit your own work, protect your work from improper use by others, and properly cite all sources. If you are unsure about the rules, ask us for help BEFORE turning something in.***

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<sup>2</sup>An exception is working with your team members on your presentations: you need to know exactly what the other members are doing so that your contribution fits in.

## 2.6 Turning Your Work In On Time (or Early) & Penalties for Lateness

You are expected to submit work on time (or early) as scheduled in Section 2. To submit your work outside the class when it is due (i.e. early or late), give it directly to me in class or office hours or slide it under my office door (GE 312, 150 St George St) between 8:30am and 7:00pm on regular business days when the Economics Department is open. ***For Assignments #1 through #3 and the final paper: for each day (or part of a day) that it is late, 5 percentage points are deducted from the mark and it will not be accepted if it is more than six calendar days late.*** For the final paper, get started as soon as it is assigned (Nov. 3).

## 2.7 Re-mark Requests

Before requesting a remark, carefully review your submitted work and any relevant rubrics. We may use the symbols below (as well as short comments).

Symbol	Meaning
X	Incorrect
?	Logically unclear, confusing or illegible
$\oplus$	Imprecise, incomplete, insufficient (Idea: “plus” more)

We can only mark what you actually submitted and not what you intended to express. For partial credit, part of your work must be clearly correct, directly relevant to the question asked, AND not contradicted by other parts of your work. Requests for remarking must: (1) Be made IN WRITING and given to me along with your original marked work, (2) Explain WHY more points are justified, (3) Be submitted WITHIN TWO WEEKS. Your mark can go up, down, or remain unchanged.

## 3 Communication

I maintain a course site at <http://chass.utoronto.ca/~murdockj/eco410/> and use the portal. We use Piazza (<https://piazza.com/utoronto.ca/fall2016/eco410h1f/home>) to facilitate communication. Piazza is a substitute for e-mail but a complement to in-person interactions.

For private matters or simply to notify me of problem (e.g. broken link, typo, etc.), my e-mail is [jennifer.murdock@utoronto.ca](mailto:jennifer.murdock@utoronto.ca). For e-mails asking for a reply, if I can answer briefly and it does not require explaining course content or revealing something of general interest, then I will reply within three business days. ***For any question that would interest other people (e.g. a question about an assignment, a course concept, expectations regarding team presentations, etc.), you must post on Piazza if you are hoping for an electronic reply.***

## 4 Academic Integrity, Accessibility & Help

You are expected to uphold your academic integrity: see <http://www.artsci.utoronto.ca/osai>. For accessibility concerns visit <http://www.studentlife.utoronto.ca/as>. If you have trouble, seek help right away from us, your College Registrar, and/or the Academic Success Centre <http://www.studentlife.utoronto.ca/asc>. ***For any issues that extend beyond our course, contact your College Registrar immediately.***



## 5 Reading List

Stars mark the required readings (RR). The rest are supplemental (SR) or optional (OR): the course site flags these. Complete RR before class. Our main course site gives hyper-links for some readings. For the rest, see “Readings” in portal.

### September 12 – Introduction to Horizontal Merger Assessment

- \* Kwoka, John and Lawrence White (2014). *The Antitrust Revolution, Sixth Edition*. United States: Oxford University Press, “Contents,” “Introduction,” and “The Economic and Legal Context,” pp. vii - ix, 1 - 33.
- \* Buccirossi, Paolo (2008). *Handbook of Antitrust Economics*. Cambridge: The MIT Press, “Introduction” and “Chapter 1: Economic Evidence in Antitrust: Defining Markets and Measuring Market Power” by Jonathan B. Baker and Timothy F. Bresnahan, pp. ix - xxii, 1 - 42.
- \* Elzinga, Kenneth G. and David E. Mills (2011). “The Lerner Index of Monopoly Power: Origins and Uses,” *American Economic Review: Papers and Proceedings*, 101(3): pp. 558 - 564.
- Thompson, Aileen (2007). “Merger Analysis at the Federal Trade Commission: Two Recent Retail Cases,” *U.S. Federal Trade Commission*, pp. 1 - 7.
- Freedman, Leora (2012). “Teaching Strategies for Reading Comprehension,” *University of Toronto*, pp. 1 - 4. (pay particular attention to 1, 9, 11 - 18)

### September 15 – Microeconomic Theory Review

Your ECO200Y/ECO204Y/ECO206Y textbook and notes

- Church, Jeffrey and Roger Ware (2000). *Industrial Organization: A Strategic Approach*. Boston: McGraw-Hill, “Chapter 2: The Welfare Economics of Market Power,” pp. 19 - 47. (especially Sections 2.4 and 2.5)

### September 20 – Classic Oligopoly Models: Bertrand and Cournot

- Church, Jeffrey and Roger Ware (2000). *Industrial Organization: A Strategic Approach*. Boston: McGraw-Hill, “Chapter 7: Game Theory I,” pp. 211 - 230.
- Church, Jeffrey and Roger Ware (2000). *Industrial Organization: A Strategic Approach*. Boston: McGraw-Hill, “Chapter 8: Classic Models of Oligopoly,” pp. 231 - 279.
- Werden, Gregory J. (2008). “Unilateral Competitive Effects of Horizontal Mergers I: Basic Concepts and Models,” *Issues in Competition Law and Policy*, pp. 1319 - 1341.

### September 27 – Antitrust Markets: Hypothetical Monopolist Test

- \* Church, Jeffrey and Roger Ware (2000). *Industrial Organization: A Strategic Approach*. Boston: McGraw-Hill, “Chapter 19: The Theory of the Market,” pp. 599 - 620.

\* U.S. Dept. of Justice and the Federal Trade Commission (2010). *Horizontal Merger Guidelines*. Sections 1 - 4, pp. 1 - 15.

U.S. Dept. of Justice and the Federal Trade Commission (2006). *Commentary on the Horizontal Merger Guidelines*. Section entitled "Market Definition and Concentration," pp. 5 - 16.

Coleman, Mary T., David W. Meyer and David T. Scheffman (2003). "Economic Analyses of Mergers at the FTC: The Cruise Ships Mergers Investigation," *Review of Industrial Organization*, 23: pp. 121 - 155.

#### **October 4 – Assessing Horizontal Mergers**

\* Church, Jeffrey and Roger Ware (2000). *Industrial Organization: A Strategic Approach*. Boston: McGraw-Hill, "Chapter 23: Horizontal Mergers," pp. 715 - 743.

\* U.S. Dept. of Justice and the Federal Trade Commission (2010). *Horizontal Merger Guidelines*. Sections 5 - 13, pp. 15 - 34.

\* Shapiro, Carl (1996). "Mergers with Differentiated Products," *Antitrust*, Spring 1996: pp. 23 - 30.

\* Werden, Gregory J. (1996). "A Robust Test for Consumer Welfare Enhancing Mergers Among Sellers of Differentiated Products," *The Journal of Industrial Economics*, 44(4): pp. 409 - 413.

U.S. Dept. of Justice and the Federal Trade Commission (2006). *Commentary on the Horizontal Merger Guidelines*. Sections entitled "The Potential Adverse Competitive Effects of Mergers," "Entry Analysis," and "Efficiencies," pp. 17 - 59.

Werden, Gregory J. and Luke M. Froeb (2011). "Choosing Among Tools for Assessing Unilateral Merger Effects," *European Competition Journal*, 7(2): pp. 1 - 28.

Budzinski, Oliver and Isabel Ruhmer (2009). "Merger Simulation in Competition Policy: A Survey," *Journal of Competition Law & Economics*, 6(2): pp. 277 - 319.

Sorgard, Lars (2014). "From Research on Mergers to Merger Policy," *International Journal of the Economics of Business*, 21(1): pp. 37 - 42.

U.S. Federal Trade Commission and the Department of Justice (2013). *Hart-Scott-Rodino Annual Report: Fiscal Year 2013*, pp. 1 - 49.

Werden, Gregory J. and Luke M. Froeb (2008). "Unilateral Competitive Effects of Horizontal Mergers," in P. Buccirossi (Ed.), *Handbook of Antitrust Economics*, pp. 43 - 104.

#### **October 11 – Econometric Analysis and Endogeneity**

\* Kwoka, John, Greenfield Daniel, and Chengyan Gu (2015). *Mergers, Merger Control, and Remedies*. Boston: MIT Press, "Chapter 4: Guide to Merger Analysis Using Difference in Differences," pp. 57 - 70.

Murdock, Jennifer (2016). "Logarithms in Regression Analysis with Asiaphoria." Mimeo, pp. 1 - 26.

Your ECO220Y/ECO227Y textbook and notes: especially on multiple regression analysis

**October 18 – Econometric Analysis: Hausman & Leonard (2002), Hosken et al (2011)**

- \* Hausman, Jerry A. and Gregory K. Leonard (2002). “The Competitive Effects of a New Product Introduction: A Case Study,” *The Journal of Industrial Economics*, 50(1), pp. 237 - 263.
- \* Hosken, Daniel, Louis Silva, and Christopher Taylor (2011). “Does Concentration Matter? Measurement of Petroleum Merger Price Effects,” *American Economic Review: Papers & Proceedings*, 101(3): pp. 45 - 50.

**October 25 – Proposed Merger of Staples and Office Depot in 1997 (Office Supply Superstores)**

- \* Dalkir, Serdar and Frederick R. Warren-Boulton (2004). “Prices, Market Definition, and the Effects of a Merger: Staples-Office Depot (1997)” in J. Kwoka & L. White (Eds.), *The Antitrust Revolution, Fourth Edition*, pp. 52 - 72.
- \* Duplantis, Renée M. (2014). “Economic Analysis of Retail Mergers at the Competition Bureau” *Technical Guidance Document*, Competition Bureau.

Ashenfelter, Orley, David Ashmore, Jonathan B. Baker, Suzzane Gleason, and Daniel S. Hosken (2006). “Empirical Methods in Merger Analysis: Econometric Analysis of Pricing in FTC v. Staples,” *International Journal of the Economics of Business*, 13(2): pp. 265 - 279.

Hausman, Jerry A. and Gregory K. Leonard (1997). “Documents versus Econometrics in Staples,” *NERA Economic Consulting*, pp. 1 - 21.

Manuszak, Mark D. and Charles C. Moul (2008). “Prices and Endogenous Market Structure in Office Supply Superstores,” *The Journal of Industrial Economics*, 56(1): pp. 94 - 112.

**November 1 – Office Supply Superstore Mergers in 1997, 2013, 2016 (Office Supply Superstores)**

- \* Dalkir, Serdar and Frederick R. Warren-Boulton (2014). “Prices, Market Definition, and the Effects of a Merger: Staples-Office Depot (1997)” in J. Kwoka & L. White (Eds.), *The Antitrust Revolution, Sixth Edition*, pp. 166 - 193; Emphasize pp. 186 - 193.
- \* International Competition Network (2013). “Chapter 4: The Role of Economists and Economic Evidence in Merger Analysis” in *ICN Investigative Techniques Handbook for Merger Review*, pp. 1 - 75; Specifically, Section 3.4.3.8 “Upward Pricing Pressure Measures” on p. 30 and the glossary entry “Upward pricing pressure (UPP)” on pp. 58 - 59.
- \* U.S. Federal Trade Commission (2013). “Statement of the Federal Trade Commission Concerning the Proposed Merger of Office Depot, Inc. and OfficeMax, Inc.” pp. 1 - 3.
- \* U.S. Federal Trade Commission (2016). “FTC v. Staples/Office Depot,” *Cases and Proceedings*; Specifically, the “Table of Contents” on pp. i - iii of the “Proposed Findings of Fact and Conclusions of Law of Plaintiffs.”

Farrell, Joseph and Carl Shapiro (2010). "Antitrust Evaluation of Horizontal Mergers: An Economic Alternative to Market Definition," *The B.E. Journal of Theoretical Economics*, 10(1), Article 9, pp. 1 - 39.

Competition Bureau (2015). "Competition Bureau challenges a merger between Canada's two largest office supply companies," pp. 1 - 3.

U.S. Federal Trade Commission (2016). "FTC v. Staples/Office Depot," *Cases and Proceedings*; Specifically, the "Proposed Findings of Fact and Conclusions of Law of Plaintiffs," pp. 1 - 108.

Competition Tribunal (2016). "The Commissioner of Competition v. Staples, Inc. Staples AMS, Inc. and Office Depot Inc.," *The Cases*; Specifically, the "Notice of Application," "Response of Staples," "Response of Office Depot," and "Reply of the Commissioner of Competition."

U.S. Federal Trade Commission (2016). "In the Matter of Staples/Office Depot," *Cases and Proceedings*; Specifically, "Administrative Complaint," "Answer and Defenses of Respondent Office Depot," and "Respondent Staples, Inc's Answer and Affirmative Defenses To Complaint."

Sullivan, Emmet G. (2016). "Memorandum Opinion in Plaintiffs v. Staples, Inc. and Office Depot, Inc.," *U.S. District Court for the District of Columbia*, pp. 1 - 75.

### **November 3 – Writing and Revising Your Final Paper, Part 1**

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