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教育部高校工商管理类教学指导委员会双语教学推荐教材

工商管理经典教材·核心课系列

BUSINESS ADMINISTRATION CLASSICS

微观经济学原理

英文版·第6版

罗宾·巴德 (Robin Bade) 著
迈克尔·帕金 (Michael Parkin)

FOUNDATIONS OF MICROECONOMICS

Sixth Edition

中国人民大学出版社



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总 序

随着我国加入 WTO,越来越多的国内企业参与到国际竞争中来,用国际上通用的语言思考、工作、交流的能力也越来越受到重视。这样一种能力也成为我国各类人才参与竞争的一种有效工具。国家教育机构、各类院校以及一些主要的教材出版单位一直在思考,如何顺应这一发展潮流,推动各层次人员通过学习来获取这种能力。双语教学就是这种背景下的一种尝试。

双语教学在我国主要指汉语和国际通用的英语教学。事实上,双语教学在我国教育界已经不是一个陌生的词汇了,以双语教学为主的科研课题也已列入国家“十五”规划的重点课题。但从另一方面来看,双语教学从其诞生的那天起就被包围在人们的赞成与反对声中。如今,依然是有人赞成有人反对,但不论是赞成居多还是反对占上,双语教学的规模 and 影响都在原有的基础上不断扩大,且呈大发展之势。一些率先进行双语教学的院校在实践中积累了经验,不断加以改进;一些待进入者也在模仿中学习,并静待时机成熟时加入这一行列。由于我国长期缺乏讲第二语言(包括英语)的环境,开展双语教学面临特殊的困难,因此,选用合适的教材就成为双语教学成功与否的一个重要问题。我们认为,双语教学从一开始就应该使用原版的各类学科的教材,而不是由本土教师自编的教材,从而可以避免中国式英语问题,保证语言的原汁原味。各院校除应执行国家颁布的教学大纲和课程标准外,还应根据双语教学的特点和需要,适当调整教学课时的设置,合理选择优秀的、合适的双语教材。

顺应这样一种大的教育发展趋势,中国人民大学出版社同众多国际知名的大出版公司,如麦格劳·希尔出版公司、培生教育出版公司等合作,面向大学本科层次,遴选了一批国外最优秀的管理类原版教材,涉及专业基础课,人力资源管理、市场营销及国际化管理等专业方向课,并广泛听取有着丰富的双语一线教学经验的教师的建议和意见,对原版教材进行了适当的改编,删减了一些不适合我国国情和不适合教学的内容;另一方面,根据教育部对双语教学教材篇幅合理、定价低的要求,我们更是努力区别于目前市场上形形色色的各类英文版、英文影印版的大部头,将目标受众锁定在大学生本科层次。本套教材尤其突出了以下一些特点:

- 保持英文原版教材的特色。本套双语教材根据国内教学实际需要,对原书进行了一定的改编,主要是删减了一些不适合教学以及不符合我国国情的内容,但在体系结构和内容特色方面都保持了原版教材的风貌。专家们的认真改编和审定,使本套教材既保持了学术上的完整性,又贴近中国实际;既方便教师教学,又方便学生理解和掌握。

● 突出管理类专业教材的实用性。本套教材既强调学术的基础性，又兼顾应用的广泛性；既侧重让学生掌握基本的理论知识、专业术语和专业表达方式，又考虑到教材和管理实践的紧密结合，有助于学生形成专业的思维能力，培养实际的管理技能。

● 体系经过精心组织。本套教材在体系架构上充分考虑到当前我国在本科教育阶段推广双语教学的进度安排，首先针对那些课程内容国际化程度较高的学科进行双语教材开发，在其专业模块内精心选择各专业教材。这种安排既有利于我国教师摸索双语教学的经验，使得双语教学贴近现实教学的需要；也有利于我们收集关于双语教学教材的建议，更好地推出后续的双语教材及教辅材料。

● 篇幅合理，价格相对较低。为适应国内双语教学内容和课时上的实际需要，本套教材进行了一定的删减和改编，使总体篇幅更为合理；而采取低定价，则充分考虑到了学生实际的购买能力，从而使本套教材得以真正走近广大读者。

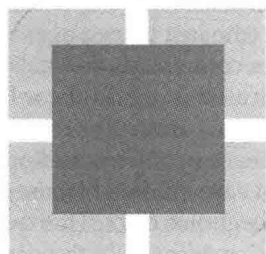
● 提供强大的教学支持。依托国际大出版公司的力量，本套教材为教师提供了配套的教辅材料，如教师手册、PowerPoint 讲义、试题库等，并配有内容极为丰富的网络资源，从而使教学更为便利。

本套教材是在双语教学教材出版方面的一种尝试。我们在选书、改编及出版的过程中得到了国内许多高校的专家、教师的支持和指导，在此深表谢意。同时，为使后续推出的教材更适于教学，我们也真诚地期待广大读者提出宝贵的意见和建议。需要说明的是，尽管我们在改编的过程中已加以注意，但由于各教材的作者所处的政治、经济和文化背景不同，书中内容仍可能有不妥之处，望读者在阅读时注意比较和甄别。

徐二明

中国人民大学商学院

Preface*



Students know that throughout their lives they will make economic decisions and be influenced by economic forces. They want to understand the economic principles that can help them navigate these forces and guide their decisions. *Foundations of Microeconomics* is our attempt to satisfy this want.

The response to our earlier editions from hundreds of colleagues across the United States and throughout the world tells us that most of you agree with our view that to achieve its goals, the principles course must do four things well. It must

- Motivate with compelling issues and questions
- Focus on core ideas
- Steer a path between an overload of detail and too much left unsaid
- Encourage and aid learning by doing

The Foundations icon with its four blocks (on the cover and throughout the book) symbolizes this four-point approach that has guided all our choices in writing this text and creating its comprehensive teaching and learning supplements.

WHAT'S NEW IN THE SIXTH EDITION

The extraordinary events in the U.S. and global economies provide a rich display of economic forces in action through which students can be motivated to discover the economic way of thinking. The global financial crisis, slump, and faltering recovery; headwinds from the European debt crisis; ongoing tensions that result from globalization and international outsourcing; the continued spectacular expansion of China and India in the information-age economy; enhanced concern about the depletion of the world's rainforests and fish stocks; climate change; and the relentless pressure on the federal budget from the demands of an aging population and increased defense and homeland security expenditures; are just a few of these interest-arousing events. All of them feature at the appropriate points in our new edition, and the text and examples are all thoroughly updated to reflect the most recently available data and events.

Every chapter contains many small changes, all designed to enhance clarity and currency. We have also made a few carefully selected major changes that we describe below.

* 为使读者了解原书概貌，前言未作删改。——出版者注

■ New Features

We have simplified the chapter openers to grab student attention and provide instant focus for the chapter. Each chapter opens with a question about a central issue that the chapter addresses and is illustrated with a carefully selected photograph. An *Eye On* box returns to and discusses the question and an end-of-chapter problem, that is also in the MyEconLab Homework and Test Manager, makes the issue available for assignment with automatic grading. This feature enables the student to get the point of the chapter quickly; ties the chapter together; and enables the instructor to focus on a core issue in class and for practice.

The Chapter Checkpoint (the last three pages of each chapter) has been thoroughly revised. The first page contains problems and applications for the student to work, which are replicated in the MyEconLab Study Plan. The second page contains problems and applications for the instructor to assign for homework, quiz, or test. Many of these problems and applications are new to the sixth edition and include mini case studies from recent news stories. The third page contains a short multiple choice quiz. This quiz, also available in MyEconLab for student practice, hits the high points of the chapter and enables students to test themselves on the types of questions they are likely to encounter on tests and exams.

The Checkpoints at the end of each major section of a chapter have been reorganized to separate practice with basic analysis and “In the News” applications. Worked solutions are provided for both types of questions.

■ Major Content Changes in Introductory Chapters

You’re in school! Did you make the right decision? Who makes the iPhone? Is wind power free? Why did the price of coffee soar in 2010 and 2011? These are the questions that motivate the four introductory chapters.

We reworked Chapter 1 to strengthen the explanation and illustration of the economic way of thinking by placing the student center stage and focusing on the decision to remain in school or get a full-time job. Our goal is to engage the student from the outset of the course, grab attention, and show the relevance of economics and its place in everyday life. We also revised and improved our explanation of the scientific method in economics.

Chapter 3 has a more gradual and fully illustrated explanation of the mutual gains from trade arising from comparative advantage and a new *Eye On* box on the power of specialization and trade through the classic story of the production of the pencil.

■ Major Content Changes in Micro Chapters

What do you do when the price of gasoline rises? Should price gouging be illegal? Can the President repeal the laws of supply and demand? Does Congress decide who pays the taxes? Who wins and who loses from globalization? How can we limit climate change? Should America build a high-speed rail network like Europe’s? How do you avoid buying a lemon? How much would you pay for a song? Which store has the lower costs: Wal-Mart or 7-Eleven? Why did GM fail? Are Microsoft’s prices too high? Which cell phone? Is two too few? Why is a coach worth \$6 million? Who are the rich and the poor? These are the motivating questions and features of *Eye On* boxes and end-of chapter problems in the 16 micro chapters.

Overall, these chapters have been well-received and positively reviewed, so for the most part we have limited our changes to refinements and updating data and examples. Beyond these many smaller innovations, we have made two larger structural changes.

The first of these is a reorganization of the chapters that deal with externalities, public goods, and common resources. In the fifth edition, we covered public goods and positive externalities on one chapter and negative externalities and common resources in another. In the sixth edition, we have reverted to our earlier organization of this material. Chapter 10 explains all types of externalities. It explains negative externalities, illustrated with pollution, and positive externalities, illustrated with knowledge (education and research). A new *Eye On* features Caroline Hoxby's research on charter schools and vouchers. Chapter 11 covers public goods and common resources and uses Obama's wish to create a high-speed rail network similar to Europe's to illustrate the efficient and inefficient provision of a public good. The analysis of common resources treats the tragedy of the commons as a type of externality problem.

The second major change in the micro chapters is an entirely new Chapter 12 "Markets with Private Information." This chapter explains the lemons problem and its solutions and the problems that arise from asymmetric information in insurance and health-care markets. A section of this new chapter is devoted to health care and the challenges that arise from asymmetric information, missing insurance markets, and public health externalities. The U.S. health-care market is compared with those in other countries and Laurence Kotlikoff's voucher-based "Medicare Part C for All" is described.

THE FOUNDATIONS VISION

■ Focus on Core Concepts

Each chapter of *Foundations* concentrates on a manageable number of main ideas (most commonly three or four) and reinforces each idea several times throughout the chapter. This patient, confidence-building approach guides students through unfamiliar terrain and helps them to focus their efforts on the most important tools and concepts of our discipline.

■ Many Learning Tools for Many Learning Styles

Foundations' integrated print and electronic package builds on the basic fact that students have a variety of learning styles. In MyEconLab, students have a powerful tool at their fingertips: They can complete all Checkpoint problems online and get instant feedback, work interactive graphs, assess their skills by taking Practice Tests, and receive a personalized Study Plan, and step-by-by help through the feature called "Help Me Solve This."

■ Diagrams That Tell the Whole Story

We developed the style of our diagrams with extensive feedback from faculty focus group participants and student reviewers. All of our figures make consistent use of color to show the direction of shifts and contain detailed, numbered captions designed to direct students' attention step-by-step through the action.

Because beginning students of economics are often apprehensive about working with graphs, we have made a special effort to present material in as many as three ways—with graphs, words, and tables—in the same figure. In an innovation that seems necessary, but is to our knowledge unmatched, nearly all of the information supporting a figure appears on the same page as the figure itself. No more flipping pages back and forth!

■ Real-World Connections That Bring Theory to Life

Students learn best when they can see the purpose of what they are studying, apply it to illuminate the world around them, and use it in their lives.

Eye On boxes offer fresh new examples to help students see that economics is everywhere. Current and recent events appear in *Eye On the U.S. Economy* boxes; we place current U.S. economic events in global and historical perspectives in our *Eye on the Global Economy* and *Eye on the Past* boxes; and we show how students can use economics in day-to-day decisions in *Eye On Your Life* boxes.

The *Eye On* boxes that build off of the chapter-opening question help students see the economics behind key issues facing our world and highlight a major aspect of the chapter's story.

ORGANIZATION

We have organized the sequence of material and chapters in what we think is the most natural order in which to cover the material. But we recognize that there are alternative views on the best order. We have kept this fact and the need for flexibility firmly in mind throughout the text. Many alternative sequences work, and the Flexibility Chart on p. xxxiii explains the alternative pathways through the chapters. In using the flexibility information, keep in mind that the best sequence is the one in which we present the material. And even chapters that the flexibility chart identifies as strictly optional are better covered than omitted.

MYECONLAB

MyEconLab

MyEconLab has been designed and refined with a single purpose in mind: to create those moments of understanding that transform the difficult into the clear and obvious. With comprehensive homework, quiz, test, and tutorial options, instructors can manage all their assessment needs in one program.

- All of the Checkpoint and Chapter Checkpoint Problems and Applications are assignable and automatically graded in MyEconLab.
- Extra problems and applications, including algorithmic, draw-graph, and numerical exercises are available for student practice or instructor assignment.
- Test Item File questions are available for assignment as homework.
- Custom Exercise Builder gives instructors the flexibility of creating their own problems for assignment.
- Gradebook records each student's performance and time spent on the Tests and Study Plan and generates reports by student or by chapter.

Experiments in MyEconLab Experiments are a fun and engaging way to promote active learning and mastery of important economic concepts. Pearson's Experiments program is flexible and easy for instructors and students to use.

- Single-player experiments allow your students to play against virtual players from anywhere at anytime so long as they have an internet connection.
- Multiplayer experiments allow you to assign and manage a real-time experiment with your class.
- Pre and post-questions for each experiment are available for assignment in MyEconLab.

For a complete list of available experiments, visit www.myeconlab.com

Economics in the News Economics in the News is a turn-key solution to bringing daily news into the classroom. Updated daily during the academic year, the authors upload a relevant article and provide discussion questions.

Videos A comprehensive suite of ABC news videos, which address current topics such as education and energy, is available for classroom use. Video-specific exercises are available for instructor assignment.

AACSB and Learning Outcomes All end-of-chapter and Test Item File questions are tagged in two ways: to AACSB standards and to discipline-specific Learning Outcomes. These two separate tagging systems allow professors to build assessments around desired departmental and course outcomes and track results in MyEconLab's gradebook.

We are the authors of the MyEconLab content for *Foundations of Microeconomics* and have worked hard to ensure that it is tightly integrated with the book's content and vision. For more information, visit the online demonstration at www.myeconlab.com.

MyEconLab Also Includes

- Enhanced Pearson eText, available within the online course materials and offline via an iPad app, allows instructors and students to highlight, bookmark, and take notes.
- Advanced Communication Tools enable students and instructors communication through email, discussion board, chat, and ClassLive.
- Customization options provide new and enhanced ways to share documents, add content, and rename menu items.
- Prebuilt courses offer a turn-key way for instructors to create a course that includes pre-built assignments distributed by chapter.
- Temporary Access for students who are awaiting financial aid provides a seventeen-day grace period of temporary access.
- One Place for students to access all their MyLab Courses. Students and instructors can register, create, and access all of their courses, regardless of discipline, from one convenient online location: www.pearsonmylab.com.

SUPPORT MATERIALS FOR INSTRUCTORS AND STUDENTS

Foundations of Microeconomics is accompanied by the most comprehensive set of teaching and learning tools ever assembled. Each component of our package is organized by Checkpoint topic for a tight, seamless integration with both the

textbook and the other components. In addition to authoring the MyEconLab and PowerPoint content, we have helped in the reviewing and revising of the Study Guide, Solutions Manual, Instructor's Manual, and Test Item Files to ensure that every element of the package achieves the consistency that students and teachers need.

■ Study Guide

Mark Rush of the University of Florida has prepared the Study Guide, which is available in both print and electronic formats in MyEconLab. It provides an expanded Chapter Checklist that enables the student to break the learning tasks down into smaller, bite-sized pieces; self-test materials; and additional practice problems. The Study Guide has been carefully coordinated with the text, MyEconLab, and the Test Item Files.

■ Solutions Manual

The Solutions Manual, written by Mark Rush, and checked for accuracy by Jeannie Gillmore, contains the solutions to all the Checkpoint Practice Problems and Chapter Checkpoint Problems and Applications. It is available for download in Word and PDF formats.

■ Instructor's Manual

The Instructor's Manual, written by Luke Armstrong and edited by Mark Rush, contains chapter outlines and road maps, additional exercises with solutions, a comprehensive Chapter Lecture resource, and a virtual encyclopedia of suggestions on how to enrich class presentation and use class time efficiently. Both the micro and macro portions have been updated to reflect changes in the main text as well as infused with a fresh and intuitive approach to teaching this course. It is available for download in Word and PDF formats.

■ Three Test Item Files and TestGen

More than 6,000 multiple-choice, numerical, fill-in-the-blank, short answer, essay, and integrative questions make up the three Test Item Files that support *Foundations of Microeconomics*. Mark Rush reviewed and edited questions from three dedicated principles instructors to form one of the most comprehensive testing systems on the market. Our authors are Carol Dole (Jacksonville University); Luke Armstrong (Lee College); and Fola Odebunmi (Cypress College). The entire set of questions is available for download in Word, PDF, and TestGen formats.

All three Test Item Files are available in test generator software (TestGen with QuizMaster). TestGen's graphical interface enables instructors to view, edit, and add questions; transfer questions to tests; and print different forms of tests. Instructors also have the option to reformat tests with varying fonts and styles, margins, and headers and footers, as in any word-processing document. Search and sort features let the instructor quickly locate questions and arrange them in a preferred order. QuizMaster, working with your school's computer network, automatically grades the exams, stores the results on disk, and allows the instructor to view and print a variety of reports.

■ PowerPoint Resources

We have created the PowerPoint resources based on our 20 years of experience using this tool in our own classrooms. Six sets of PowerPoint presentations are available:

- Lecture notes with full-color, animated figures, and tables from the textbook
- Figures and tables from the textbook, animated with step-by-step walk-through for instructors to use in their own personal slides.
- Eye On features
- Checkpoint Practice Problems and solutions
- Alternative lecture notes with full-color, animated figures and tables that use examples different from those in the textbook
- Clicker-enabled slides for your Personal Response System. The slides consist of 10 multiple choice questions from the Study Guide for each chapter. You can use these in class to encourage active learning.

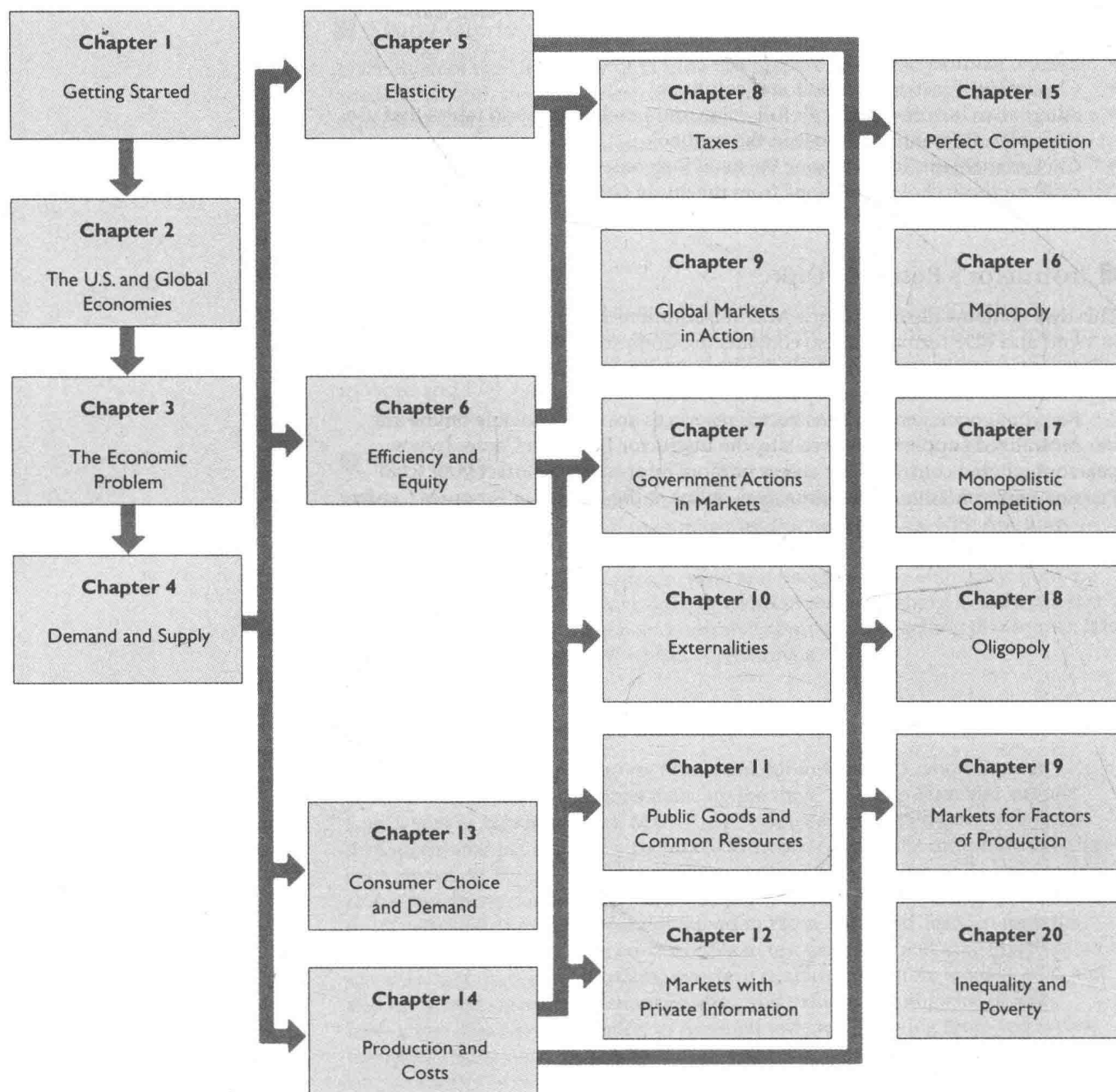
■ Instructor's Resource Disk

This disk contains the Instructor's Manual, Solutions Manual, and Test Item Files in Word and PDF formats. It also contains the Computerized Test Item Files (with a TestGen program installer) and Powerpoint resources. It is compatible with both Windows and Macintosh operating systems.

For your convenience, all instructor resources are also available online via our centralized supplements Web site, the Instructor Resource Center (www.pearsonhighered.com/irc). For access or more information, contact your local Pearson representative or request access online at the Instructor Resource Center.

FOUNDATIONS OF ECONOMICS: FLEXIBILITY CHART

Micro Flexibility



Start here ...

... then jump to
any of these ...

... and jump to any of these after
doing the pre-requisites indicated

简明目录

前言	(i)
第 I 篇 导论	
第1章 开始上路	(1)
第2章 美国经济与全球经济	(21)
第3章 经济学问题	(49)
第4章 需求与供给	(73)
第 II 篇 近观市场	
第5章 需求弹性与供给弹性	(101)
第6章 市场的效率与公平	(127)
第 III 篇 政府如何影响经济	
第7章 市场中的政府行为	(157)
第8章 税收	(179)
第9章 现实中的全球市场	(203)
第 IV 篇 市场失灵及其解决方法	
第10章 公共物品与公用资源	(231)
第11章 外部性	(257)
第 V 篇 近观决策制定者	
第12章 消费者的选择和需求	(281)
第13章 生产和成本	(303)
第 VI 篇 价格、利润和产业绩效	
第14章 完全竞争	(331)
第15章 垄断	(359)
第16章 垄断竞争	(391)
第17章 寡头	(415)
第18章 生产要素市场	(443)
术语索引	(467)

Contents

Preface i

PART 1 INTRODUCTION



CHAPTER 1

Getting Started 1

CHAPTER CHECKLIST 1

1.1 Definition and Questions 2

Scarcity, 2

Economics Defined, 2

What, How, and For Whom? 3

When Is the Pursuit of Self-Interest in
the Social Interest? 4

1.2 The Economic Way of Thinking 8

Economic Ideas, 8

A Choice Is a Tradeoff, 8

Rational Choice, 8

Benefit: What You Gain, 9

Cost: What You *Must* Give Up, 9

How Much? Choosing at the Margin, 10

Choices Respond to Incentives, 11

Economics as Social Science, 12

Economics as Policy Tool, 14

■ EYE on the PAST

Adam Smith and the Birth of Economics as a Social
Science, 13

■ EYE on the BENEFIT AND COST OF SCHOOL

Did You Make the Right Decision? 15



CHAPTER 2

The U.S. and Global Economies 21

CHAPTER CHECKLIST 21

2.1 What, How, and For Whom? 22

What Do We Produce? 22

How Do We Produce? 24

For Whom Do We Produce? 27

2.2 The Global Economy 29

The People, 29

The Countries, 29

What in the Global Economy? 30

How in the Global Economy? 32

For Whom in the Global Economy? 33

2.3 The Circular Flows 36

Households and Firms, 36

Markets, 36

Real Flows and Money Flows, 36

Governments, 38

Governments in the Circular Flow, 39

Federal Government Expenditures
and Revenue, 40

State and Local Government Expenditures
and Revenue, 41

Circular Flows in the Global Economy, 42

■ EYE on the U.S. ECONOMY

What We Produce, 23

■ EYE on the PAST

Changes in What We Produce, 24

■ EYE on the U.S. ECONOMY

Changes in How We Produce in the Information
Economy, 26

■ EYE on the iPhone

Who Makes the iPhone? 31

■ EYE on YOUR LIFE

The U.S. and Global Economies in Your Life, 35

■ EYE on the PAST

Growing Government, 42

■ EYE on the GLOBAL ECONOMY

The Ups and Downs in International Trade, 44

CHAPTER 3 **The Economic Problem** 49 CHAPTER CHECKLIST 49

- 3.1 **Production Possibilities** 50
Production Possibilities Frontier, 50
- 3.2 **Opportunity Cost** 56
The Opportunity Cost of a Cell Phone, 56
Opportunity Cost and the Slope of the *PPF*, 57
Opportunity Cost Is a Ratio, 57
Increasing Opportunity Costs Are Everywhere, 58
Your Increasing Opportunity Cost, 58
- 3.3 **Economic Growth** 61
- 3.4 **Specialization and Trade** 63
Comparative Advantage, 64
Achieving Gains from Trade, 66
- **EYE on YOUR LIFE**
Your Production Possibilities Frontier, 54
- **EYE on the ENVIRONMENT**
Is Wind Power Free? 58
- **EYE on the U.S. ECONOMY**
Guns Versus Butter, 59
- **EYE on the GLOBAL ECONOMY**
Hong Kong's Rapid Economic Growth, 62
- **EYE on the U.S. ECONOMY**
No One Knows How to Make a Pencil, 63
- **EYE on YOUR LIFE**
Your Comparative Advantage, 66

CHAPTER 4 **Demand and Supply** 73 CHAPTER CHECKLIST 73

- Competitive Markets** 74
- 4.1 **Demand** 75
The Law of Demand, 75
Demand Schedule and Demand Curve, 75
Individual Demand and Market Demand, 77
Changes in Demand, 78
Change in Quantity Demanded Versus Change in Demand, 80
- 4.2 **Supply** 82
The Law of Supply, 82
Supply Schedule and Supply Curve, 82
Individual Supply and Market Supply, 84
Changes in Supply, 85
Change in Quantity Supplied Versus Change in Supply, 87
- 4.3 **Market Equilibrium** 89
Price: A Market's Automatic Regulator, 89
Predicting Price Changes: Three Questions, 90
Effects of Changes in Demand, 91
Effects of Changes in Supply, 92
Changes in Both Demand and Supply, 94
- **EYE on the PRICE OF COFFEE**
Why Did the Price of Coffee Soar in 2010 and 2011? 93
- **EYE on YOUR LIFE**
Using Demand and Supply, 93

PART 2 A CLOSER LOOK AT MARKETS

CHAPTER 5 **Elasticities of Demand and Supply** 101 CHAPTER CHECKLIST 101

- 5.1 **The Price Elasticity of Demand** 102
Percentage Change in Price, 102
Percentage Change in Quantity Demanded, 103
Elastic and Inelastic Demand, 104
Influences on the Price Elasticity of Demand, 104
Computing the Price Elasticity of Demand, 106
Interpreting the Price Elasticity of Demand Number, 107
- Elasticity Along a Linear Demand Curve, 108
Total Revenue and the Price Elasticity of Demand, 110
Applications of the Price Elasticity of Demand, 112
- 5.2 **The Price Elasticity of Supply** 114
Elastic and Inelastic Supply, 114
Influences on the Price Elasticity of Supply, 114
Computing the Price Elasticity of Supply, 116
- 5.3 **Cross Elasticity and Income Elasticity** 119
Cross Elasticity of Demand, 119

Income Elasticity of Demand, 120

■ **EYE on the GLOBAL ECONOMY**

Price Elasticities of Demand, 109

■ **EYE on the PRICE OF GAS**

What Do You Do When the Price of Gasoline Rises? 111

■ **EYE on YOUR LIFE**

Your Price Elasticities of Demand, 121

CHAPTER 6 Efficiency and Fairness of Markets 127

CHAPTER CHECKLIST 127

6.1 Allocation Methods and Efficiency 128

Resource Allocation Methods, 128

Using Resources Efficiently, 131

6.2 Value, Price, and Consumer Surplus 136

Demand and Marginal Benefit, 136

Consumer Surplus, 137

6.3 Cost, Price, and Producer Surplus 139

Supply and Marginal Cost, 139

Producer Surplus, 140

6.4 Are Markets Efficient? 142

Marginal Benefit Equals Marginal Cost, 142

Total Surplus Is Maximized, 143

The Invisible Hand, 143

Market Failure, 145

Sources of Market Failure, 146

Alternatives to the Market, 147

6.5 Are Markets Fair? 149

It's Not Fair If the *Rules* Aren't Fair, 149

It's Not Fair If the *Result* Isn't Fair, 149

Compromise, 151

■ **EYE on the U.S. ECONOMY**

The Invisible Hand and e-Commerce, 144

■ **EYE on PRICE GOUGING**

Should Price Gouging Be Illegal? 150

■ **EYE on YOUR LIFE**

Allocation Methods, Efficiency, and Fairness, 151

PART 3 HOW GOVERNMENTS INFLUENCE THE ECONOMY

CHAPTER 7 Government Actions in Markets 157

CHAPTER CHECKLIST 157

7.1 Price Ceilings 158

A Rent Ceiling, 158

Are Rent Ceilings Efficient? 161

Are Rent Ceilings Fair? 162

If Rent Ceilings Are So Bad, Why Do We Have Them? 162

7.2 Price Floors 164

The Minimum Wage, 165

Is the Minimum Wage Efficient? 168

Is the Minimum Wage Fair? 169

If the Minimum Wage Is So Bad, Why Do We Have It? 169

7.3 Price Supports in Agriculture 171

How Governments Intervene in Markets for Farm Products, 171

Price Support: An Illustration, 171

■ **EYE on the U.S. ECONOMY**

The Federal Minimum Wage, 167

■ **EYE on PRICE REGULATION**

Can the President Repeal the Laws of Supply and Demand? 169

■ **EYE on YOUR LIFE**

Price Ceilings and Price Floors, 173

CHAPTER 8 Taxes 179

CHAPTER CHECKLIST 179

8.1 Taxes on Buyers and Sellers 180

Tax Incidence, 180

Taxes and Efficiency, 181

Incidence, Inefficiency, and Elasticity, 182

Incidence, Inefficiency, and the Elasticity of Demand, 183

Incidence, Inefficiency, and the Elasticity of Supply, 184