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Fourth Edition

**Bradley R. Schiller**

**ESSENTIALS OF ECONOMICS**

# 经济学基础

双语教学版

[美] 布拉德利·希勒 著 王福重 译注

 人民邮电出版社  
POSTS & TELECOM PRESS

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Bradley R. Schiller

**Essentials of Economics**, 4th Edition

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## 经济学基础(双语教学版,第4版)

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布拉德利·希勒教授拥有30多年的经济学教学经验,曾在美洲大学、加州大学(伯克利分校和圣克鲁斯分校)、马里兰大学任教,并在100多所大学发表过演讲,听众遍布世界各地。他的独特之处在于能把经济学基本理论与社会经济现状、经济环境、公共政治决策相联系。这一特点在本书中也得到充分体现。

希勒教授不仅是华盛顿顾问,还是一些最重要的联邦政府机构、国会委员会以及政治候选人的顾问。另外,他还为一些政府项目做评估,并参与设计许多项目。这些丰富的经历使他具有高度政策敏感性。他撰写的关于歧视、培训、税收改革、养老、福利、社会保障以及工资支付形式等文章经常出现在专业及流行刊物上,他还经常作客电台、电视台、报纸等媒体发表经济政策评论。

希勒教授于1965年以优异成绩获得了加州大学伯克利分校的文科学士学位,并于1969年获得了哈佛大学的博士学位。他现在是美洲大学公共关系学院的经济学教授。

Economics entails hard choices. No one knows this better than instructors assigned to teach a survey of economics in a single term. There are simply too many topics to cover in so short a time.

### 着眼核心概念

## Focus on Core Concepts

Few textbooks confront this scarcity problem directly. Some one-semester books are nearly as long as full-blown principles texts. The shorter ones tend to condense topics and omit the additional explanations, illustrations, and applications that are especially important in survey courses. Students and teachers alike get frustrated trying to pick out the essentials from abridged principles texts.

*Essentials of Economics* lives up to its name by making the difficult choices. The standard table of contents has been pruned to the core. The surviving topics are the very essence of economic concepts. In Section II on microeconomics, for example, the focus is on the polar models of perfect competition and monopoly. These models are represented as the endpoints of a spectrum of market structures (see figure on p. 128). Intermediate market structures—for example, oligopoly, monopolistic competition—are noted but not analyzed. The goal here is simply to convey the sense that market structure is an important determinant of market outcomes. The contrast between the extremes of monopoly and perfect competition is sufficient to convey this essential message. The omission of other market structures from the outline also leaves more space for explaining and illustrating *how* market structure affects market behavior.

The same commitment to essentials is evident in the section on macroeconomics. Rather than attempt here to cover all the salient macro models, the focus is on a straightforward presentation of the aggregate supply-demand framework. The different interpretations of the classical, Keynesian, and monetarist models are discussed. But there is no discussion of neo-Keynesianism, rational expectations, public choice, or Marxist models. The level of abstraction required for such models is simply not necessary or appropriate in an introductory survey course. Texts that include such models tend to raise more questions than survey instructors can ever hope to answer. In *Essentials*, students are exposed only to the ideas needed for a basic understanding of how macroeconomics function.

### 主 題

## Central Theme

The central goal of this text is to convey a sense of how economic *systems* affect economic *outcomes*. When we look back on the twentieth century, we see how some economies flourished, while others languished. Even the “winners” had recurrent episodes of slow, even negative growth. The central analytical issue is how various economic systems influenced those diverse growth records. Was the relatively superior track record of the United States a historical fluke or a by-product of its commitment to market capitalism?

Were the long economic expansions of the 1980s and 1990s the result of enlightened macro policy, more efficient markets, or just good luck? What role did policy, markets, and (bad) luck play in the economic slowdown of 2001?

Opinion polls reveal that Americans have little confidence in the ability of the government to steer the economy. Yet the dominant economic theories claim omnifaceted policy powers. *Essentials* tries to reconcile these differences in experience, perceptions and theoretical claims by emphasizing the *limits* as well as the *potential* of both macro and micro theories. At the same time, *Essentials* tries to convey a sense that economic prosperity isn't a random occurrence but instead the consequence of beneficial economic institutions and policies. That's why understanding how economies work is so important.

This central theme is the focus of Chapter 1. Our economic accomplishments and insatiable materialism (see Headline on p. 3) set the stage for a discussion of production possibilities. The role of economic systems and choices is illustrated with the starkly different "guns versus butter" decisions in South Korea, Russia, and the United States. The potential for both market failure (or success) and government failure (or success) are highlighted. After reading Chapter 1, students should sense that "the economy" is important to their lives and that our collective choices on how the economy is structured are important.

### 美国经济全景图

## A Global Portrait of the U.S. Economy

To put some meat on the abstract bones of the economy, *Essentials* offers a unique portrait of the U.S. economy. Few students easily relate to the abstraction of the economy. They hear about specific dimensions of the economy but rarely see all the pieces put together. Chapter 2 tries to fill this void by providing a bird's-eye view of the U.S. economy. This descriptive chapter is organized around the three basic questions of WHAT, HOW, and FOR WHOM to produce. The current answer to the WHAT question is summarized with data on GDP and its components. Historical and global comparisons are provided to underscore the significance of America's \$10 trillion economy. Similar perspectives are offered on the structure of production and the U.S. distribution of income. An early look at the role of government in shaping economic outcomes is also provided. This colorful, global portrait is a critical tool in acquainting students with the broad dimensions of the U.S. economy and is unique to this text.

### 强调现实世界

## Real-World Emphasis

The decision to include a descriptive chapter on the U.S. economy reflects a basic commitment to a real-world context. Students rarely get interested in stories about the mythical widget manufacturers that inhabit so many economics textbooks. But glimmers of interest—even some enthusiasm—surface when real-world illustrations, not fables, are offered.

Every chapter starts out with real-world applications of core concepts. As the chapters unfold, empirical illustrations continue to enliven the in-text analysis. Most chapters end with a **Policy Perspectives** section that challenges the student to apply new concepts to real-world issues.

The real-world approach of *Essentials* is reinforced by the boxed **Headlines** that appear in every chapter. The 60 Headlines offer up-to-date domestic and international applications of economic concepts. Some new examples include California's energy crisis (p. 69), Napster's introduction of a service fee for

music downloads (p. 96), President George W. Bush's 2001 tax-cut plan (p. 289), the early 2001 plunge in consumer confidence (p. 279), and the Fed's frantic efforts to keep the U.S. economy from slipping into recession (p. 324). The Elevation Tour 2001 of the rock band U2 (p. 72), the 2000–2001 shortage of PlayStation 2 consoles (p. 73), and the analysis of salaries for the U.S. president (p. 196) and college football coaches (p. 189) are just a few nuggets in the stream of real-world illustrations that cascades through this text.

## 理论与现实

### Theory and Reality

In becoming acquainted with the U.S. economy, students will inevitably learn about the woes of the business cycle. As the course progresses, they will not fail to notice a huge gap between the pat solutions of economic theory and the dismal realities of recession. This experience will kindle one of the most persistent and perplexing questions students have, namely: If the theory is so good, why is the economy such a mess? Economists like to pretend that the theory is perfect but politicians aren't. That's part of the answer, to be sure. But it isn't entirely fair to either politicians or economists. In reality, the design and implementation of economic policy is impeded by incomplete information, changing circumstances, goal trade-offs, and politics. Chapter 16 examines these real-world complications. A new Headline on the "black art" of economic modeling (p. 372), together with new examples of the politics of macro policy, enliven the discussion. In the end, students get a much more complete explanation of why the real world doesn't always live up to the promises of economic theory.

## 互联网链接

### Internet Links

To Keep *Essentials* connected to the real world, this edition offers **Internet Links** at the end of each chapter. Several URLs are listed, along with a brief description of the site's relevant content. These links will enable students to update and extend each chapter's content.

In addition to the annotated URLs, each chapter offers two web-based exercises. These require the student to access data or materials from a website, then use, summarize, or explain it in the context of the chapter's core economic concepts. The *Instructors Resource Manual* provides answers to these problems as well as additional URLs and web-based exercises.

## 本版更新

### New in This Edition

Besides the new Internet content, there is a lot of new material in this fourth edition. Although the structure of the text is unchanged, the content has been extensively refreshed throughout. All of the statistics have been updated. New problems and discussion questions have been added to every chapter. New cartoons and photos have been added. And new examples, illustrations, and Headlines appear throughout. In fact, so much material is new that a brief checklist can't do justice to this edition's freshness. The following list should therefore be regarded as a mere sampler:

- *Chapter 1: The Challenges of Economics* The "guns versus butter" debate comes to life with Russia's decision in 2001 to reduce its military force dramatically.

- *Chapter 2: The U.S. Economy* New global contrasts of output levels, production processes, and income distributions add substance to the core WHAT, HOW, and FOR WHOM questions.
- *Chapter 3: Supply and Demand* The market for web-design services now serves as the core illustration of supply and demand. California's 2001 energy crisis and free-tuition programs highlight the problems of disequilibrium pricing.
- *Chapter 4: Consumer Demand* New Headlines on Napster's introduction of fee-based service and the surge in teen smoking showcase the price elasticity of demand. Interstate and international cigarette smuggling underscore the importance of substitute goods.
- *Chapter 5: Supply Decisions* The analysis of the production decision has been simplified and the Policy Perspective on human and physical capital investments expanded.
- *Chapter 6: Competition* More emphasis is put on the dynamics of competitive markets and their significance for achieving social goals. A new Headline on the falling price of cell phones highlights competitive outcomes.
- *Chapter 7: Monopoly* The 2000 antitrust conviction of Microsoft provides great material for discussing the pros and cons of monopoly. A new Policy Perspective on "Flying Monopoly Air" should also ring true with students.
- *Chapter 8: The Labor Market* With college football coaches making five times as much money as President Bush (who's getting paid twice as much as Clinton was)—and Alex Rodriguez making more money than all of them combined!—there's plenty to talk about in labor market theory.
- *Chapter 9: Government Intervention* Shared Internet audio files (e.g., Napster) are an interesting example of how technology determines what is a bonafide "public good" and what is inherently a "private good." The discussion of externalities has also been expanded and reorganized.
- *Chapter 10: The Business Cycle* The global slowdown/recession of 2001 provides an all-too-familiar reminder of the vagaries of the business cycle. Who said the business cycle was obsolete?
- *Chapter 11: Aggregate Supply and Demand* Oil-price shocks, currency fluctuations, and gyrations in consumer confidence provide plenty of fodder for discussions of how aggregate supply and demand curves shift. The eclectic AS curve is now used throughout to simplify the analysis.
- *Chapter 12: Fiscal Policy* The Bush 2001 tax-cut plan provides plenty of material to illustrate the objectives and limitations of fiscal policy. The unique issues arising from budget *surpluses* also get increased attention in the Policy Perspectives section.
- *Chapter 13: Money and Banks* As digital money becomes more accepted, the concept of money and the role of banks keep evolving. New data on forms of payment enliven this discussion.
- *Chapter 14: Monetary Policy* Alan Greenspan went from hero to goat when the U.S. economy stalled and high interest rates were blamed. The potential as well as the perils of monetary fine tuning are laid out in this chapter.
- *Chapter 15: Economic Growth* New data on world growth patterns since Year one raise intriguing questions about the determinants of



economic growth. The importance of a nation's institutional infrastructure gets more emphasis, and is illustrated with the Heritage Foundation's 2001 Index of Economic Freedom.

- *Chapter 16: Theory and Reality* Everyone's favorite chapter keeps getting better. After reviewing the potential of economic policy, an array of real-world policy obstacles is surveyed. The "black art" of macroeconomic models and the politics of fiscal and monetary policy get their due.
- *Chapter 17: International Trade* A whole new section on exchange rates has been added, and the discussion of comparative advantage has been simplified. The Policy Perspective focuses on the various opponents to a strengthened World Trade Organization.

## 辅助教学

### Supportive Pedagogy

The emphasis on real-world applications motivates students to read and learn basic economic concepts. This pedagogical goal is reinforced with several in-text student aids. These include

- *Chapter-opening questions* Each chapter begins with a short, empirically based introduction to key concepts. Three core questions are posed to motivate and direct student learning.
- *In-margin definitions* Key concepts are highlighted in the text and defined in the margins. Key definitions are also repeated in subsequent chapters to reinforce proper usage.
- *Precise graphs* All the analytical graphs are plotted and labeled with precision. This shouldn't be noteworthy, but other texts are surprisingly deficient in this regard.
- *Synchronized tables and graphs* The graphs are made more understandable with explicit links to accompanying tables. Notice in Figure 3.2 (p. 61), for example, how the lettered rows of the table match the lettered points on the graph.
- *Complete annotations* All the graphs and tables have self-contained annotations, as do the Headline boxes, the photos, and the cartoons. These captions facilitate both initial learning and later review.
- *Chapter summaries* Key points are summarized in bulleted capsules at the end of each chapter.
- *Key-term review* A list of key terms (the ones defined in the margin) is provided at the end of each chapter. This feature facilitates review and self-testing.
- *Questions for discussion* These are intended to stimulate thought and discussion about the nature of core concepts and their application to real-world settings. This edition has many more questions and exercises than earlier editions.
- *Numerical problems* Numerical problems are set out at the end of each chapter. These problems often require students to use material from earlier tables, graphs, or Headlines. Answers to all problems are provided in the *Instructor's Resource Manual* along with clarifying annotations.
- *End-of-text glossary* The chapter-specific definitions and key-term reviews are supplemented with a comprehensive glossary at the end of the text.

- *End-of-chapter URLs* An annotated list of relevant URLs is provided at the end of each chapter. These facilitate updates and extensions of core concepts.
- *Web-based exercises* Two problems at the end of each chapter require students to retrieve and use material from specific websites. Answers and additional suggestions are contained in the *Instructor's Resource Manual*.

### 内容：微观经济学

## Contents: Microeconomics

The micro sequence of the text includes only six chapters. In this brief space students get an introduction to the essentials of consumer demand, producer supply decisions, market structure (competition versus monopoly), and labor market behavior. In each case the objective is to spotlight the essential elements of market behavior, for example, the utility-maximizing behavior of consumers, the profit-maximizing quest of producers, and the interactions of supply and demand in setting both wages and prices. The monopoly chapter (Chapter 7) offers a step-by-step comparison of competitive and monopoly behavior, in both the short and long run. Contrasts with centrally planned economies are also strewn throughout the discussion to highlight the unique character of *market* outcomes.

The final chapter in the micro core examines the purposes of government intervention. The principal sources of market failure (public goods, externalities, market power, inequity) are explained and illustrated. So, too, is the nature of government intervention and the potential for *government* failure. Students should end the micro core with a basic understanding of how markets work and when and why government intervention is sometimes necessary.

### 内容：宏观经济学

## Contents: Macroeconomics

The macro sequence begins with a historical and descriptive introduction to the business cycle. The rest of the opening macro chapter explains and illustrates the nature and consequences of unemployment and inflation. This discussion is predicated on the conviction that students have to understand *why* business cycles are feared before they'll show any interest in the policy tools designed to tame the cycle. The standard measures of unemployment and inflation are explained, along with specific numerical goals set by Congress and the president.

The basic analytical framework of aggregate supply and aggregate demand (AS/AD) is introduced in Chapter 11. The focus is on how different shapes and shifts of AS and AD curves affect macro outcomes. The AS/AD framework is also used to illustrate the basic policy options that decision makers confront. The stylized model of the economy illustrated in Figure 11.1 (p. 254) is used repeatedly to show how different macro determinants affect macro outcomes (e.g., see the highlighting of fiscal policy in Figure 12.1 on p. 282).

The fiscal-policy chapter surveys the components of aggregate demand and shows how changes in government spending or taxes can alter macro equilibrium. The multiplier is illustrated in the AS/AD framework and the potential consequences for price inflation are discussed. The chapter ends with a discussion of budget deficits and surpluses.

The monetary dimensions of the macroeconomy get two chapters. The first introduces students to modern concepts of money and the process of deposit creation. Chapter 14 focuses on how the Federal Reserve regulates bank reserves and lending to influence macro outcomes.

Supply-side concerns are addressed in Chapter 15. The potential of tax cuts, deregulation, and other supply-side policy options to improve both short- and long-term macro performance is explored. The chapter also offers a discussion of why economic growth is desirable, despite mounting evidence of environmental degradation and excessive consumption.

The final chapter in the macro section is every student's favorite. It starts out with a brief review of the nature and potential uses of fiscal, monetary, and supply-side policy options. Then the economic record is examined to highlight the contrast between theory and reality. The rest of the chapter identifies the obstacles that prevent us from eliminating the business cycle in the real world. These obstacles include everything from faulty forecasts to pork-barrel politics.

## 内容：国际视野

## Contents: International Perspective

No introduction to economics can omit discussion of the global economy. But how can international topics be included in such a brief survey? *Essentials* resolves this dilemma with a two-pronged approach. The major thrust is to integrate global perspectives throughout the text. Many of the Headline boxes feature international illustrations of core concepts. In addition, the basic contrast between market and command economies that sets the framework for Chapter 1 is referred to repeatedly in both the micro and macro sections. The U.S. economy is described in a global context (Chapter 2) and analyzed throughout as an open economy with substantial foreign trade and investment sectors. Students will not think of the U.S. economy in insular terms as they work through this text.

The second global dimension to this text is a separate chapter on international trade. Chapter 17 describes U.S. trade patterns, then it explains trade on the basis of comparative advantage. Consistent with the real-world focus of the text, a discussion of protectionist pressures and obstacles is also included. Exchange rate determinations are also explained, along with the special interests who favor currency appreciations and depreciations. The objective is to convey a sense not only of why trade is beneficial but also why trade issues are so politically sensitive.

## 辅助资料

## Text Supplements\*

### Issues Modules 问题提出

The paring of the table of contents to 17 core chapters gives instructors more flexibility to pursue specific policy issues of interest. To facilitate such discussions, separately bound issue modules are available. These chapter-length modules are self-contained and formatted just like text chapters (with definitions in the margin, summaries, questions for discussion, and so on). Available modules include

- Welfare: Too Much or Too Little?
- Social Security: The Economics of an Aging Population
- Budget Deficits: Outcomes, Process, Theory
- Financial Markets: The Links to Economic Outcomes
- The California Economy Today
- The Texas Economy Today
- Poverty in America

注：本书定价不包括“辅助资料”中提到的内容。对于采用本书作为教材的任课教师，我公司市场部将根据其个人教学需要提供相应服务。垂询电话：(010) 64983296 64981059 64982639; E-mail: Marketing@ncc-pub.com

- The Economics of Discrimination
- Social Justice in Political Economy

### Study Guide 学习指南

From the student's perspective, the most important text supplement is the *Study Guide*. The new *Study Guide* has been completely updated by Professor Linda Wilson (University of Texas at Arlington) and Professor Kevin Klein (Illinois College). The *Study Guide* develops quantitative skills and the use of economic terminology, and enhances critical thinking capabilities. Each chapter of the *Study Guide* contains these features:

- *Quick Review* Key points in the text chapter are restated at the beginning of each *Study Guide* chapter. The reviews are parallel to and reinforce the chapter summaries provided in the text. They are in an easy-to-read bullet format.
- *Learning Objectives* The salient lessons of the text chapters are noted at the outset of each *Study Guide* chapter. These objectives focus the student's efforts and help to ensure that key points will not be overlooked.
- *Using Key Terms* Early in each chapter the students are asked to complete a crossword puzzle using key terms. This engaging exercise is designed to reinforce terminology and provide a basis for subsequent exercises.
- *True-False Questions* Ten true-false questions are provided in each chapter. These questions have been class-tested to ensure their effectiveness in highlighting basic principles. An explanation is provided for incorrect answers.
- *Multiple-Choice Questions* Twenty multiple-choice questions per chapter are provided. These questions allow only one correct answer and focus on basic principles and critical thinking.
- *Problems and Applications* Exercises in each chapter of the *Study Guide* relate directly to the text. They stress current issues and events and problem-solving techniques. Headline boxes are the focus of questions and problems. These exercises help integrate the Headline applications into the core material of the text.
- *Common Student Errors* In each chapter of the *Study Guide*, errors that students frequently make are identified. The basis for those errors is then explained, along with the correct principles. This unique feature is very effective in helping students discover their own mistakes. The same errors are discussed in the *Instructors Resource Manual*.
- *Answers* Answers to *all* problems, exercises, and questions are provided at the end of each chapter. Difficult problems have annotated answers. These answers make the *Study Guide* self-contained, thus allowing students to use it for self-study.

### Instructor's Resource Manual 教师资源手册

Prepared by Professor Kevin Klein of Illinois College, the *Instructor's Resource Manual (IRM)* is designed to assist instructors as they cope with the demands of teaching a survey of economics in a single term. Each chapter of the

*Instructor's Resource Manual* contains the following features. All of these features should be helpful in deciding which topics to emphasize and which to omit as instructors cope with the reality of not being able to cover all they want.

- **Lecture Launchers** These lecture launchers are designed to be user friendly by offering suggestions, including text page references, on how to launch specific topics in each chapter. These suggestions help explain how to relate the economic concepts to the students' daily lives. The section titled *Take a Stand* can also be used to launch lectures or to summarize the chapter. Each *Take a Stand* issue is based upon one of the Headline articles contained in the chapter.
- **Common Student Errors** To help integrate an instructor's lectures with what the students read in the student *Study Guide*, there is a brief description of some of the most common problems that students have when studying the material in each chapter. These same common problems are repeated in the study guide. The basis for the errors is explained, along with the correct principles.
- **Annotated Outline** There is an annotated outline for each chapter that can be used as lecture notes. Using the electronic version of the *IRM*, instructors can easily modified the outline to fit their lecture needs.
- **The Internet and This Chapter** This edition of the *IRM* gives instructors tips and ideas on bringing the Internet into the classroom. In this section, suggestions are given for what types of assignments are most appropriate for the chapter along with specific assignments instructors can give to students as homework.
- **Answers to the Chapter Questions and Problems** The *IRM* provides answers to the end-of-chapter questions and problems in the text, along with explanations of how the answers were derived. These explanations are written with the student as the target audience and can be easily copied and placed in your library for students to review.
- **Media Exercises and In-Class Writing Assignments** A brief inventory of potential in-class writing assignments is provided for each chapter along with media exercises.

### Test Bank 试题库

The *Test Bank to Accompany Essentials of Economics* follows the lead of the textbook in its application of economic concepts to worldwide economic issues, current real-world examples, and the role of government in the economy. The *Test Bank* has been prepared by *Study Guide* authors Linda Wilson and Kevin Klein. This team helps assure a high level of quality and consistency of the test questions and the greatest possible correlation with the content of the text and the *Study Guide*. The *Test Bank* contains roughly 2,000 objective, predominantly multiple-choice questions. Each multiple-choice question is coded as to level of difficulty and is given a text-page reference where the student will find a discussion of the concept on which the question is based. Questions based on the boxed Headline material are segregated to facilitate their use. Approximately 600 questions are new or revised from the last edition.

### PowerPoints 幻灯片

Anthony Zambelli of Cuyamaca College prepared a comprehensive set of PowerPoint presentations that follow the organization of the *Instructor's Resource*

*Manual*. Consisting of over 500 slides, the PowerPoints present the text's key graphs and illustrations along with lecture notes.

### News Flashes 时事分析

As up-to-date as *Essentials of Economics* is, it can't foretell the future. As the future becomes the present, however, I will write News Flashes describing major economic events and relating them to specific topics in the text. Adopters of *Essentials* have the option of receiving News Flashes by mail or nearly instantaneously via fax. Four to six News Flashes are sent to adopters each year. News flashes are also downloadable from our website ([www.mhhe.com/economics/schiller](http://www.mhhe.com/economics/schiller).) Adopters will be provided a password.

### [www.mhhe.com/economics/schilleressentials](http://www.mhhe.com/economics/schilleressentials)

The newest *Essentials* supplement is a brand-new website, launched to accompany the fourth edition. Now students and instructors have online access to text-related supplements, helpful resources, and learning support, as well as a window into examples of real-life economics on the Web.

With fresh interactive content created by Christopher Lee of St. Ambrose University, the site is organized in a chapter-by-chapter format. Students now have easy access to Chapter Summaries, Key Terms, PowerPoint slides, links to Econ Graph Kit, Career Opportunities, and Economics on the Web. Additionally, students can test their knowledge, expand their awareness, and explore the Web by completing the following exercises, unique to the website:

- Ten self-grading, multiple-choice questions per chapter.
- Two research-based web activities per chapter, with detailed feedback.
- Two collaborative web-based Role-Play essay questions.

In addition to the student resources listed above, the password-protected instructor's area of the site includes the *Instructor's Resource Manual*, downloadable PowerPoint slides, and Grading Guidelines for the Role-Play exercises.

## 致 谢

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## 寄语

### Final Thoughts

Hopefully, the brevity, content, style, and novel supplements of *Essentials* will induce you to try it out in your introductory survey course. The ultimate measure of the book's success will be reflected in student motivation and learning. As the author, I would appreciate hearing how well *Essentials* lives up to that standard.

**Bradley R. Schiller**

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