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# INTERNATIONAL ECONOMICS (Second Edition)

## 国际经济学

(第二版)

W·查尔斯·索耶 (W. Charles Sawyer)

理查德·L·斯普林克 (Richard L. Sprinkle)

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刘春生 王祥光 刘颖飞 张 会 译

中国人民大学出版社



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· 北京 ·

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## 出版说明

中国的入世,使其真正的融入到了经济全球化的浪潮中。中国政府“引进来,走出去”战略,使得中国经济的发展需要大量的“国际化”人才的储备。这就对我国一般本科院校多年来所采取的单一语言(母语)教学提出严峻挑战,财经院校涉外经济类专业实行双语教学改革迫在眉睫。国家教育部2001年第4号文件明确规定:“本科教育要创造条件使用英语等外语进行公共课和专业课的教学,力争三年内,外语教学课程达到所开课程的5%~10%”。国际经济与贸易专业的主要培养目标是能够从事国际商务实践操作以及从事关于国际商事研究的涉外实务人才和国际经济高级学者,涉外性强,创新度高,客观上要求本专业的本科学生要有扎实、娴熟的外文功底,在此基础上透彻的,最好是原汁原味的吸取关于国际经济与贸易专业的前沿理论与实务知识,因此,本专业实行双语教学无论从理论上还是从实践上而言都具有重大的现实意义。为此,在国际经济与贸易学科建设和教学改革时必须考虑在理论和方法上与国际接轨,只有这样,才能培养出标准统一的国际经济与贸易人才。这就有必要借鉴市场经济发达国家大学的国际经济与贸易学专业的课程体系和教学内容。在引进出版过程中,要把好质量关,要经学科领域的专家认真审核选题和内容,要把国外真正高水平的适合国内实际的优秀教材引进来。

适应这一需要,中国人民大学出版社携手国际著名的出版公司,推出适合国际经贸专业的双语系列教材。本系列教材具有以下特点:

第一,体系完整。本套教材精选了一批国外著名出版公司的优秀教材,涉及国际贸易、国际经济学、世界经济、国际商务、国际市场营销、国际商务谈判等课程,涵盖了国际贸易专业的核心课程。

第二,保持原貌。本套教材在广泛听取一线任课教师的意见基础上,删减了一些相互重复及不适合我国国情的内容,在体系和内容上保持了原教材的特色。

第三,紧扣前沿。本套教材原著选择上紧扣国外教学前沿,基本上都选择国外最流行教材的最新版本,有利于老师和学生掌握国外教学研究的最新发展趋势。

第四,中文注解。我们邀请了国际经贸专业的一线优秀教师、学者对教材的重点内容、重要概念、主要原理添加了中文注解,并在每章前添加了中文导读,便于双语教学的开展。

本套教材适用于高等财经院校国际经贸专业的本科教学,同时也适用于国际经贸从业人员及对国际经贸感兴趣的人士。

本套教材在遴选、删减、审校、译注等方面得到中央财经大学国际经济与贸易系刘春生老师的大力协助,在此一并表示感谢。

本套教材是对国际经贸专业双语教学的积极探索,错误和疏漏之处在所难免,恳请广大读者指正。

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## 审 译 者 前 言

本书系统地介绍了国际经济学领域涉及的贸易所得、贸易方式、贸易保护、国际收支平衡、汇率决定和国际间政策协调等内容，尽可能地反映本学科发展的前沿动态，吸收国际贸易学和国际金融学领域的最新成果。

相对于其他的国际经济学教材，本书更加注重介绍国际经济学中的主要概念和方法，突出高等院校人才培养的特点，培养学生分析问题和解决问题的实际能力。本书用大量篇幅介绍国际经济学中的传统理论，同时，我们也将尽力介绍国际经济学中最新最前沿的分析研究成果，使得本书具有覆盖面全、案例丰富、内容新颖、难易适度等特点。

本书适合作为本科或大专院校的经济或国际管理类国际经济与贸易、国际金融等专业的教材，也可作为国际贸易、国际金融等相关领域从业人员的参考用书。



## **Preface**

most students need to learn international economics in a way that prepares them to take the *next* course in international economics. Increasingly, neither of these assumptions is correct as an ever-larger percentage of the students taking this course are not economics majors. Further, the vast majority of economics majors are not planning to attend graduate school in economics. The typical economics major is headed for law school, an MBA program, or a career. Even a book designed to prepare students for graduate work in economics is not likely to serve the interests of economics majors much less nonmajors.

The reality is that most students studying international economics need to prepare for success in their chosen careers. To us this means two things. First, students need to learn the parts of international economic theory that they will most likely need to know for a career in the public or private sector. Second, learning some theory will not do these students much good if they cannot apply it. This book's approach is to apply basic economic theory to international economic issues. In one sense, the approach in *International Economics* is simpler because it is less purely theoretical. However, learning some economic theory, what the theory *means*, and how to use it is not so easy.

Our approach is driven by what we are trying to accomplish. Most students entering this course have only a vague understanding of the terminology associated with international economics. The main goal of *International Economics* is to guide students to the point at which they can easily understand any information on international economics that they may encounter in their careers. If students can understand and apply international economics, then they have a good chance of having a more successful career. Both of us have spent some time teaching in executive MBA programs and have found that the average midcareer manager knows little more about international economics than the typical junior in college. This lack of knowledge makes them uncomfortable and in many cases, may be costing them higher salaries and/or promotions. These students have been invaluable in teaching us what our younger students need to know before they start their careers: basic theory and how to apply it.

## Pedagogy: Teaching and Applying Theory

Most international economics textbooks are trying, in varying degrees, to do three things. First, they are teaching some new theoretical tools. Second, they are teaching students how to apply these tools in a “real world” context. Finally, they are preparing students for further study in international economics. But teaching international economics to a diverse group of majors using a book designed for economics majors is like trying to juggle too many balls: It can lead to a lot of frustration. To make the course easier to teach and more useful to the new students taking this course, we have adopted a different pedagogical approach to the subject. Because most students taking this course have either had a one-semester survey course or the traditional two-semester principles of microeconomics and macroeconomics, the theory we use throughout this book to analyze economics is the same theory students have already learned in principles of economics. This approach accomplishes two things. First, instructors have to teach little if any “new” theory. This allows them to move at a much faster pace and cover much more of the subject than would be the case if they spent a substantial amount of class time teaching theory that many of the students have not been prepared to easily learn. Second, it becomes much easier to focus on applying the theory. Since the students are seeing the theory for the “second” time, they can spend more time on learning how to apply the theory and use it in their careers.

The book employs a number of pedagogical features to reinforce this basic approach.



- ❑ The book is written in a user-friendly style that emphasizes how to use international economic theory and where to apply it.
- ❑ Students can't possibly comprehend international economics unless they know the specialized terms of the discipline. That's why we define important terms in the margins. The margin definitions provide a quick way for students to recognize the terms that are important to know. In addition, students may not always have time to read the entire chapter before class and studying the margin terms beforehand should improve their understanding of it.
- ❑ We can't assume that students will remember everything they learned in their principles of economics course. That's why we provide a quick review of economic principles at key points in the text. This gives instructors the flexibility to review the material in class or to let students review the material on their own. To accommodate those students who have had only the one-semester survey course (which is usually less oriented toward macroeconomics), these reviews are more extensive in the second half of the book.
- ❑ Although applications of international economics are liberally distributed throughout the text, each chapter includes a number of boxes that provide more extensive examples or applications of the previously described theory.
- ❑ The end-of-chapter questions accomplish two things. First, many of the questions are designed to encourage students to describe what they know in their own words. This allows them to discover what they *don't* know before it really matters (i.e., an exam). Second, the remaining questions are designed to motivate students to either apply the theory and/or to think about issues that the theory implies.
- ❑ Each chapter ends with a "Suggested Readings and Web Sites" section. These sections provide students with options for exploring both traditional and Internet-based sources of information on the concepts they've learned in the chapter. For instructors who want to assign out-of-class coursework, these sections enable them to easily direct students to the information needed for these assignments. Unlike most books, the readings in these sections are easily accessible for undergraduate students as the primary sources are publications such as *The Economist*, *The Wall Street Journal*, *The New York Times*, *The Financial Times*, *Newsweek*, *Business Week*, *Fortune*, and *Forbes*.

## Features: Content that Makes a Difference

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Beyond the book's basic approach and pedagogy, *International Economics* contains some content-oriented features that represent a somewhat different approach to teaching the course.

- ❑ **Data**—The world of international economics is full of numerical data. However, this is not always reflected in the way international economics textbooks teach the subject. In this book, there is a more extensive presentation of international economic data than is usually the case. For example, it is quite possible for an international economics text to neglect to mention the size of the world economy. In *International Economics* that number is just the starting point for discussing other types of international economic data. However, in the discipline of international economics, the numbers can seem, at first glance, to be

implausibly large. To remedy these perceptual problems, we put the data into perspective with regard to national economies and the world economy so that students can see how international economic data compares with national economies and the world economy. For example, learning that U.S. exports are over \$1 trillion is a useful thing to know. If you also learn that the size of the U.S. economy is \$10 trillion and the size of the world economy is \$32 trillion, then the information on U.S. exports has more meaning. Students learn not only how large exports are, but how they fit into the economy overall.

- ❑ **Intraindustry Trade**—Intraindustry trade has become an extremely important part of total international trade. The explanations for this type of trade are different than those used to explain interindustry trade. To adequately cover both the phenomenon and its explanations, intraindustry trade is covered in a separate chapter (Chapter 3).
- ❑ **Public Choice**—Tariff and nontariff barriers to trade are policies made in a political market. Students need to know not only what effects these barriers have on trade but also why they exist in the first place. The chapter on public choice (Chapter 6) is designed to explain the process that leads to trade barriers. This chapter also enables students to better understand both today's trade policy debates and those they will no doubt encounter during their careers.
- ❑ **The Relationship between the Current Account and Capital Account**—In addition to the traditional emphasis on the current account, *International Economics* highlights the role of the capital account. The discussion focuses on the relationship among the current account, the capital account, GDP, and the components of GDP. These relationships are identified first in Chapter 8 and are an integral part of the discussion of open economy macroeconomics in Chapters 13 through 16.
- ❑ **Asset Market Approach to Exchange-Rate Determination**—The approach we use to explain the determination of exchange rates is the modern asset market approach. The focus is on how interest rates and other factors cause short-run changes in exchange rates. Chapter 12 on purchasing power parity emphasizes the modern asset market approach as a useful reference point in analyzing commonly used terms such as “overvalued” or “undervalued” exchange rates.
- ❑ **Open Economy Macroeconomics**—The focus of *International Economics* is on how changes in the exchange rate affect output and the price level. In much of our discussion we assume that the exchange rate and the current account are usually allowed to adjust to macroeconomic policies aimed at inflation and unemployment. This allows the discussion to be more representative of macroeconomic policy in most countries.
- ❑ **Fixed vs. Flexible Exchange Rate Systems**—Despite the wide use of flexible exchange rate systems, fixed exchange rates are still an important part of the international monetary system. However, there are newer forms of fixed exchange rate systems such as currency boards and monetary unions that countries are now using to replace more traditional ways of fixing the exchange rate. In order to cover both exchange rate systems adequately, *International Economics* covers flexible and fixed exchange rate systems separately in Chapters 14 and 15, respectively. Chapter 16 summarizes the discussion as a choice entailing different mixes of costs and benefits.

**Changes in the Second Edition** Most of the changes in the second edition are related to the primary purpose of the book. Our intention has always been to teach international economics in a way that will enhance the ability of students to use what they learn during their careers.

A number of significant changes have been made to make the book easier and/or more flexible to use. Chapter 1 now contains an example of trade in a single product to help introduce the concept of comparative advantage. The discussion of U.S. trade policy in Chapter 6 has been reinforced with the added sections on antidumping, countervailing duties, and the escape clause. This chapter now ends with a section on the difficulties associated with the Doha Round and the future of WTO negotiations. Chapter 7 on Regional Trade Agreements contains a complete discussion of future U.S. trade agreements and an expanded section on the EU that includes the most recent enlargement. The second part of the book has been modified in several ways. Chapter 8 includes some of the recent modifications to the reporting of the U.S. balance of payments. A new section in Chapter 10 covers the concept of exchange rate pass through. Chapters 11 and 12 have been modified to shorten the coverage of interest rates and the exchange rate, purchasing power parity, and the real exchange rate.

**Alternative Course Designs** *International Economics* was designed to be used in two commonly used course formats. The first half of the book on international trade, factor movements, and trade and economic development are frequently covered in most international economics courses. The final ten chapters on international finance can be divided into at least three parts: national income accounting and exchange rate determination; purchasing power parity and the real exchange rate; and open economy macroeconomics. The result is that instructors have the flexibility to design a course appropriate for both the content of the course and the background of the students.

The traditional international economics course is a one-semester course covering both international trade and finance. Students in this course normally are either majoring in economics or in a related discipline such as finance or international business. *International Economics* was written concisely to allow instructors to finish all of the chapters and/or omit chapters in order to cover readings or other material. In this type of course Chapter 9 (International Transactions and Financial Markets) could be omitted without loss of continuity.

It is increasingly common for International Economics to be taught as a one-semester "Survey" course to classes where the majority of students are not majoring in economics. *International Economics* also was designed to accommodate this type of course. Throughout the book, the basic material is presented using only the tools the students learned in principles of economics. The more technical points are always covered in separate sections to allow instructors to move at a faster pace by omitting this material. Most courses of this type are more heavily weighted toward international trade and add some international finance at the end of the course. The book is organized to allow instructors to cover all of the essential parts of international trade. The second half of the text was written to allow for flexibility of coverage in international finance. The ten chapters on international finance can be considered in a number of different ways. Chapters 8, 10, and 13 cover the "core" topics of the balance of payments, exchange rate determination, and open economy macroeconomics. These chapters can be combined with groups of other chapters to produce a course with a focus on exchange rates, open economy macroeconomics, or a combination of the two. Adding Chapters 9, 11, 12, and 16 produces a course with a focus on exchange rates. A course with a focus on open economy macroeconomics can be obtained by covering Chapters 14 through 16. A blend of the two topics can be covered by adding Chapters 11, 12, 14, and 16. These alternatives are shown at the end of the Preface.

## Supplementary Materials

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**Instructor's Manual with Testbank.** The Instructor's Manual with Testbank contains a chapter outline and summary for each chapter, answers to end-of-chapter questions, lecture suggestions, and a complete bank of questions for quizzes and tests. The **TestGen-EQ test generating software** allows instructors to custom design, save, and generate classroom tests. The test program allows instructors to edit, add, or delete questions from the test banks; edit existing graphics and create new graphics; analyze test results; and organize a database of tests and student results. This software allows for greater flexibility and ease of use. It provides many options for organizing and displaying tests, along with a search and sort feature. The software, as well as the Testbank is available for download from the link for the **Instructor Resource Center** on the book's Companion Web site.

The **Companion Web site** ([www.prenhall.com/sawyer](http://www.prenhall.com/sawyer)) is a Web site with resources related specifically to *International Economics*. **For Students**, the **Online Study Guide** offers another opportunity for them to sharpen their problem-solving skills and to assess their understanding of the text material. The Online Study Guide grades each question submitted by the student, provides immediate and detailed feedback for correct and incorrect answers, and allows students to e-mail results to up to four e-mail addresses. **For instructors**, the Companion Web site contains the **Syllabus Manager** which allows instructors to create a syllabus that they may publish for their students to access. Instructors may add exams or assignments of their own, edit any of the student resources available on the Companion Web site, post discussion topics, and more. Instructors may find **downloadable resources** (including the **Instructor's Manual, Testbank, TestGen EQ software**, and **PowerPoint Presentations**) from the link on the site for the **Instructor Resource Center**.

**PowerPoint Lecture Presentation:** This lecture presentation tool offers outlines and summaries of important text material, tables and graphs that build, and additional exercises. The package will allow for instructors to make full-color, professional-looking presentations while providing the ability for custom handouts to be provided to the students. Instructors may download the **PowerPoint Presentations** from the link for the **Instructor Resource Center** at [www.prenhall.com/sawyer](http://www.prenhall.com/sawyer).

## Acknowledgments

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## About the Authors

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