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| 清华经济学系列英文版教材 |

PRINCIPLES OF
ECONOMICS
SIXTH EDITION

经济学原理 第6版

宏观部分

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经济学原理

宏观部分

第6版

清华大学出版社
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Principles of Economics, 6e

N. Gregory Mankiw

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作者简介

N. 格雷戈里·曼昆 (N. Gregory Mankiw)，哈佛大学经济学教授。作为学生，他曾在普林斯顿大学和麻省理工学院学习经济学；作为教师，他讲授过宏观经济学、微观经济学、统计学和经济学原理。多年前他还在长滩岛当过一个夏季的帆船教练。

曼昆教授是一位高产的学者和学术与政治争论的积极参与者。他的著作发表于《美国经济评论》(*American Economic Review*)、《政治经济学杂志》(*Journal of Political Economy*) 和《经济学季刊》(*Quarterly Journal of Economics*) 等学术杂志及《纽约时报》(*The New York Times*)、《华尔街日报》(*The Wall Street Journal*) 等热门报纸。曼昆教授还是美国国家经济研究局 (NBER) 的研究人员，国会预算办公室和波士顿、纽约联邦储备银行的顾问，美国教育考试服务中心 (ETS) 经济学先修课程考试研发委员会成员。2003—2005年，他曾担任美国总统经济顾问委员会主席。

内容简介

曼昆教授的《经济学原理》是一本广受欢迎的经典经济学教材。全书主要从供给与需求、企业行为与产业组织、长期经济增长与短期经济波动、宏观经济政策等角度，深入浅出地讲述经济学的基本思想和基本原理，强调经济学原理的应用与政策分析。书中还提供了新闻摘录、案例研究等，说明经济学原理在现实经济生活中的应用。本册为宏观部分。

本书为英文版，并附送电子书阅读平台，曼昆教授原汁原味的英文和经济学原理同样具有魅力。本书适用于经济管理类本科生、研究生、MBA学生，以及所有的经济学爱好者。

Principles of Economics

Sixth Edition

N. Gregory Mankiw

出版说明

为了适应经济全球化的发展趋势,满足国内广大读者了解、学习和借鉴国外先进的管理经验和掌握经济理论前沿动态的需要,清华大学出版社与国外著名出版公司合作影印出版一系列英文版经济管理方面的图书。我们所选择的图书,基本上是已再版多次、在国外深受欢迎并被广泛采用的优秀教材,是该领域中具有权威性的经典之作。

曼昆教授的这本《经济学原理》,自1997年首次出版以来,被全世界数以百万计的学生使用,深受学生和教师的喜爱,被翻译成20多种语言。很多学生因学习这本书而深深地爱上了经济学。这本书的中文翻译版也已经在我国出版。

感谢圣智学习出版公司对清华大学出版社独家授予本书的影印版版权,使我们能够将这本深受读者喜爱的经济学教科书原汁原味地奉献给更多的中国读者,使读者能够既轻松地学习经济学,又感受到曼昆教授的语言魅力。

本版图书附加了电子书的阅读平台,可供在线阅读,添加笔记、书签,听读纯正美音,随时查阅字典等,为读者提供更加丰富、立体化的阅读和学习资源。

应原版图书出版方的要求,并适应我国的教学实际情况,我们在纸质书中删减了部分深入或前沿的章节,使本书的篇幅和内容更适合广大学生。在对原版图书进行删节的同时保留了原书的页码,并按顺序编制了新的页码,望读者予以注意。删减的章节,读者可以从电子书中阅读。

在本书的审阅过程中,我们得到了清华大学经济管理学院钟笑寒老师的热心帮助和支持,在此表示感谢!

由于原作者所处国家的政治、经济和文化背景等与我国不同,对书中所持观点,敬请广大读者在阅读过程中注意加以分析和鉴别。

欢迎广大读者给我们提出宝贵的意见和建议;同时也欢迎有关的专业人士向我们推荐您所接触到的国外优秀图书。

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*To Catherine, Nicholas, and Peter,
my other contributions to the next generation*

about the author



N. Gregory Mankiw is professor of economics at Harvard University. As a student, he studied economics at Princeton University and MIT. As a teacher, he has taught macroeconomics, microeconomics, statistics, and principles of economics. He even spent one summer long ago as a sailing instructor on Long Beach Island.

Professor Mankiw is a prolific writer and a regular participant in academic and policy debates. His work has been published in scholarly journals, such as the *American Economic Review*, *Journal of Political Economy*, and *Quarterly Journal of Economics*, and in more popular forums, such as *The New York Times* and *The Wall Street Journal*. He is also author of

the best-selling intermediate-level textbook *Macroeconomics* (Worth Publishers). In addition to his teaching, research, and writing, Professor Mankiw has been a research associate of the National Bureau of Economic Research, an adviser to the Congressional Budget Office and the Federal Reserve Banks of Boston and New York, and a member of the ETS test development committee for the Advanced Placement exam in economics. From 2003 to 2005, he served as chairman of the President's Council of Economic Advisers.

Professor Mankiw lives in Wellesley, Massachusetts, with his wife, Deborah, three children, Catherine, Nicholas, and Peter, and their border terrier, Tobin.



preface

to the student

“Economics is a study of mankind in the ordinary business of life.” So wrote Alfred Marshall, the great 19th-century economist, in his textbook, *Principles of Economics*. Although we have learned much about the economy since Marshall’s time, this definition of economics is as true today as it was in 1890, when the first edition of his text was published.

Why should you, as a student at the beginning of the 21st century, embark on the study of economics? There are three reasons.

The first reason to study economics is that it will help you understand the world in which you live. There are many questions about the economy that might spark your curiosity. Why are apartments so hard to find in New York City? Why do airlines charge less for a round-trip ticket if the traveler stays over a Saturday night? Why is Johnny Depp paid so much to star in movies? Why are living standards so meager in many African countries? Why do some countries have high rates of inflation while others have stable prices? Why are jobs easy to find in some years and hard to find in others? These are just a few of the questions that a course in economics will help you answer.

The second reason to study economics is that it will make you a more astute participant in the economy. As you go about your life, you make many economic decisions. While you are a student, you decide how many years to stay in school. Once you take a job, you decide how much of your income to spend, how much to save, and how to invest your savings. Someday you may find yourself running a small business or a large corporation, and you will decide what prices to charge for your products. The insights developed in the coming chapters will give you a new perspective on how best to make these decisions. Studying economics will not by itself make you rich, but it will give you some tools that may help in that endeavor.

The third reason to study economics is that it will give you a better understanding of both the potential and the limits of economic policy. Economic questions are always on the minds of policymakers in mayors’ offices, governors’ mansions, and the White House. What are the burdens associated with alternative forms of taxation? What are the effects of free trade with other countries? What is the best way to protect the environment? How does a government budget deficit affect the economy? As a voter, you help choose the policies that guide the allocation of society’s resources. An understanding of economics will help you carry out that responsibility. And who knows: Perhaps someday you will end up as one of those policymakers yourself.

Thus, the principles of economics can be applied in many of life’s situations. Whether the future finds you reading the newspaper, running a business, or sitting in the Oval Office, you will be glad that you studied economics.

N. Gregory Mankiw
December 2010



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Let me begin with my colleagues in the economics profession. The six editions of this text and its supplemental materials have benefited enormously from their input. In reviews and surveys, they have offered suggestions, identified challenges, and shared ideas from their own classroom experience. I am indebted to them for the perspectives they have brought to the text. Unfortunately, the list has become too long to thank those who contributed to previous editions, even though students reading the current edition are still benefiting from their insights.

Most important in this process have been Ron Cronovich (Carthage College) and David Hakes (University of Northern Iowa). Ron and David, both dedicated teachers, have served as reliable sounding boards for ideas and hardworking partners with me in putting together the superb package of supplements.

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N. Gregory Mankiw
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