# Micro-Economics

WILLIAM G. SHEPHERD ANN PUTALLAZ W.H. LOCKE ANDERSON

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■ University of Michigan ■

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# **Preface**

**Teachers know**, and their students soon learn, that economics is an evolving field. Yet the basic concepts are relatively stable. In this book we present those concepts, as they are shared and used by economists. We try to convey both the simple beauty of economic logic and the complex variety of its practical uses in the world.

Economics is exciting and important, but parts of it can also be puzzling and genuinely difficult to master. Some students approach economics as a duty: a hard subject that's sure to be dull and not very rewarding. Yet economists know it instead as a fascinating field, which can clarify an astonishing range of topics with a few tools.

To help students advance from reluctance to enjoyment, we present logic, facts, policies, and other materials both in good balance and in an effective sequence. We stress *logic* because economics is above all a connected set of logical concepts and hypotheses. But logic alone is not enough. We must also emphasize

the matters of degree, which good economists learn to judge carefully. Logic and degree—hypotheses and facts—are a two-sided theme for students to watch as they learn both to grasp the tools and to evaluate real conditions.

Beyond that, we have another paired goal for students: first, to learn economics as it is, but also to acquire a healthy skepticism about economists' work and advice. Because economics is a human creation, it involves human errors and contradictions. By learning this, students come to understand that economic knowledge always has gaps and soft spots as it evolves, and that it cannot accomplish all—or even half—of the tasks we ask of it.

This sort of sympathetic realism need not undercut students' motives to learn the analysis. Instead, by gently dispelling students' hopes of finding something that is infallible, it encourages them to take a sensible view of the whole world. This demystifying process can in turn make it easier to learn.

Students often resist this balanced treatment, asking instead just to be told what material they "have to learn." We think that all students can learn both the basic ideas and the economist's skeptical, independent-minded approach. That is the spirit which we have tried to convey.

The text We have labored long to make this book short. Despite its substantial size, the volume is a compact presentation of principles and examples. Every line reflects difficult choices we have had to make about depth and detail. Our choices have been guided by three main goals. The first is to be *clear*, using plain English concisely. The second is to be *complete* on technical analysis, making sure that the prose is thorough, step by step. The third is to give sufficient *variety* of "real" illustrations and cases, showing readers the important practical uses of the concepts.

The format The order of topics has been carefully chosen to provide a progression from basic concepts to more advanced issues. The chapters proceed generally from fundamental analysis to more complex, applied, and policy-oriented issues. The whole sequence of topics allows for flexibility in emphasizing some topics or omitting others, even among sections within chapters.

Distinctive features Apart from its whole approach, we have built into the book a number of special features, large and small, including the following: chapters 1 to 3 provide a thorough foundation of concepts and methods, rather than just an introduction. Special features beyond the standard topics include:

Chapter 1 Economic goals. The economic literature and the development of economics. The economist's approach.

Chapter 2 Microeconomic principles (opportunity cost, marginal conditions, diminishing marginal effect, scarcity, equilibrium, public choice). Macroeconomic principles.

Chapter 3 The linkage of diagrams, hypotheses, and models. Organizing and presenting data. Stocks and flows.

The next chapters present allocation analysis thoroughly and with unusual concern for general equilibrium.

**Chapter 4** A focus on supply and demand concepts. Thorough treatment of elasticity.

Chapter 5 Supply and demand concepts and cases are knitted together; agriculture, oil prices, tax incidence, market controls. Measures of elasticities.

Chapter 6 Focuses on individual demand. Consumer surplus. An assessment of utility analysis.

Chapter 7 Uniquely thorough coverage of the enterprise. Actual patterns of firms. A tour of *Wall Street Journal* data. Nonprivate firms. Accounting, motives, and success indicators. A case study of starting up a firm.

Chapter 8 Intensive coverage of cost analysis. Link between productivity and cost. Economies of scale.

Chapter 9 The nature of competition, marginal cost, and efficiency conditions.

Chapters 10–13 cover monopoly power and its policy remedies with an industrial-organization focus.

Chapter 10 Varieties of markets, from pure monopoly to pure competition. Concise causes and effects of monopoly. Case studies of monopolies. Price discrimination fully explained.

Chapter 11 The dominant-firm case. Numerous practical instances, including newspaper markets. The Schumpeterean process. The contrast between tight and loose oligopoly. New data on the rise in competition since 1960.

Chapter 12 Antitrust agencies, trends, and criteria. A detailed presentation of cases and their economic effects.

Chapter 13 The economic content of regulation. Commissions and their setting. Key economic issues: marginal cost pricing, inefficiency, and deregulation. Public enterprise: its coverage and economic criteria.

Next come inputs and general equilibrium in Chapters 14–17. Both labor and capital are given detailed attention.

Chapter 14 Thorough analysis of input choices. Economic rent. Inputs' roles in creating value.

Chapter 15 The utility basis of work choices. Human capital and returns to education. Effects of labor unions.

Chapter 16 Uniquely thorough, integrated coverage of capital (physical and portfolio) and technological change. Investment choices, cost of capital, return to capital; risk and asset values. Expectations and stock prices. Stock markets as the control system of capitalism. Trends and elements of technological change.

Chapter 17 Complete coverage of equilibrium and allocation. Ripple effects and input-output tables. Limits on the invisible hand.

We round out microeconomics by analyzing major public policy choices in Chapters 18–21.

Chapter 18 A thorough analysis of social goods, external effects, and costbenefit analysis. Taxes and incentive effects. Trends of taxes and spending.

Chapter 19 Trends and causes of inequality. Analysis of discrimination. Actual incidence of taxes and spending.

Chapter 20 Analysis of resource conservation: criteria and free-market efficiency. Common-property resources. Agriculture, the energy sector, and future world resource scarcities.

Throughout, there are "boxes" presenting unusual topics, special cases, or extended discussions. Also, each concept is printed in boldface type when it is first presented, and definitions of the concepts are gathered in a glossary at the back of the book.

**Teaching aids** Each chapter begins and ends with a brief summary of its main points. End materials also include a list of key concepts in the chapter, plus questions for review.

To complement this textbook, there is a set of additional materials: The Study Guide (which, along with the test bank. was written by Ann Putallaz with the assistance of Therese Mendola) is designed to help students identify and resolve areas of confusion, and to develop their ability to apply theoretical concepts in solving problems. For each chapter, true-false and multiple choice questions and applied problems are presented. The questions focus on concepts with which students frequently have difficulty. Detailed explanations of answers to the questions are provided to ensure that students do not answer a question correctly without understanding why it is correct, and that they are not unduly frustrated by having answered a question incorrectly and not knowing why. The problems help students learn to apply theoretical concepts correctly. Students who work with the study guide will be able to identify sources of confusion, and can build confidence in their ability to apply the material through problem solving. Throughout, an attempt is made to keep students' attention focused on core material, and to encourage them to feel at ease with the subject matter.

The *Test Bank* (available only to instructors) contains multiple choice questions for each chapter. The questions vary considerably in difficulty. Within each chapter, questions are generally arranged sequentially according to the location of the relevant material in the text. Frequently, more than one question is available for a given topic to allow instructors flexibility in designing tests. The test bank is stored in a computer file so that the publisher can provide instructors with individually tailored semester exams. The proce-

dure for ordering these exams is described in the introduction to the *Test Item File*.

The Instructor's Manual (prepared by the authors and available only to instructors) is written with the needs of the instructor in mind. It emphasizes the goals of the text, chapter by chapter, and calls the instructor's attention to crucial concepts and diagrams and to areas that students may find particularly difficult. It also gives answers to selected review questions that appear at the end of the text chapters.

A *Transparency Package* containing the most important analytical diagrams is also available from Prentice-Hall.

#### Acknowledgments

We are deeply indebted to many people for supporting us in shaping this book. For special help from our colleagues at the University of Michigan we want to thank Alan Deardorff, Richard Porter, and Gavin Wright. Our teaching fellows have also given good advice from their classroom experience with the book.

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Finally, our children have sacrificed to make this book possible, by doing without our attention from time to time. We thank them, too, with hopes that they will some day learn from reading it for themselves.

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