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经济学

# PRINCIPLES OF MICROECONOMICS

James D. Miller

## 微观经济学

【美】

詹姆斯·D·米勒 著

FE 东北财经大学出版社  
Dongbei University of Finance & Economics Press



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# 出版者的话

当前,在教育部的大力倡导下,财经和管理类专业的双语教学在我国各大高校已经逐步开展起来。一些双语教学开展较早的院校积累了丰富的经验,同时也发现了教学过程中存在的一些问题,尤其对教材提出了更高的要求;一些尚未进入这一领域的院校,也在不断探索适于自身的教学方式和方法以及适用的教材,以期时机成熟时加入双语教学的行列。总之,对各类院校而言,能否找到“适用”的教材都成为双语教学成功与否的关键因素之一。

然而,国外原版教材为国外教学量身定做的一些特点,如普遍篇幅较大、侧重于描述性讲解、辅助材料(如习题、案例、延伸阅读材料等)繁杂,尤其是许多内容针对性太强,与所在国的法律结构和经济、文化背景结合过于紧密等,却显然不适于国内教学采用,并成为制约国内双语教学开展的重要原因。因此,对国外原版教材进行本土化的精简改编,使之变成更加“适用”的双语教材,已然迫在眉睫。

东北财经大学出版社作为国内较早涉足引进版教材的一家专业出版社,秉承自己一贯服务于财经教学的宗旨,总结自身多年的出版经验,同麦格劳—希尔教育出版公司、培生教育出版集团和圣智出版集团等国外著名出版公司通力合作,在国内再次领先推出了会计、工商管理、经济学等专业的“高等院校双语教学适用教材”。这套丛书的出版经过了长时间的酝酿和筛选,编选人员本着“品质优先、首推名作”的选题原则,既考虑了目前我国财经教育的现状,也考虑了我国财经高等教育所具有的学科特点和需求指向,在教材的遴选、改编和出版上突出了以下一些特点:

- 优选权威的最新版本。入选改编的教材是在国际上多次再版的经典之作的最新版本,其中有些教材的以前版本已在国内部分高校中进行了试用,获得了一致的好评。

- 改编后的教材在保持英文原版教材特色的基础上,力求内容精要,逻辑严密,适合中国的双语教学。选择的改编人员既熟悉原版教材内容,又具有本书或本门课程双语教学的经验。

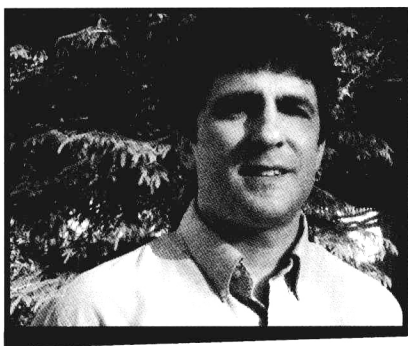
- 改编后的教材配有丰富的辅助教学支持资源,教师可在网上免费获取。

- 改编后的教材篇幅合理,符合国内教学的课时要求,价格相对较低。

本套教材是在双语教学教材出版方面的一次新的尝试。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,也期待广大读者提出宝贵的意见和建议。

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,书中的内容仍可能有不妥之处,望读者在阅读中注意比较和甄别。

东北财经大学出版社



**James D. Miller** is Associate Professor of Economics at Smith College. He has a Ph.D. in Economics from the University of Chicago, where his dissertation advisors included Gary Becker and Judge Richard Posner. He has a J.D. from Stanford Law School, where he was on the Law Review. He also authored the popular *Game*

*Theory at Work* (2003). In addition, he has written several academic articles on topics such as litigation, state lotteries, and the economics of Greek mythology. He has also written well over one hundred journal articles presenting economic issues to a general audience.

Scores of microeconomics textbooks have been written, many by world-famous economists. So what, you might ask, makes this one special?

**IT'S INTERESTING**—Microeconomics should fascinate. It's a sin against our profession that microeconomics textbooks usually bore students. I wrote this book to read more like a nonfiction book than a traditionally stodgy textbook. To capture the minds of students, I've stuffed this book full of engaging and sometimes irreverent examples about topics like Viagra, space travel, immortality, illegal immigration, dating, Dr. Seuss, and Greek mythology. My hope is that students will find this textbook so engaging that some will even read the chapters that aren't assigned.

**IT HAS FICTIONAL STORIES**—Unlike other Principles texts on the market, I use many original, fictional stories to explain and complement the material. These stories do not displace analysis of traditional microeconomic theory; rather, they stimulate student interest in the theory and provide a nonmathematical, intuitive introduction to numerous concepts. Many reviewers wrote that these stories were the best part of the book.

**IT'S NOT BIASED AGAINST MARKETS**—No economist would assume that business people always seek to do what is best for society. Yet most microeconomic texts do implicitly assume that politicians always put the common good ahead of their own self-interests. In contrast, I use public choice theory to present a realistic view of politicians.

All microeconomics textbooks, including mine, stress market failures. Few texts, however, also stress government failures. Students are thereby left with the impression that governments are far more effective at improving markets than any objective analysis would indicate. This book does point out how omniscient, altruistic politicians could theoretically correct many market failures; it also explains why self-interested politicians often won't correct these failures in ways that economists would wish.

**IT EMPHASIZES INNOVATION**—Innovation is perhaps the single most powerful force in our economy today. It's also an inherently interesting topic, yet most microeconomic approaches ignore or, at best, briefly cover innovation. I consider innovation extensively in the text, addressing it in over one-half of the chapters.

This approach to microeconomics is markedly different from many others currently in use; love it or hate it, my method diverges from the status quo in some fundamental ways. My hope is that students and instructors alike will be engaged and inspired by this text.

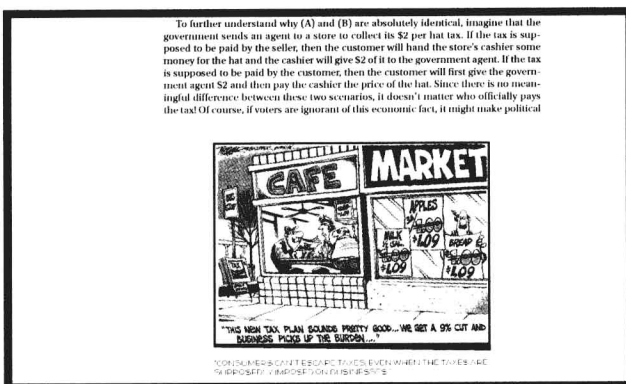
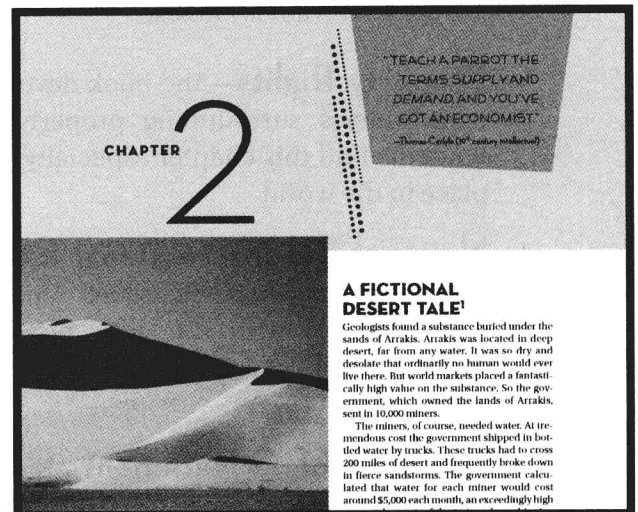
James D. Miller

# Focus on STUDENT ENGAGEMENT

***Principles of Microeconomics*** effectively engages students inside and outside the classroom.

**Intuition**—From desert lands to the supernatural, *Principles of Microeconomics* takes students on a journey of economic intuition, making concepts clear through fictional situations.

**Innovation**—A majority of the chapters feature a focus on technological innovation, one of the main driving factors in our contemporary economy. Examples including iPods® and open-source software resonate with students of the digital age.



**Humor**—Each chapter incorporates cartoons, anecdotes, or quips that help bring levity to complex subject matter and facilitate perspective.

**Cutting-edge Design**—Bold graphics and engaging design elements appeal to students and reinforce the real-world ties of even the fictional stories.

# Focus on ECONOMIC CONCEPTS

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*Principles of Microeconomics* presents a clear, complete approach to teaching Microeconomics. The text covers all sides of the economic picture today, including those gritty questions students want to know that other texts conveniently gloss over. Presented in a cogent, accessible manner, *Principles of Microeconomics* covers such relevant issues as:

- **Property Rights**—The book devotes an entire chapter to the concepts and controversies surrounding property rights both domestically and abroad. Students find this chapter especially salient as they begin to eke out their own place in the world.
- **National and International Examples**—Microeconomics encompasses more than just domestic issues. This book incorporates an international lens when dealing with the concepts it presents, helping students to make connections between the theory of the discipline and the reality of the world today.
- **Fallibility of Government**—Most texts (and indeed, courses) paint the government as an economic hero, when the real world is not quite so black-and-white. This text shows students that while markets can be imperfect, so can governments. Instead of confusing students, this approach actually clarifies learning, as students are then able to reconcile economic theory with their own experiences in a slightly messy world.
- **Costs and Elasticities**—Traditionally a dry chapter, the book presents costs and elasticities in a fresh, entertaining way that will capture students' attention while teaching them the underlying economic theory.



# Focus on PEDAGOGY

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***Principles of Microeconomics*** employs only those pedagogical elements that instructors have said actually facilitate learning, avoiding clutter and keeping the text streamlined and accessible. Some of the most effective tools include:

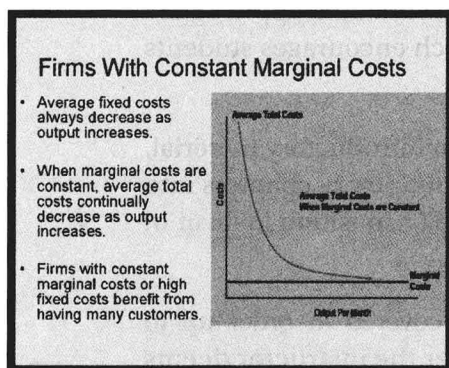
- **CLASS DISCUSSION**—Most chapters feature thought-provoking topics and extensive end-of-chapter questions that encompass a variety of discussion topics, perfect for classroom dialogue. The study questions in Chapter 1, for example, can be covered in the first class as an introduction to the course. (These particular questions are designed to be answered by intelligent people who don't know any economics.)
- **RHETORICAL QUESTIONS**—The text poses several questions that prompt the students to consider what they would do in a certain situation, applying the economic concepts to their everyday lives. This approach encourages students to reevaluate the world that they often take for granted.
- **SHORT INTRO SECTION**—While most texts dwell on introductory material, *Principles of Microeconomics* combines the first two introductory chapters into one, opting to eliminate a great deal of needless textbook exposition in favor of using examples that students identify with immediately.
- **INTUITIVE ORGANIZATION**—The chapters can be covered in order up to Chapter 13. Chapters 14–17 can be covered in any order the instructor deems most relevant for the time period in which the class occurs (as current events change weekly, so do topics of interest). Additionally, for condensed courses, Chapters 11–13 can be skipped with no loss of continuity.

# Focus on RESOURCES

***Principles of Microeconomics*** includes a full complement of ancillary materials geared toward helping instructors teach effectively and students learn successfully.

**STUDY GUIDE**—Written by James Couch of the University of Northern Alabama, the Study Guide consists of short chapter reviews to jog student memory, multiple-choice quizzes as self-checks, short-answer questions, and potential exam essay questions for students to consider.

**INSTRUCTOR'S MANUAL**—Authored by Donald Bumpass of Sam Houston State University, the Instructor's Manual provides an invaluable resource to teachers of all levels. The manual includes chapter overviews and outlines to help instructors prepare lectures, short quizzes to administer in class as quick achievement-checks, priceless pearls of wisdom concerning common areas of student difficulty, and suggestions for bridging student learning gaps.



**POWERPOINT PRESENTATIONS**—Compiled by Nisha Aroskar of Baton Rouge Community College, the PowerPoint Presentations for this text are broken out by chapter, and are tied closely to the text's examples and exhibits, providing a near-seamless integration with the book. Animated graphs and tables facilitate student understanding, "drawing" the illustrations line-by-line on the screen.

**COMPUTERIZED TEST BANK (EZ TEST)**—The Computerized Test Bank, assembled by Ratha Ramoo of Diablo Valley College and Timothy Terrell of Wofford College, features a wide variety of multiple-choice, short-

answer, and essay questions for instructors to compile custom exams. Available in an online interface, the EZ Test creation tool saves instructors time and energy while maintaining the high standards they expect in their classes.

**ONLINE LEARNING CENTER**—The Online Learning Center provides a repository for all the resources listed above, as well as for comprehensive chapter quizzes and other materials that enhance the learning experience. Please visit [www.mhhe.com/economics/miller1e](http://www.mhhe.com/economics/miller1e) for more information.

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