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WORLD ECONOMICS

(Fourth Edition)

世界经济 (第四版)

詹姆斯·格伯 (James Gerber) 著

雷 达 编审

刘春生 王露露 胡晓霞 译校

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出版说明

入世使中国真正地融入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。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%。”国际贸易专业的主要培养目标是培养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。国际贸易专业涉外性强，创新度高，客观上要求该专业的本科学生要有扎实、娴熟的英语功底，在此基础上透彻地，最好是原汁原味地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，国际贸易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贸易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，推出适合国际贸易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。本套教材在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。我们邀请了国际贸易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院校国际贸易专业的本科教学，同时也适用于国际贸易从业人员及对国际贸易感兴趣的人士。

本套教材在遴选、删减、编审、译校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。

本套教材是对国际贸易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

本书系统地介绍了当今国际经济制度及组织机构，国际贸易方式及格局，各国经济政策、金融市场及金融工具，世界经济热点问题等，尽可能地反映本学科发展的前沿动态，吸收世界经济学领域的最新成果。

本书基于美国英文原版教材，经编审后增加忠于原文的中文注解部分。相对于其他的世界经济学教材，该书更具有前沿性和实用性。各章节中的案例学习部分都具有权威性和新颖性，在加深学生对本章节内容理解的同时扩展了学生的知识面，激发学习兴趣。

本书适合作为应用型本科或大专院校的经济或国际经济与贸易、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

World Economics is designed for a one-semester course covering both the micro and macro components of international economics. The Fourth Edition continues the approach of the first three editions by offering a principles-level introduction to the core theories, together with policy analysis and the institutional and historical contexts of our world's increasingly international economic integration. My goal is to make economic reasoning about the international economy accessible to a diverse group of students, including both economics majors and nonmajors.

Several features of *World Economics* distinguish it from the many excellent texts in the field:

- First, the approach is broader than the theoretical apparatus used by economists. Economic theory is covered and its mastery is essential, but it is my belief that most readers grasp theory more completely when it is presented along with real-world applications. To this end, I have supplemented economic theory with case studies and other content ranging from the role of economic institutions and the analysis of international economic policies, to the recent history of the world economy.
- Second, the objective of covering both the micro and macro sides in a one-semester course necessitates paring back the coverage of theory in order to focus on the central concepts. As all instructors are aware, many theoretical topics are of secondary or tertiary importance, which can pose a problem for students who may lack the needed breadth and depth of understanding to rank topics by their relative importance.
- Third, *World Economics* provides richer historical and institutional detail than most other texts. This material illuminates the relationships between economic theory and policy, and between economics and the other social sciences.
- Fourth, I have organized Part 4 of the book into five chapters, each focused on a geographic area as follows: North America, the European Union, Latin America, East Asia, and China and India. These chapters offer students the chance to broaden their understanding of world trends and to observe the intellectual power of economic theory in practice.

New to the Fourth Edition

This Fourth Edition of *World Economics* preserves the organization and coverage of the Third Edition and adds a number of updates and enhancements. New to this edition:

- All tables and graphs have been updated.

- Chapter 2 presents a new discussion of points raised by the critics of international institutions.
- Chapter 7 provides a more in-depth discussion of the Mexican migration issue; it also introduces the World Bank's Doing Business Web site in the context of a comparison between Canada, Mexico, and the United States.
- Chapter 8 includes the recent expansion of the EU to include Bulgaria and Romania, along with a discussion of the challenge posed by Turkey's possible accession.
- The EU's demographic future is also discussed in Chapter 8, along with a case study examining Spain's shift from an emigrant country to a destination for immigrants.
- Chapter 10 looks at the degree of openness in East Asia, and has a new case study examining East Asia's many new regional trade agreements.
- Chapter 11 is an entirely new chapter that examines the integration of China and India into the world economy.

Flexibility of Organization

A book requires a fixed topical sequence because it must order the chapters one after another. This is a potential problem for some instructors, as there is a wide variety of preferences for the order in which topics are taught. The Fourth Edition strives for flexibility in allowing instructors to find their own preferred sequence.

Part 1 includes two introductory chapters that are designed to build vocabulary, develop historical perspective, and provide background information about the different international organizations and the roles that they play in the world economy. Some instructors prefer to delve into the theory chapters immediately, and reserve this material for later in the course. There is no loss of continuity with this approach.

Part 2 presents the micro side of international economics, while Part 3 covers the macro side. These two parts can easily be reversed in sequence if desired.

Part 2 includes three chapters that cover trade models and commercial policy. A condensed treatment of this section could focus on the Ricardian model, and the analysis of tariffs and quotas in Chapter 4. Chapter 5 on labor and environmental standards can stand on its own, although the preceding chapters deepen student understanding of the trade-offs.

Part 3 covers the balance of payments, exchange rates, open-economy macroeconomics, and international financial crises. In Part 3, on open economy macroeconomics, is optional. It is intended for students and instructors who want a review of macroeconomics, including the concepts of fiscal and monetary policy, in a context that includes current accounts and exchange rates. Chapter 6 remains accessible, as long as students have an understanding of the basic concepts of fiscal and monetary policy.

Part 4 presents five chapters, each focused on a geographic area. These chapters use theory presented in Part 2 and Part 3 in a similar fashion to the economics discussion that students find in the business press, congressional testimonies, speeches, and other sources intended for a broad civic audience. Where necessary, concepts such as the real rate of exchange are briefly reviewed. One or more of these chapters can be moved forward to fit the needs of a particular course.

Supplementary Materials

The following supplementary resources are available to support teaching and

learning.

Companion Website: www.aw-bc.com/gerber

- Jeff Sarbaum of the University of North Carolina, Greensboro, has prepared a Web-based PowerPoint presentation comprising lecture notes and all of the text's tables and figures.
- In recognition of the importance of the Internet as a source of timely information, the Companion Website offers Web links, also prepared by Jeff Sarbaum, for each chapter of *World Economics*. These links, complete with descriptions of the content available at each site, provide easy access to relevant, current data sources.

Other Supplements

Laura Wolff of Southern Illinois University, Edwardsville, has updated the Study Guide, which offers handy review and study aids as well as practice problems and tests. Laura has also revised and improved the Instructor's Manual/Test Bank and brought it up to date with the text. Among other teaching resources, each chapter of this supplement provides thumbnail sketches of the text coverage; student learning goals; suggested assignments; the answers to the end-of-chapter questions; and a rich set of multiple-choice questions. Also available is a convenient Instructor's Resource Disk (CD) containing the PowerPoint resources mentioned above, plus the Instructor's Manual and a computerized Test Bank.

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All books are team efforts, even single-authored books. I owe a debt of gratitude to a large number of people, not the least of whom are my wife, Joan Wilkinson, and my two daughters, Monica and Elizabeth.

At San Diego State University, I have benefited from the opportunity to teach and converse with a wide range of students. My colleagues in economics and other disciplines, both here in San Diego and across the border in Mexico, have been extremely helpful. Their comments, together with the day-to-day conversations we have shared, constantly push me to think about the core economic ideas that should be a part of a college student's education, and to search for ways to explain the relevance and importance of those ideas with greater clarity and precision. Any failure in this regard is, of course, mine alone.

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