

SOLUTIONS MANUAL

5e

**Economics
for Today**



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Chapter 2

Production Possibilities, Opportunity Cost, Economic Growth

CHAPTER SUMMARY

The "What," "How" and "For Whom" are introduced as the fundamental economic questions that must be addressed by all societies. But, because any nation's resources are scarce and its wants unlimited then all nation's are faced with scarcity. Therefore, we must all try to do the best with what we have---to maximize production given limited resources. This is shown in terms of the production possibilities model. There are only two general types of products which can be produced. These are consumer and capital products. Consumer products satisfy our wants directly and in the present. Capital products satisfy our wants indirectly and in the future. If we are efficient with our use of resources then we are producing a combination of consumer and capital products shown by a point on the production possibilities curve. Inefficiency is shown by a point inside the curve. A point outside is a combination of output which is currently unobtainable. However, the greater the investment in capital production, then the greater the rate of economic growth and therefore the larger the rightward shifts of the production possibilities curve and the sooner the nation will be able to produce any point which is currently outside its curve. But, the opportunity cost of greater rates of economic growth over time is foregone consumer goods production today, and therefore current satisfaction.

Indeed, there is an increasing opportunity cost associated with producing ever larger quantities of any one good. Marginal analysis enables us to make more rational decisions by concentrating on the marginal, or extra, benefits and costs associated with a decision to see if that activity or good "is worth it."

NEW CONCEPTS INTRODUCED

What, How and For Whom Questions production possibilities curve	marginal analysis opportunity cost technology	law of increasing opportunity cost economic growth	investment
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INSTRUCTIONAL OBJECTIVES

After completing this chapter, students should be able to:

1. Explain how capitalism answers the "What", "How", and "For Whom" fundamental economic questions.
2. Understand what is meant by an opportunity cost and give some examples.
3. Explain why an opportunity cost is an implicit cost incurred in making all decisions.
4. Explain why marginal analysis can give rise to more rational decisions.
5. Graphically express a production possibilities model.
6. Understand that the production possibilities model illustrates the problem of scarcity, therefore choices have to made, and when choices are made that an opportunity cost is incurred.
7. Illustrate production efficiency and inefficiency in the context of the production possibilities graph.
8. Describe what is meant by the law of increasing opportunity cost and why it exists.
9. Explain what is meant by investment.

10. Explain why a nation's decision to invest and produce more capital goods now will increase the nation's rate of economic growth over time.
11. Illustrate and explain economic growth in the context of a production possibilities model.

CHAPTER OUTLINE

- I. Preview
- II. The Three Fundamental Economic Questions
 - a. What To Produce?
 - b. How To Produce?
 - c. For Whom To Produce?
- III. Opportunity Cost

Exhibit 1 "The Links between Scarcity, Choice, and Opportunity Cost"
- IV. Marginal Analysis
- V. The Production Possibilities Curve

Exhibit 2 "The Production Possibilities Curve for Military Goods and Consumer Goods"
- VI. The Law of Increasing Opportunity Costs

Exhibit 3 "The Law of Increasing Opportunity Costs"
- VII. Sources of Economic Growth

Exhibit 4 "An Outward Shift of the Production Possibilities Curve for Computers and Pizzas"

Checkpoint: "What Does a War of Terrorism Really Mean?"

You're The Economist: Analyze the Issue
"FedEx Wasn't an Overnight Success" Applicable Concept: entrepreneurship.
- VIII. Present Investment and Future Production Possibilities Curve

Exhibit 5 "Alpha's and Beta's Present and Future Production Possibilities Curves"

International Economics: Analyze the Issue
"When Japan Tumbles, Where Is It on the Curve?" Applicable Concept: production possibilities curve.
- IX. List of Key Concepts
- X. Summary
- XI. Summary of Conclusion Statements

- a. Scarcity limits an economy to points on or below its production possibilities curve.
- b. The production possibilities curve consists of all efficient output combinations where an economy can produce more of one good only by producing less of the other good.
- c. A nation can accelerate economic growth by increasing its production of capital goods in excess of the capital being worn out in the production process.

XII. Study Questions and Problems

XIII. Study Guide Questions

XIV. Checkpoint Answer

XV. Practice Quiz

HINTS FOR EFFECTIVE TEACHING

1. Some instructors prefer to teach comparative advantage with the concepts in this chapter. These instructors should assign the first few pages of Chapter 28 which covers this topic.
2. You may want to elaborate on the three fundamental economic questions ("How", "What" and "For Whom") which any society must address. You may want to ask students what they think the answers are. In the process point out that in a capitalist system consumer demand (sovereignty) predominately determines what gets produced. The "How" question is predominately answered by businesses when they determine the resource mix used in the production process subject to their desire to limit their costs and to maximize their profits. For whom goods and services are produced is largely determined by the distribution of income. If you have more money you get more goods and services.
Moreover, you may want to reiterate that social and political forces, in addition to economic forces also help to determine the answers to the fundamental economic questions.
3. Because opportunity cost is such a fundamental economic concept you should make sure that students understand what it is through the use of several examples. Ask them what their opportunity cost is for being in class today.
4. Point out that opportunity costs are associated with *every* decision. Sometimes they are not so obvious--they are often implicit costs.
5. Point out that *all* costs are opportunity costs. *Note that opportunity costs cannot always be measured in dollars and cents.*
6. You may wish to elaborate on marginal analysis, which is at the heart of *rational* decision making. Note that if the marginal benefits exceed the marginal costs of a decision, then it is rational to do more of that activity because "its worth it"---you are adding more in benefits than in costs; and vice versa. Point out, however, that benefits and costs of a decision are not always clear. You don't always know what they are going to be. Moreover, they may not be easily measured or quantified. Instead, they often must be subjectively estimated. Therefore, what may appear as rational to one person may not appear as rational to someone else because of the different subjective estimates of benefits and costs.

After discussing a consumption decision, you may want to drive the point home by pointing out that reasonable people can disagree over whether government involvement in a particular situation is "worth it" or not, because of their differing subjective measures of the benefits and costs associated with that government involvement.

7. Stress that all nations attempt to produce on their production possibilities curves---to maximize production given their limited resources. To do so will require employing all their resources. This is why *full employment is a universal national economic (macroeconomic) goal*. Because full employment is *illustrated as a point on the curve*, then all nations attempt to be on their production possibilities curves. If some unemployment and/or underemployment is experienced, then it is illustrated as a combination of output shown by a point inside the curve.

A point outside the curve is *currently* unattainable. However, with enough economic growth that combination of consumer and capital products may be feasible.

8. In terms of the production possibilities model, stress that there are only two general types of products which can be produced---consumer and capital products. Consumer products satisfy our wants directly and in the present. Capital products satisfy our wants indirectly and in the future. It may appear tempting to produce a lot of consumer products now because this will satisfy us more now. However, the opportunity cost is fewer capital goods production which is necessary for future growth. (Explain that investment in capital goods will increase future production possibilities because workers are more productive the more plant and equipment they have to work with. Emphasize that greater growth is illustrated as a rightward shift of the production possibilities curve.) Therefore, if we choose a lot of consumer goods production now it will be at the expense of not so much later on. In short, *our present location on the production possibilities curve will determine the future location of the curve*.

Moreover, emphasize that *economic growth is another one of the three major macroeconomic goals*. It is a major macroeconomic goal because it increases the size of the "economic pie." Assuming no change in the distribution of income, growth ensures that everyone gets "a bigger piece of the pie." Otherwise stated, *economic growth is desired because it increases the nation's average absolute standard of living*. But, higher standards of living require the sacrifice of current consumption in order to free up resources to be devoted to the production of capital products. *We need less consumption and more investment for greater growth and higher standards of living*.

CRITICAL THINKING/GROUP DISCUSSION QUESTIONS

1. How does government affect the answer to the "What" fundamental economic question?
Whenever it taxes or spends money, or when it bans the production of some products...
2. How does government affect the answer to the "How" fundamental economic question?
By setting government standards and regulatory guidelines...
3. How does government affect the answer to the "For Whom" fundamental economic question?
By redistributing income via the personal income tax system...
4. What is the opportunity cost of attending college?
The foregone income which could have been earned working full time.
5. What is the cost of a new car?
The amount of other goods and services which could have been purchased but now must be given up.
6. What is the profit-maximizing quantity of output for a firm to produce?
That output in which the marginal benefits from production no longer exceed the marginal cost (where $MR = MC$).
7. Under what conditions would a nation be able to *currently* produce more of both consumer and capital products?
If production is currently occurring at a point inside its production possibilities curve---if there is currently some unemployment and/or underemployment.

8. What are the necessary ingredients for a nation to experience greater rates of economic growth, higher average standards of living, and a greater ability to compete in the global economy? That is, what could the U.S. do to achieve all this?

Need: 1) investment in private capital; 2) investment in public capital (infrastructure); 3) investment in human capital--people (e.g. education); 4) growth in technology; 5) entrepreneurship; 6) stable political environment.

9. What are some problems associated with economic growth?

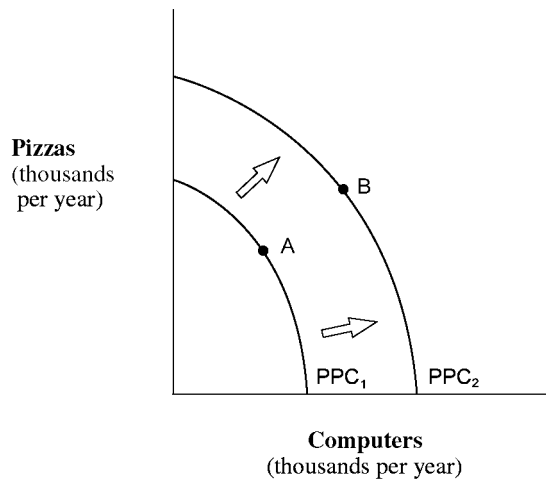
Environmental problems...Note, one needs to weigh the benefits against the costs to determine whether more growth is worth it.

ANSWERS TO: "You're the Economist: Analyze the Issue"

FEDEX WASN'T AN OVERNIGHT SUCCESS

1. Draw a production possibilities curve for an economy producing only pizzas and computers. Explain how Fred Smith and other entrepreneurs affect the curve.

Suppose the economy produces only pizzas and computers at point A on the production possibilities curve PPC₁. Holding all other factors constant, the impact of an entrepreneur is to shift the curve outward to PPC₂. The reason is that the entrepreneur provides a new way to produce more output with the same resources and technology. In the case of Fred Smith, overnight mail service speeded up the delivery of vital parts and communications needed to operate businesses. As a result, the economy can move from point A to point B and produce more pizzas and computers in the same period of time.

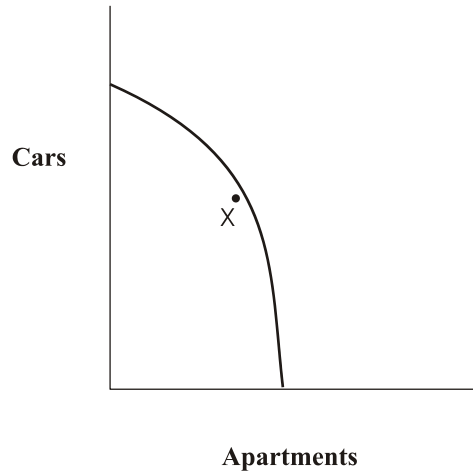


ANSWERS TO: "International Economics: Analyze the Issue"

WHEN JAPAN TUMBLES, WHERE IS IT ON THE CURVE?

Construct a production possibilities curve that represents Japan's goal of producing both cars and housing. Indicate with an X the point on your graph at which the Japanese are operating. Give examples to explain the location you have chosen for point X. Also, explain how the Japanese move their production possibilities curve outward.

Japan is a powerhouse in the automobile industry. Housing is so scarce that the living room is used as the bedroom by night and people have no yards. Thus, there is a tradeoff between using scarce resources used for producing cars versus apartments. During an economic downturn, Japan operates inside its PPC at inefficient point X shown in the figure.

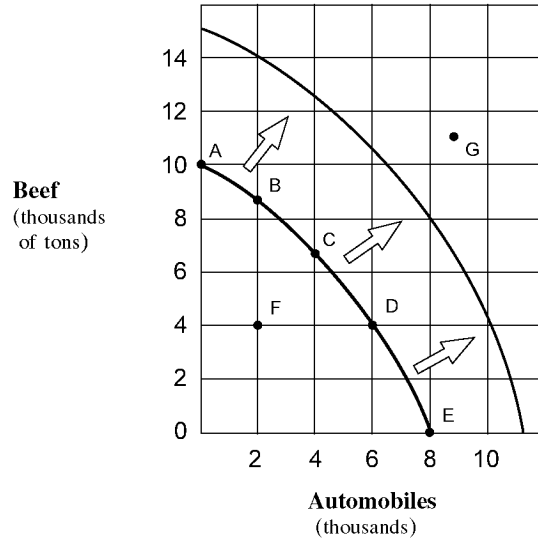


ANSWERS TO EVEN-NUMBERED "Study Questions and Problems"

2. *The cost of the car is independent of the price charged for the car. The true cost is the opportunity cost of producing it. For example, the same resources could have been used to produce a truck for the military.*

4. *Decision (a) produces the greatest opportunity cost because the alternative use of a lot in Tokyo is much more valuable than the use of a square mile of desert.*

6. *See the figure below.*
 (a) *(Points A-B) 1 thousand tons of beef, (Points D-E) 4 thousand tons of beef, and (Points B-A) 2 thousand automobiles.*



- (b) *Point F is an inefficient point because it is possible to produce either more automobiles or more beef without producing less of the other output. Point G is impossible to produce, given the definition of the production possibilities curve as the maximum combinations that can be produced with existing resources and technology. Points A through E are efficient because more of one of the products can be produced only by incurring an opportunity cost in terms of the other product.*
- (c) *The law of increasing costs is reflected. Moving from the origin along the horizontal axis, each 2 thousand unit increase in the output of automobiles results in greater declines in beef production, measured along the vertical axis. Beef declines (in thousands of units) between points A-B, B-C, C-D, and D-E are -1, -2, -3, and -4, respectively. These values reflect the changing slope that determines the bowed-outward shape of the production possibilities curve.*
- (d) *Any one of the four factors of production could be increased or improved, and this would expand the economy's production capacity. An advance in technology would also shift the curve outward. A decline in the quantity or the quality of resources would shift the production curve to the left. Students should be able to translate a 50 percent increase in the production combinations into their graph.*

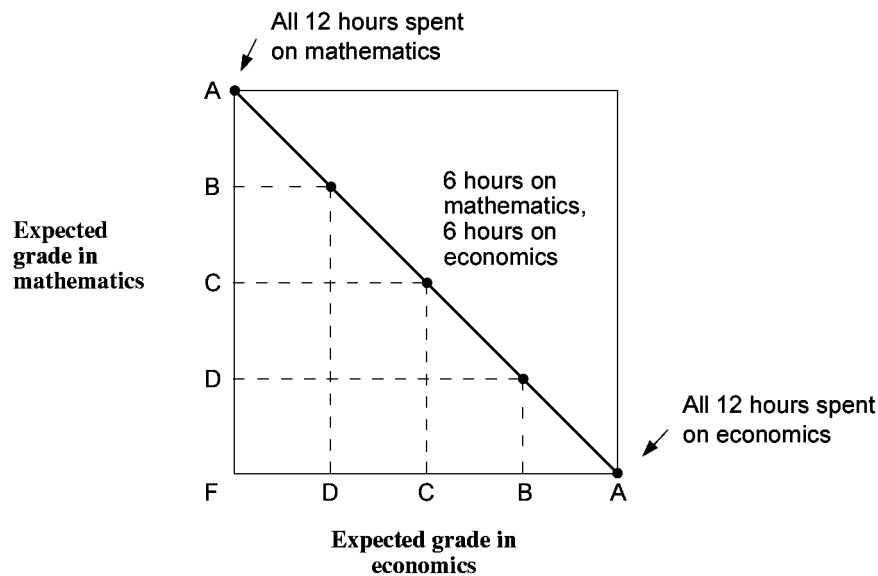
8. *The production possibilities curve is convex, looking down from above, because of the law of increasing costs. This law states that resources are not perfectly interchangeable from production of one type of output to another.*

Growth

10. (a) **Maximum Production Possibilities for Expected Grades in Mathematics and Economics**

Number of hours studied	Expected grade in economics studied	Number of hours in mathematics	Expected grade in mathematics
0	F	12	A
3	D	9	B
6	C	6	C
9	B	3	D
12	A	0	F

(b) Figure 2A-2



One assumption is that the number of hours does not vary. Another is that the student has correctly determined that there is a one-to-one trade off. One letter grade in economics is always exchanged for one letter grade in mathematics.

(c) The curve is not bowed outward and, instead, is a downward-sloping straight line reflecting constant opportunity costs. Selecting any of the output combinations requires shifting 3 hours study time from one subject to another. Each change in 3 hours of study time reflects a constant slope of one letter grade gain for one letter grade loss.

12. Investment is the act of increasing an economy's stock of capital. This process means that an economy is replacing worn-out capital and producing a net gain in new factories, equipment, and other capital goods that increase the productivity of the other factors of production. The increased quantity of capital results in additional

capacity of the economy to produce goods and services. Thus, the production possibilities curve shifts rightward, and economic growth is achieved.

CHAPTER 2 SUMMARY QUIZ

1. Which of the following statements is true?
 - a. An opportunity cost is what must be given up in order to get something else.
 - b. The three fundamental economic questions refer to What to produce? How to produce? and When to produce?
 - c. The term "investment" refers to the purchase of stocks and bonds and other financial securities.
 - d. The law of increasing opportunity cost implies that as production of one type of good is expanded then fewer and fewer of other goods must be given up.

2. Which of the following statements is *false*?
 - a. Marginal analysis is an examination of the effects of additions or subtractions from a current situation.
 - b. The production possibilities curve shows the maximum combination of two outputs that an economy can produce, given its available resources and technology.
 - c. Technology is the body of knowledge and skills applied to how goods are produced.
 - d. Economic growth is illustrated as an inward shift of the production possibilities curve.

3. Given a production possibilities curve, a point:
 - a. inside the curve represents unemployment.
 - b. on the curve represents full employment.
 - c. outside the curve is currently unattainable.
 - d. all of the above.

4. A rightward (an outward) shift of a nation's production possibilities curve could be caused by:
 - a. a decrease in technology.
 - b. an increase in resources.
 - c. producing more consumer and fewer capital goods.
 - d. a decline in the labor force's level of education and skills.

ANSWERS TO CHAPTER 2 SUMMARY QUIZ

1. a
2. d
3. d
4. b