
MALS 78500 and QMSS 75000

Fall 2026

ECONOMICS FOR EVERYONE

Wednesdays from 6:30 to 8:30pm online
Zoom Meeting ID 823 7959 5308

This course has three blocks of classes. Block 1 examines the method and scope of economics, introducing some fundamental principles, and by appealing to some important historical examples illustrates how the definition and methods of the subject have evolved. Block 2 focuses on the “theory of value,” the microeconomics of perfectly competitive markets to illustrate the efficiency of markets and how economists think about the role of public policy when markets “fail.” Block 3 introduces national income accounting and macroeconomics, the revolution in thinking in the aftermath of the Great Depression of the 1930s, and how the standard Keynesian model remains useful in understanding the Great Recession of the early 2000s, and more recently the rise and fall of the inflation rate.

	Class 0	Administration and introductions
	Class 1	Preliminaries – an analysis of the Great Recession
Block 1	Class 2	A definition of the subject?
	Class 3	Economic growth and income distribution
	Class 4	International trade and some core concepts
Block 2	Class 5	Prices and market structures
	Class 6	Demand and supply, perfectly competitive markets
	Class 7	Applications of demand and supply
	Class 8	Applications of demand and supply
	Class 9	Market failures and public policy
Block 3	Class 10	Macroeconomic indicators
	Class 11	The National Accounts
	Class 12	Unemployment, Inflation and the Keynesian model
	Class 13	Monetary and fiscal policy

Course Description and General Objectives

Upon completion of this course successful students will be familiar with the basic principles of economics and be able to apply them critically to issues dealing with American and international public policy. Students will read, summarize, and critically assess texts in economic theory, public policy documents, and media reporting, working both individually and in groups to produce written reports and engage in discussions.

The course has been specially designed to meet the needs of graduate students in all disciplines who may have had only limited exposure to economics during their undergraduate studies. Upon completion of the course students will have the skills and knowledge to understand and critically assess public policy debates dealing with both micro and macroeconomic issues, as well as to enrol in a standard first-year courses in economic principles.

Specific Learning Goals and Outcomes

1. To develop a knowledge of economic principles
 - a. Students will be introduced to the basic principles of both micro and macro economic theory through lectures based upon a variety of readings they will do from standard texts.
 - b. Students will enhance their familiarity with economic problems and methods of reasoning through a series of assignments.
 - c. In consultation with the professor and working individually or in small teams, students will be encouraged to engage in conversations dealing with a relevant aspect of economic theory and its application to public policy.
2. To apply economic reasoning to public policy issues
 - a. Regular reading of media reports will enhance familiarity with the economic aspect of public policy issues. The instructor has set up a Bluesky account at <https://bsky.app/profile/milescorak.com>, with the handle @MilesCorak.com, and a website at <https://milescorak.com/> as a way of remaining in conversation with students, offering direction to current events and articles of interest, and in particular to direct students to articles and posts that are credible and of particular interest. The hashtag #ECON4All will usually be used for this purpose.
 - b. The professor will also make available recent public policy documents and other readings that students may read individually or as a group, present to the class, and submit written critiques.

Teaching Methods and Skills Development

Successful learning requires continuous and conscious engagement with the subject, and active in-class participation is an essential part of this engagement. It will serve as an important basis for evaluating the student's work in this course.

The successful student will take full advantage of the opportunities provided in class. Attending classes, completing assignments on time, and consistently contributing to the class in all activities—whether group, pair, or individual—will all be considered as measures of success in effectively using class time.

Our online meetings are intended to be a safe place where students can question and practice, receive feedback from both the instructor and their peers, and rely on their classmates as partners and resources in the learning process. The instructor's role is to provide resources, guidance, and support, but students are responsible for engaging actively in the process. Active listening and engagement require, at a minimum, that students turn off and store all cell phones and minimize other distractions, while keeping their video feeds open during class.

Students are responsible for completing readings before the class, being prepared for discussions, submitting assignments on time, volunteering material for the consideration of the class, and working constructively as a team member. The nature of a successful student's participation might be characterized by the phrase "informed engagement."

The teaching approach will involve the use of theory to highlight important public policy debates; adopt the view of economics as a science that has developed and is developing in response to a conversation between theory, policy needs, and data availability; and also encourage an appreciation of the historical context and the personalities of the great thinkers who have helped to shape the subject.

Resources

Students are required to have access to the following three books.

The first is an economics textbook, available at no cost.

The Core Team (2024). *The Economy 2.0: Microeconomics – Actors, Institutions, and Outcomes*. Available at <https://www.core-econ.org/the-economy/>

This book offers both a standard and innovative treatment of the materials in a first-year economics course. The authors describe the original version of their book by saying:

The Economy is a course in economics. Throughout, we start with a question or a problem about the economy—why the advent of capitalism is associated with a sharp increase in average living standards, for example—and then teach the tools of economics that contribute to an answer.

For each question, the material is in the same sequence. We begin with a historical or current problem, even if it is a complex one, and then we use models to illuminate it.

It will be used as the standard reference text, offering the basis for some lectures, and also for supplemental reading as well as some assignments. As a companion resource, students may wish to follow along with the “book club” reading of a sister text: *Economy, Society, and Public Policy*. Listen to “Econ Extra Credit with David Brancaccio” at <https://www.marketplace.org/2020/01/28/core-econ-textbook/> as a chapter of this text is read in each episode.

The second book is:

Dani Rodrick (2015). *Economics Rules: The Rights and Wrongs of the Dismal Science*. New York: W.W. Norton and Company.

Written in a lively and accessible style, this book, by a noted political economist and public policy analyst, explores economic theory with the objective of illustrating the power of economic logic to clarify sometimes confused thinking. On page *xiv* of his preface the author states:

I felt there was a need for a book that [was aimed] at both economists and noneconomists. My message for economists is that they need a better story about the kind of science they practice. I will provide an alternative framing highlighting the useful work that goes on within economics, while making transparent the pitfalls to which the practitioners of the science are prone. My message for noneconomists is that many of the standard criticisms of the economics lose their bite under this alternative account. There is much to criticize in economics, but there is also much to appreciate (and emulate).

This will be used to complement the formal analysis of both micro and macro-economic theory, but principally to appreciate both the clarity and blind spots of economic theory to analyse contemporary public policy issues.

The third book is:

Tim Harford (2006, revised 2011). *The Undercover Economist*. New York: Random House.

This book, by an accomplished journalist associated with *The Financial Times*, offers readers the opportunity to develop a quick familiarity with economic reasoning, some of the basic principles of micro and macro economics, and with their application to public policy. It will also be used to complement our formal analysis. In particular, the book will be used as the basis for the content and structure of some of the professor’s lectures.

Students may also be required to download documents that will be used during the course. The suggested readings from academic journals can be obtained through the e-journal facility of the library, in particular from JSTOR.

Assessment Methods

Emphasis is given to the student's engagement in the course and the activities of the class. This is best demonstrated by motivated and informed involvement. This requires attending all scheduled classes, but also having completed the readings before the class and being prepared to engage in discussion. It involves contributions to group work, completion of assignments by the required date, and attention to feedback from peers and the instructor. But obviously if students are not present they cannot participate, and regular attendance is therefore required.

The grading will be based on the following:

Informed engagement	25%
Two take-home assignments	40%
Book Review and/or Final Examination	35%

Students have a choice of either: writing a book review; undertaking a final examination; or doing both. The weighting of these requirements in the final course mark is a student choice.

For example, a student may wish to give zero weight to the book review and full weight to the final exam, meaning that the student only needs to complete the final examination and opts not to submit a book review. At the other extreme, a student may wish to give zero weight to the final examination, requiring only that a book review be submitted. Or a student may wish to undertake both requirements. In this case, the professor will use the highest grade from either the book review or the exam to assign the student's mark for this requirement.

Students who choose to do a book review will select a book related to a topic of their interest from the list of books offered on pages 6 and 7, or in consultation with the instructor. They will also be asked to make a 10-minute presentation to the class discussing the major themes and messages of the book they have chosen and how they relate to the content of the course. The presentation will account for 10% of the mark, and the written review for 25%, making a total of 35% of the course grade for this option.

Students may choose to have the final examination offered as an oral one-on-one interview with the professor conducted over Zoom, or a written examination administered and proctored over Zoom. The final examination is intended to confirm the student's understanding of the core messages of the course, and their progress.

At the professor's discretion any student, whether they have chosen the book review or the written final examination, may be invited to an oral examination to confirm their understanding of the core messages of the course, their informed engagement, and their progress.

The use of Artificial Intelligence is not permitted in this course to complete assignments, book reviews, or examinations. The only exception is its use as an English editor by students whose first language is not English.

A mark of 65% is the lowest passing mark for the course and corresponds to a C. Marks from 66 to 69% correspond to a B- , 70 to 74% to a B, 75 to 79% to a B+. In a similar way marks from 80 to 84%, 85 to 89%, and 90 or above correspond to A- , A , and A+ .

Keeping a weekly diary of their experiences in the course may be a helpful way for students to develop their awareness of issues that could be raised with their colleagues and the professor. The diary could address particular insights or challenges associated with the course materials but also issues in public policy or the media to which the course may speak.

The milestones for the course requirements are as follows:

First take-home assignment

September 30 th	Distributed by the professor at the end of the class
October 7 th	Submitted by students before the beginning of the class

Second take-home assignment

November 4 th	Distributed by the professor at the end of the class
November 11 th	Submitted by students before the beginning of the class

Book Review

October 7 th	Students finalize the title of the book by an email to the professor
December 9 th	Submitted by students before the beginning of the class

Final Examination

December 16th or 17th Final examination

Please note that attendance is compulsory, and that the professor may exclude any students whose attendance or participation is unsatisfactory from the final examination or decline to accept their book reviews. Students who do not complete both take-home assignments on time without a valid reason and appropriate documentation being given to the professor will not be permitted to participate in the final examination or submit a book review, and will be assigned a failing grade for the course. Students who do not complete one of the assignments on time will have their final examination count for 55% of their grade.

Resources for book reviews

A critical book review should be written in a way that clearly uses the materials and themes in the course to assess the major messages, methods, and implications of one of the following:

Richard Baldwin (2019). *The Globotics Upheaval: Globalization, Robotics, and the Future of Work*. New York: Oxford University Press.

Leah Platt Boustán (2017). *Competition in the Promised Land: Black Migrants in Northern Cities and Labor Migrants*. Princeton: Princeton University Press.

Diane Coyle (2025). *The Measure of Progress: Counting What Really Matters*. Princeton: Princeton University Press.

Duncan, Greg and Suzanne Le Menestrel (2019). Editors. *A Roadmap to Reducing Child Poverty. Committee on Building an Agenda to Reduce the Number of Children in Poverty by Half in 10 years*. The National Academies of Sciences, Engineering, Medicine. Washington DC: The National Academies Press.

Mark Robert Frank (2023). *The Poverty Paradox: Understanding Economic Hardship Amid American Prosperity*. Oxford: Oxford University Press.

Robert H. Frank (1985). *Choosing the Right Pond: Human Behavior and the Quest for Status*. New York: Oxford.

Chrystia Freeland (2013). *Plutocrats: The Rise of the New Global Super-Rich and the Fall of Everyone Else*. New York: Penguin Books.

Matthew C. Klein and Michael Pettis (2020). *Trade Wars are Class Wars: How Rising Inequality Distorts the Global Economy and Threatens International Peace*. Yale University Press

Alan B. Krueger (2019). *Rockonomics: A Backstage Tour of What the Music Industry Can Teach Us about Economics and Life*. New York: Penguin Random House.

Atif Mian and Amir Sufi (2014). *House of Debt: How They (and You) Caused the Great Recession, and How We Can Prevent It from Happening Again*. Chicago: University of Chicago Press.

Thomas Philippon (2019). *The Great Reversal: How America Gave Up on Free Markets*. Cambridge, Massachusetts: Harvard University Press.

Dani Rodrik (2025). *Shared Prosperity in a Fractured World: A New Economics for the Middle Class, the Global Poor, and Our Climate*. Princeton: Princeton University Press.

Dani Rodrik (2019). *Straight Talk on Trade: Ideas for a Sane World Economy*. Princeton: Princeton University Press.

Robert J. Shiller (2019). *Narrative Economics: How Stories Go Viral & Drive Major Economic Events*. Princeton: Princeton University Press.

Gernot Wagner and Martin L. Weitzman (2015). *Climate Shock: The Economic Consequences of a Hotter Planet*. Princeton: Princeton University Press.

Course Structure

The course materials will be presented in three blocks, highlighting three themes. The specific materials to be covered are offered in this course outline, but this list may be supplemented with other materials introduced at the professor's discretion according to student needs and interests.

The course begins with a preliminary discussion of the causes and consequences of the financial crisis and economic recession that began in the fall of 2008. This discussion is intended to raise issues, vocabulary, and questions that will motivate some of our studies, and that will be revisited throughout the course, and particularly toward the end.

BLOCK 0 Preliminaries – An analysis of the Great Recession

CLASS 1

Watch the first 40 minutes of a presentation made by Joseph Stiglitz summarizing a report commissioned by the United Nations on the causes and policy implications of the 2008 crisis, “Reform of the International Monetary and Financial System.”

Available at: <https://www.carnegiecouncil.org/studio/multimedia/20090930-reform-of-the-international-monetary-and-financial-system>, September 21, 2009.

See also Chapter 2 of United Nations (2009), *Report of the Commission of Experts of the President of the United Nations General Assembly on Reforms of the International Monetary and Financial System*, New York: United Nations. Available at: https://www.un.org/en/ga/econcrisissummit/docs/FinalReport_CoE.pdf

BLOCK 1 – The method and scope of economics

1. A definition of the subject. 2. Economic methods and models. 3. The two great questions: how a society generates a surplus, how that surplus is distributed. 4. Positive versus Normative economics. 5. Some core concepts and pitfalls: scarcity, opportunity costs, marginal reasoning. 6. Comparative advantage and the gains from trade.

CLASS 2

Tim Harford (2006, 2011). *The Undercover Economist*. Random House. Chapters 1 and 2.

Dani Rodrick (2015). *Economics Rules: The Rights and Wrongs of the Dismal Science*. New York: W.W. Norton and Company.

The Core Team (2024). *The Economy 2.0: Microeconomics – Actors, Institutions, and Outcomes*. Unit 1.

Supplemental readings:

- Xavier Gabaix and David Laibson (2008). “The Seven Properties of Good Models.” In Andrew Caplin and Andrew Schotter (eds.) *The Methodologies of Modern Economics: Foundations of Positive and Normative Economics*. Oxford: Oxford University Press. Available at: <https://scholar.harvard.edu/laibson/publications/seven-properties-good-models>
- Gary S. Becker (1993). *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education*. Third Edition. Chicago: University of Chicago Press. Pages 108 to 130. Available at <http://www.nber.org/books/beck94-1> .
- Roger E. Backhouse and Steven G. Medema (2009). “On the Definition of Economics.” *Journal of Economic Perspectives*. Volume 23, Number 1 (Winter), pp. 221-33.
- Gary S. Becker (1976). *The Economic Approach to Human Behavior*. Chicago: University of Chicago Press, Chapter 1.

CLASS 3

- The Core Team (2024). *The Economy 2.0: Microeconomics – Actors, Institutions, and Outcomes*. Units 2 and 3.
- Ian Sample (2008). “Doctors’ advice to Britons: have fewer children and help save the planet.” *The Guardian*. Friday, July 25. Page 3. Available at <http://www.guardian.co.uk/world/2008/jul/25/population.health>
- Editorial page (2008). “Population Control: An old misconception.” *The Guardian*. July 25. Page 38. Available at <http://www.guardian.co.uk/commentisfree/2008/jul/25/population.climatechange>
- Nicolas Lezard (2008). “Now doctors are telling families to have only two kids. As a father of three, I know what’s good for us.” *The Guardian*. July 26. Page 34. Available at <http://www.guardian.co.uk/commentisfree/2008/jul/25/population.children?INTCMP=ILCNETTXT3487>
- Anna Louie Sussman (2021). “Conceiving the Future.” *The New York Review of Books*. September 23rd, pages 10-14. <https://www.nybooks.com/articles/2021/09/23/climate-change-birth-conceiving-future/>
- Dani Rodrick (2015). *Economics Rules: The Rights and Wrongs of the Dismal Science*. New York: W.W. Norton and Company.

CLASS 4

The Core Team (2024). *The Economy 2.0: Microeconomics – Actors, Institutions, and Outcomes*. Unit 2, especially 2.3.

Tim Harford (2006, 2011). *The Undercover Economist*. Random House. Chapters 8 and 9.

The Financial Times (2025). *The Economics Show*. “Trump and the history of tariffs. With Doug Irwin.” January 20th. Available as a podcast at: <https://shows.acast.com/the-economics-show-with-soumaya-keynes/episodes/trump-and-the-history-of-tariffs-with-doug-irwin>

Jonathan Weisman (2025). “How the Democrats Lost the Working Class.” *New York Times*. January 4th. Available at: <https://www.nytimes.com/2025/01/04/us/politics/democrats-working-class.html>

BLOCK 2 – Micro-economic theory of perfectly competitive markets

1. Prices: nominal, real, relative. 2. Markets and market structures. 3. Perfectly competitive markets. 4. Applications of demand and supply: agricultural commodities, oil, specific taxes and making marijuana legal. 5. Applications of demand and supply: inequality, labour markets and minimum wages 6. Consumer and producer surplus. 7. Market inefficiencies.

CLASS 5

Statistics Canada (1996). Your Guide to the Consumer Price Index. Ottawa: Statistics Canada, Catalogue Number 62-557. Available at <https://www150.statcan.gc.ca/n1/pub/62-557-x/62-557-x1996001-eng.pdf>.

U.S. Bureau of Labor Statistics (2019). “Learn about the Chained CPI (C-CPI-U).” Available at: <https://www.bls.gov/cpi/additional-resources/chained-cpi.htm>

CLASS 6, CLASS 7, CLASS 8, and CLASS 9

The Core Team (2024). *The Economy 2.0: Microeconomics – Actors, Institutions, and Outcomes*. Units 7, 8 and 10.

Tim Harford (2006, 2011). *The Undercover Economist*. Random House. Chapters 3, 4, and 5.

Gina Bellefante (2025). “The Roller-Skating Economist You Can Thank for Congestion Pricing.” *New York Times*. January 10th. Available at <https://www.nytimes.com/2025/01/10/nyregion/big-city-congestion-pricing.html>

Emily Badger, Larry Buchanan, Stephanos Chen, Asmaa Elkeurti and Winnie Hu. (2026). “27 Million Fewer Car Trips: Life After a Year of Congestion Pricing.” *The Upshot. New York Times*. January 5th. Available at <https://www.nytimes.com/interactive/2026/01/05/upshot/congestion-pricing-one-year.html>

Block 3 – National accounting and macroeconomic theory

1. Macroeconomic indicators: unemployment, inflation, gross domestic product. 2. The National Accounts. 3. Unemployment: the classical model. 4. Unemployment: the Keynesian model. 5. Wage inflation, Price inflation. 6. The conduct of monetary policy and fiscal policy.

CLASS 10 and CLASS 11

Diane Coyle (2016). *GDP: A Brief but Affectionate History*. Revised and Expanded Edition. Princeton: Princeton University Press.

Tomas Pueyo (2021). “Playing Catch-Up with the US: How GDP per Capita of the US Can Explain the Economics of so Many Countries.” <https://unchartedterritories.tomaspueyo.com/p/us-gdp-per-capita>

Constance Sorrentino (2000). “International unemployment rates: how comparable are they?” *Monthly Labor Review*. (June), pages 3-20. Available at: <https://www.bls.gov/opub/mlr/2000/06/art1full.pdf>

CLASS 12 and CLASS 13

Miles Corak (2016). “American Economic Policy, as told by Martin Feldstein at Harvard University: Lecture 2, Where are we? How did we get here? What next?” Economics for Public Policy. January 27. Available at <https://milesorak.com/2016/01/27/american-economic-policy-as-told-by-martin-feldstein-at-harvard-university-lecture-2-where-are-we-how-did-we-get-here-what-next/>

Miles Corak (2016). “American Economic Policy, as told by Martin Feldstein at Harvard University: Lecture 8, Monetary Policy: Business Cycles and Inflation.” Economics for Public Policy. February 16. Available at <https://milesorak.com/2016/02/16/american-economic-policy-as-told-by-martin-feldstein-at-harvard-university-lecture-8-monetary-policy-business-cycles-and-inflation/>

John B. Taylor (1993). “Discretion versus policy rules in practice.” *Carnegie-Rochester Conference Series on Public Policy*. Vol. 39, page 195-214. Available at: <https://web.stanford.edu/~johntayl/Papers/Discretion.PDF>

- Miles Corak (2016). “American Economic Policy, as told by Martin Feldstein at Harvard University: Lecture 10, Preventing and Responding to Financial Crises.” Economics for Public Policy. February 17. Available at <https://mileskorak.com/2016/02/17/american-economic-policy-as-told-by-martin-feldstein-at-harvard-university-lecture-10-preventing-and-responding-to-financial-crises/>
- Paul Krugman (2021). “The Year of Inflation Infamy.” *The New York Times*. Opinion. December 16. Available at: <https://www.nytimes.com/2021/12/16/opinion/inflation-economy-2021.html>
- Neil Irwin (2014). “Of Kiwis and Currencies: How a 2% Inflation Target Became Global Economic Gospel.” *The New York Times*. December 19th. The Upshot. Available at: <http://www.nytimes.com/2014/12/21/upshot/of-kiwis-and-currencies-how-a-2-inflation-target-became-global-economic-gospel.html>
- Ben S. Bernanke (2019), “Monetary Policy in a New Era.” In Olivier Blanchard and Lawrence H. Summers (editors). *Evolution or Revolution? Rethinking Macroeconomic Policy after the Great Recession*. Cambridge Massachusetts: MIT Press. Chapter 1.
- Ben S. Bernanke (2020). “The New Tools of Monetary Policy.” American Economic Association Presidential Address. January 4th. Video available at: <https://www.aeaweb.org/webcasts/2020/aea-presidential-address-twenty-first-century-monetary-policy>.