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## Acknowledgment

Special thanks to Tia Caldwell for excellent research assistance.

## Notes

1 For example, 77 percent of people mentioned in prominent introductory economics textbooks are men (Stevenson and Zlotnick [Citation2018](#)).

2 Busom, Lopez-Mayan, and Panadés ([Citation2017](#)) find that completing one standard course on economic principles did not change most first-year college students' misperceptions of economic issues. For example, 80 percent of students who came into the class believing that rent controls increase housing accessibility still thought so after the course.

3 Frank, Gilovich, and Regan ([Citation1993](#)) review and add to a literature finding economics majors are less generous in real-world charitable giving and a variety of laboratory experiments. Their evidence suggests some of the effect is due to economics curriculum rather than selection. Subsequent research such as Frank and Schulze ([Citation2000](#)) and Bauman and Rose ([Citation2011](#)) also find that economics curriculum makes some students less generous.

4 For example, Hubbard and O'Brien ([Citation2016](#)) state, "Unfortunately, whenever the government imposes a price ceiling, a price floor, or a tax there are predictable negative economic consequences. It is important for government policymakers and voters to understand these negative consequences when evaluating the effects of these policies."

Stevenson, B., and H. Zlotnick. 2018. Representations of men and women in introductory economics textbooks. *AEA Papers and Proceedings* 108 (May): 180–85. doi: <https://doi.org/10.1257/pandp.20181102>([open in a new window](#)).

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Frank, B., and G. G. Schulze. 2000. Does economics make citizens corrupt? *Journal of Economic Behavior & Organization* 43 (1): 101–13. doi: [https://doi.org/10.1016/S0167-2681\(00\)00111-6](https://doi.org/10.1016/S0167-2681(00)00111-6)([open in a new window](#)).

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Bauman, Y., and E. Rose. 2011. Selection or indoctrination: Why do economics students donate less than the rest? *Journal of Economic Behavior & Organization* 79 (3): 318–27. doi: <https://doi.org/10.1016/j.jebo.2011.02.010>([open in a new window](#)).

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Hubbard, R. G., and A. P. O'Brien. 2016. *Economics*. 6th ed. New York: Pearson.  
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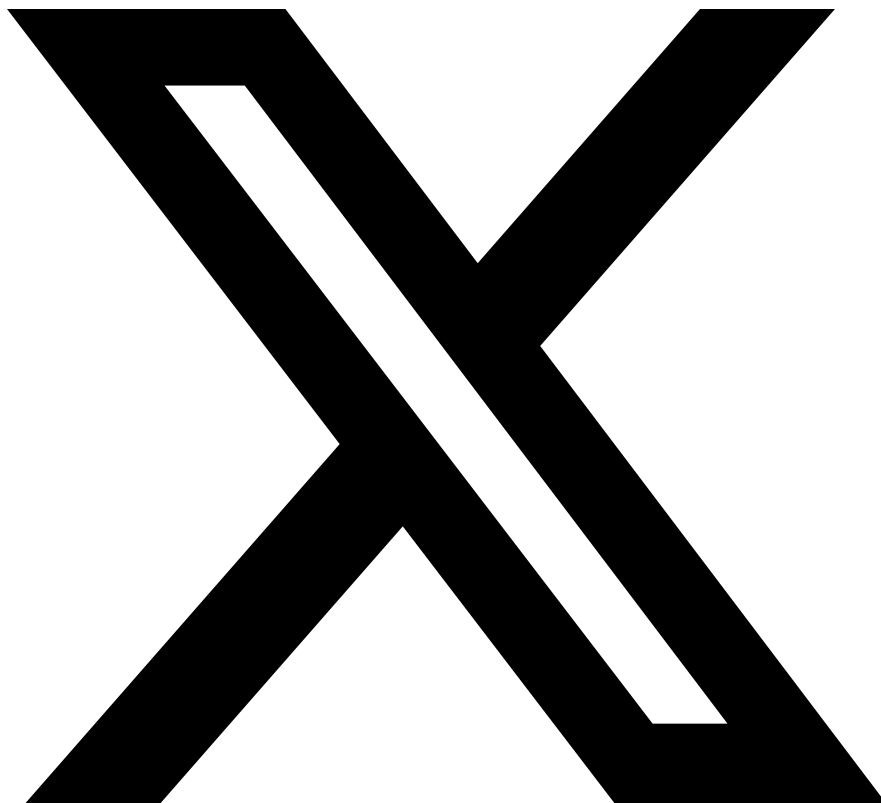


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