

Using JEP Articles as Course Readings? Tell Us About It!

Probably the most common metric for judging the impact of an academic journal on the economic profession is the number of times that articles in that journal are cited. The *Journal of Economic Perspectives* does just fine by this measure. For example, according to the *Journal Citation Reports*, published by Thomson Reuters, the JEP ranked third in 2016 in “journal impact factor” among the 347 economic journals in the database. Thus, the articles published in the JEP seem to be widely cited and, by implication, widely read among research economists.

But while research economists are the core constituency for JEP, this journal is a little different from standard refereed journals in that it aims to serve several additional audiences. For example, we hope that some of the articles in the journal reach out to the policy community and inform the public debate on important economic policies. We also hope that JEP articles are useful for teaching and for students. In particular, we hope that our papers end up on reading lists and syllabuses, especially for undergraduate courses, and provide useful background material for lectures or seminars, or starting points to recommend to inquisitive students.

In this spirit, if you have JEP articles on your syllabus, we earnestly request your assistance. To facilitate and foster the use of JEP articles in the classroom, we would like to collect and make available concrete examples of successful use of JEP articles on reading lists or in classroom settings.

This invitation is meant broadly. If you are just using one or a few JEP articles in the classroom, and they are working well for you, let us know. If you sometimes assign JEP articles to groups of students and then have the students explain the articles to the rest of the class, tell us about it. If you are running a JEP-centric class with a substantial proportion of JEP articles on the reading list, we definitely want to hear from you. Our main focus is on undergraduate courses, but if you have recommendations at the graduate level, we are glad to hear about those, as well.

If time and energy permit, we would also appreciate your typing out a few lines to let us know how long the articles have been on your reading list, and to give us a sense of what articles are working best for you and your students. Please feel encouraged to attach a copy of your syllabus, too.

What we do with the answers at this end will depend on the magnitude and details of the response we receive. Ideally, assuming a reasonable number of responses to this note, we would compile a relatively short article in JEP that would describe the response, and list some of the most widely-used articles for different

courses. Along with that article, we could post on the JEP webpage a more detailed description, course by course, of what JEP articles are being used successfully. We could also offer some testimonial evidence from those who have used them.

If you would like to share your JEP-related class material, please send an email to Timothy Taylor, Managing Editor of JEP, at taylor@macalester.edu. If you know of colleagues who use JEP material in their classes, please help us in spreading the word.

Thank you for your help.

Enrico Moretti, Editor

Timothy Taylor, Managing Editor