

Sam de Muijnck and Joris Tieleman of Rethinking Economics NL recently finished their book [‘Economy Studies’ \(2022\), Amsterdam University Press](#). This is the culmination of several years of study and activism, and features the input of a wide network of participants. It is aimed at providing a practical hands-on guide to reform the economics curriculum for students, and all types of educators. The book features a clearly delineated pluralist framework aimed at offering students a wide variety of tools to tackle issues our world is facing. Through ten building blocks they offer refreshing ideas and practical suggestions to stimulate student engagement and critical thinking across a wide range of courses. The book is constructed in a modular fashion so that individual segments can be read and put to use on their own. It is a treasure trove of teaching materials, tools and proposals to help construct a truly pluralist curriculum that teaches economics as a rigorous modern science for a better world. Sam and Joris started out as students of economics, raising their voices over the current state of their education and founding Rethinking Economics Netherlands. They built this network into a successful movement of students seeking to actively engage with the material taught at universities. Along the way, with Kavelaars and Ostermeijer, [they published a quantitative analysis of the economics bachelor curricula in the Netherlands](#). Here, they identified problems with current economics curricula, both scientific and in terms of marketable skills. They argued the time is now to work on a complete overhaul of what it means to study economics. While the study was warmly received and taken to heart at some universities, the majority of institutions for higher learning are still seeking ways to reformulate their curricula and innovate. The Economy studies book is Sam and Joris’s contribution to that issue. Sam and Joris have now started the foundation [Our New Economy](#), that is aimed at educating, researching and helping all those who would help realize this new economics.

Along with the audience I would like to formulate what kind of economics the group would like to be taught in higher education. Having read the book, I would use these ideas to briefly ask several prepared questions seeking to explore their book’s ‘ten building blocks’. There would then be a moment to open the floor to questions from the audience.

Then, I would structure these questions along the lines of what the audience thinks students and educators need to investigate. The aim is to use Sam and Joris’s approach to have the audience construct clear and practical examples of hypothetical courses in terms of learning material and teaching styles.

This ideally leads to break-out sessions, or alternatively more centralized audience participation. With Sam and Joris’s assistance, me and the audience end up constructing the contours of a complete alternative curriculum that concretely sets out to achieve goals we set up earlier.

The final point of conversation then turns to how members of the audience can set out to realize the transformation to that type of economics education.