Index

academic research economists, job prospects
in Bocconi interviews 98, 99, 103–4
in LSE interviews 61–2, 77
in Oxford interview 118, 119, 127
in Pompeu Fabra interview 88, 89
in quantitative results of European survey compared to US 11
in Stockholm School of Economics interviews 111, 114
US graduate economic programs 25–6
advisory economists see government advisers; policy advisers
age of students, in making of a European economist survey 8
agreement of economists on fundamental issues 13, 111, 114–15
analytical skills 32, 33, 34, 35, 36
applied econometrics 134
applied micro 75–6, 86, 87
applied policy 4, 21, 26, 61, 143, 147–51, 158
Austrian school of economics 95, 101, 108
Bank of England 63, 64, 142
behavioral economics
in Bocconi interviews 94–5, 98, 101
in LSE interviews 65, 66, 71, 72, 76
in Oxford interview 123, 125
in Stockholm School of Economics interviews 108, 112, 113
Bewley, Truman 6
Bocconi, Università
and global economics 142
interview 1 91–9
interview 2 100–104
in LSE interviews 62
Bonn, Universität 9, 16–19
books 74, 92, 120, 121, 146, 147, 172
bureaucratic institutional structure 43, 44, 46, 97, 99
Cambridge controversy 137
Cambridge University 62, 137
central banks 15, 18, 63, 64, 88, 111, 142
classes, structure of, in Pompeu Fabra interview 81–2
see also typical day
classical economics 108, 109
COGEE 24–5
Colander, David 3, 4, 6, 25, 27, 145, 164, 171, 172
Common European Educational Policy 3, 8
communication inability 48, 49, 51, 53, 55
communication skills 32, 33, 34, 35, 36, 37
comparative economic systems 10
competition
dislikes about graduate economic program, in qualitative results of European survey 43, 45, 46
European graduate economic programs 141, 154, 171
job markets, in quantitative results of European survey 20
in market-based research solution for European economics 159
in Pompeu Fabra interview 90
publication in US graduate economic programs 23
stressfulness in quantitative results of European survey compared to US 12, 93
in US economic programs 23, 93
conflict of course and personal interests 12, 17
conservative politics 9, 67, 76, 109, 113–14, 136
corpora of European programs 7, 16, 99, 112, 131
conventional economic behavior 14
CORE (Centre for Operations Research and Econometrics) 134
core courses 22, 24, 25, 66, 70, 74–5, 129, 130–31, 169–70
cost mark-up 14
costs of using English language 16, 17, 92, 99, 111, 129
course work
described, in interviews 81–2, 107, 121–2, 129, 131
likes about graduate economic program, in qualitative results of European survey 43, 44, 45
stressfulness 16, 17, 18, 67, 76–7, 82
creativity 20, 31, 32, 34, 36, 37
cross-disciplinary research 32, 33–4
cutting-edge research 145–6, 147, 148, 151
developed countries 15, 18
discrimination against women 15
discussions 115
likes about graduate economic program, in qualitative results of European survey 43–7
dissatisfaction of students 25, 81
dissertation topic choice 12, 17, 43, 45, 47, 67, 76, 77, 133
dissertations 107, 123, 131, 133
diversity 168–9, 170–71
drop out 80–81, 106–7, 170
DSGE models 63–4, 74, 96–7

econometrics
and hands-off applied policy research 149
interest, in quantitative results of European survey compared to US 10
in interviews
Bocconi 96
Louvain 130, 134
LSE 61, 74, 75–6
Oxford 117, 120, 122–3
Pompeu Fabra 89
in US graduate economic programs
economic assumptions 14, 69–71, 96, 97
economic development 10, 76, 94, 117, 134
economic history 25, 64–5, 108, 122, 135
economic issues 12–13, 98, 111, 114–15, 125, 133–4
economic literature, knowledge of 10–11, 65, 75, 95, 115, 130, 137
economic propositions, viewpoint change 12–13
economics, relevance of see relevance of economics
economists
knowledge about 86, 110–11, 124
output 143–4, 147
(see also metrics of success)
relevance of 48–55
see also academic research economists, job prospects;
European economists;
government advisers; policy advisers; policy-related economists; successful economists; top economists; US economists
economy, knowledge of 10–11, 136
EDP (European Doctoral Program) 7, 99, 131
educational background of students
8, 59–60, 61, 68, 69, 79, 91, 100, 116–17
Eichenberger, Reiner 8, 21, 26, 144
empirical research
in interviews 71, 125
and relevance of economists, in qualitative results of European survey 48, 49
as success, in quantitative results of European survey compared to US 11
successful economist, in qualitative results of European survey 32, 33, 34, 35, 36
Index

in US graduate economic programs 6, 24, 25
English language 7, 8, 92, 99, 111, 129
see also costs of using English language
ENTER (European Network for Training in Economic Research) 7, 112
ERUs (European Research Units) 156, 157–8, 159, 160–63, 164–5
European economics 3–4, 6, 7–8, 108, 141, 142, 145–6
European economists 6, 8, 20–21, 26, 28, 144, 148, 153–4, 156–7, 164, 171
European graduate economic programs
advantages, in discussion of quantitative results of European survey 20–23
competition 141, 154, 171
and hands-off/hands-on applied policy research 149–50, 151
journal article publishing 8, 21, 144, 152, 153
metrics of success 8, 21, 22, 26, 144, 145–6, 152, 153
reforms 3–4, 5, 7–8, 19–20, 63–4, 101, 141–3, 152, 153–4, 168–71
(see also market-based research solution for European economics)
research 154
service 144
stressfulness, qualitative results of European survey compared to US 67, 76–7, 93
teaching 154–5
training of economists 165–7
European graduate economic schools
comparisons, in interviews 60–61, 62, 63–4, 73–4, 76–7, 105–6
job prospects, in interviews 62, 76, 98, 103–4
European job markets
in Bocconi interviews 98, 99, 103–4
discussion of quantitative results of European survey 23
in Louvain interview 135, 136
in LSE interviews 62, 77
in Oxford interview 127
in Pompeu Fabra interview 88, 89
in Stockholm School of Economics interviews 111
European Science Foundation 159, 162
exams
in Bocconi interviews 92–3
in Louvain interview 129–30, 131
in LSE interviews 66, 74–5
in market-based research solution for European economics 170–71
in Oxford interview 121–2, 125, 126
in Oxford University 170
in Pompeu Fabra interview 80, 82, 83
in Stockholm School of Economics interviews 107
experimental economics 65, 66, 86, 94, 112–13, 123
faculty relationships/support
in interviews 88, 97, 117
likes about graduate economic program, in qualitative results of European survey 39, 40, 41, 42, 43
stressfulness in quantitative results of European survey 12, 17
successful economist, in qualitative results of European survey 36, 37
faculty support, lack of 43, 44, 45–6, 69, 84, 93, 126
fast track, successful economist 36–7
field courses 24, 64–5, 75, 170
see also subject fields
financing arrangements of students
likes about graduate economic program, in qualitative results of European survey 44, 45, 46, 47
in interviews 80, 81, 91, 92, 99, 100, 101, 106, 128
in profile of students 9
stressfulness, in quantitative results of European survey 12, 17
fiscal policy 15, 18, 84–5, 94, 109, 115, 120–21
freedom of choice
  European graduate economic programs 154
likes about graduate economic program, in qualitative results of European survey 39, 40, 41, 42, 43
and market-based research solution for European economics 155, 162, 168, 172
in Pompeu Fabra interview 88
private universities 142
Frey, Bruno 4, 8, 21, 26, 27, 28, 144
funding 144
see also market-based research solution for European economics
gender of students 8, 15, 59, 69, 107, 116, 119
global competition 141, 154
global economics 3–4, 7–8, 141–3, 149, 153
global graduate economic programs
  Europe 3–4, 7–8, 19, 88, 103, 117, 141–3, 144, 149, 152, 153, 154
  US 3–4, 19, 23, 141, 153, 154, 166
global job markets 23
government advisers
  European economists, in discussion of quantitative results of European survey 20, 21, 26
  job prospects, in interviews 77, 127
  relevance of economists, in qualitative results of European survey 48, 51, 52, 53, 54
  successful economist, in qualitative results of European survey 32
government research funding 157, 158, 159, 164–5
grades 74, 81, 82, 83, 84, 92–3, 107, 122, 126
graduate economic programs
  comparisons, in interviews 60–61, 69, 70, 73–4, 78, 105–6, 117–18, 120–22
  strengths and weaknesses, in interviews 88, 97, 99, 101, 112
structure, in interviews 80, 107, 129–32
see also European graduate economic programs; global graduate economic programs; US graduate economic programs
graduate economic schools see European graduate economic schools; graduate economic schools, choices of students; graduate economic schools’ ranking; US graduate economic schools
graduate economic schools, choices of students
  in European survey 8–9
  in interviews 59–60, 68, 79, 91, 100, 105, 116, 117, 128
graduate economic schools’ ranking
  in European survey 9
  in interviews 60, 73, 88, 98, 102, 105, 117–18, 137
hands-off applied policy research 147–51
hands-off research
  European graduate economic programs 26
  and market-based research solution for European economics 158, 159–62, 163–4, 167, 168
  Oxford interview 118, 119, 149
  and training of economists 165–7
  US graduate economic programs 26
hands-on applied policy research 147–51, 158
hands-on research
  European graduate economic programs 21, 26
  and journal article publishing 164
  and market-based research solution for European economics 158, 164–5, 167, 168–9, 169
  Oxford interview 119, 149
  and training of economists 166, 167
Hansen, W. Lee 26
Hayek, Friedrich 86, 95, 111, 113, 124
heterodox economics 86, 94, 95, 101, 123–4
Index

Hicks, John 37, 86, 124
Hicks, John 37, 86, 124
history of economic thought 10, 25,
64–5, 70, 102, 113, 122, 125,
135
ideas 21, 22, 145, 146, 147
imperfect competition 14
import quotas 15, 18
incentives
journal article publishing 22, 27, 49,
142, 144, 146, 147
research 5, 98, 142, 149, 154–5, 156,
172
(see also market-based research
solution for European
economics)
teaching 23
income distribution equality 15, 18
inflation 15, 18
institutional structure 19–20, 23, 43,
44, 46, 47, 97, 99, 102, 155
intellectual stimulation 39, 40, 41, 42,
43
interests of students by area 10
international economics 100, 105–6
international organizations 50, 78, 80,
99, 103, 114
international trade 10
interview methods, acceptability in
economic research 6
interviews
Bocconi, Università
interview 1 91–9
interview 2 100–104
Louvain 128–38
LSE
interview 1 59–68
interview 2 68–78
Oxford University 116–27
Pompeu Fabra 79–90
Stockholm School of Economics
interview 1 105–11
interview 2 112–15
intuition 32, 34, 64, 134, 149
intuition, lack of 45, 46, 85, 129–30,
166, 167
irrelevance of economic research
dislikes about graduate economic
program, in qualitative results
of European survey 44, 46
feedback from interviews 166,
167
in LSE interviews 71
and relevance of economists,
qualitative results of European
survey 48, 50–51, 52, 53, 54
irrelevance of graduate economic
program 44, 46, 47
IS/LM 63, 75, 85, 87
job background of students 8, 61, 80
job markets/prospects/aspirations
dislikes about graduate economic
program, in qualitative results
of European survey 43, 44, 46,
47
in interviews
Bocconi 93–4, 98–9, 102–4
Louvain 135–6
LSE 61–2, 73, 74, 77–8
Oxford 118–19, 127
Pompeu Fabra 80, 88–9
Stockholm School of Economics
111, 114
in quantitative results of European
survey 10–11, 20, 23, 24
job search strategies 23–4, 89, 103, 134,
135
journal article publishing
critique of metric as measure of
economists’ output 145–51
European economists, in discussion
of quantitative results of
European survey 20, 21, 22
and hands-on research 164
in interviews 63, 72–3, 74, 78, 84, 92,
93–4
and market-based research solution
for European economics
160–61, 162, 163, 164
metric of success
avoiding problems, in US
economic programs 151–3
in European economic programs
8, 21, 144, 152, 153
in US economic programs 8, 21,
22, 23, 26, 144
relevance of economists, in
qualitative results of European
survey 49

David Colander - 9781848449114
Downloaded from Elgar Online at 03/04/2019 02:16:52AM
via free access
successful economist, in qualitative results of European survey 32, 33, 34, 35 and training of economists 166
US graduate economic programs 4, 6, 20, 21, 22–3, 26, 63, 72, 74, 118, 145
see also journal articles, obsolescence; top journals
journal articles, obsolescence 146–7
Keynes, J.M. 31, 36, 51, 108, 110, 137
Keynesian economics 87, 108, 110, 120
Kirman, Alan 27, 154
Klamer, Arjo 3, 4, 6, 24
knowledge 145
Kolm, Serge-Christophe 8
Krueger, Anne O. 6, 24
Krugman, Paul 31, 35, 51
Kyklos symposium on European Economics 3–4
labor economics 10, 76, 89
languages 92, 99, 111, 129
see also costs of using English language
law and economics 10
left-wing politics 67, 76, 114, 136–7
liberal politics 9, 66–7, 76, 96, 109, 113, 136
likes about graduate economic program 39–43
London School of Economics (LSE) and global economics 142
interview 1 59–68
interview 2 68–78
in Louvain interview 137
nationality of students 9, 59, 68 quantitative results of European survey: cross-school comparison 16–19
Louvain, Université Catholique de 16–19, 128–38, 142
macro economics
in Bocconi interviews 96–7
feedback from interviews 166–7 interest, in quantitative results of European survey compared to US 10
in Louvain interview 130, 131, 133–4
in LSE interviews 60, 61, 63–4, 65–6, 74, 75
in Oxford interview 120, 121
in Pompeu Fabra interview 88
in US graduate economic programs 25
mainstream economics 86, 94, 101, 108, 112, 123
making of a European economist interviews see interviews
making of a European economist survey
ambiguities, in Louvain interview 136
profile of students 8–9
qualitative results of survey see qualitative results of European survey
quantitative results of survey see quantitative results of European survey
survey methods 6–7
making of an economist 3, 4, 6, 10–16
market-based research solution for European economics
broad core courses 169–70
differentiation and diversity of research 168–9
essence of proposal 155–6
exams 170–71
feasible change 168
funding decisions 162–4
hands-off scientific research 158, 159–62, 163–4, 167, 168, 169
hands-on research 158, 164–5, 167, 168–9
implementing the research funding plan 165
output and training as multi-dimensional 169
problem to be solved by proposal 156–7
specifics of proposal 157–9
and teaching-oriented research 160, 162, 167, 168–9
and training of economists 167, 169
market system, and discrimination against women 15
mathematics
  in interviews
    feedback from interviews 166
    Louvain 129, 133, 134, 137
    LSE 71
    Oxford 122, 125
    Pompeu Fabra 82
    Stockholm School of Economics 108–9, 111, 113

stressfulness in quantitative results of European survey 12, 17

successful economist
  in qualitative results of European survey 33, 34, 35, 37
  in quantitative results of European survey compared to US 11
  in US graduate economic programs 24, 25

methodology 86, 94, 110

metrics of success
  critique of journal article publishing 145–51
  in European graduate economic programs 8, 21, 22, 26, 144, 145–6
  journal article publishing avoiding problems, in US economic programs 151–3
  in European economic programs 8, 21, 144
  in US economic programs 8, 21, 22, 23, 26, 144
  and market-based research solution for European economics 155, 156
  in US graduate economic programs 8, 21, 22, 23, 26, 144, 145

micro theory
  interest, in quantitative results of European survey compared to US 10
  in Louvain interview 130
  in LSE interviews 61, 65–6, 72, 74, 75
  in Oxford interview 117, 120, 121
  in US graduate economic programs 25

Mill, John Stuart 86

minimum wage 15, 18

models
  in interviews 63–4, 74, 75, 85, 87, 96–7, 134
  relevance of economists, in qualitative results of European survey 51, 52, 53
  successful economist, in qualitative results of European survey 31, 32, 33, 34, 35, 36
  moderate politics 9, 136
  monetary policy 15, 18, 84–5, 86, 94, 109, 115, 120–21
  money and banking 10
  money supply 15, 18
  Mueller, Dennis 171
  Myrdal, Gunnar 111

nationality of students
  in Bocconi interviews 91
  in Louvain interview 129
  in LSE interviews 59, 68
  in Oxford interview 116, 119
  in Pompeu Fabra interview 59, 68, 79
  in profile of students 9
  in Stockholm School of Economics interviews 107, 116

Neary, Peter 20, 21, 27

neoclassical economics 13, 94–5, 96, 101, 108, 109, 137
  see also relevance of economics networking 36, 37
  non-profit agencies 158, 164–5
  normative economics 13, 86, 96, 124–5

output of economists 143–4, 147, 155, 156
  see also metrics of success

Oxford University 62, 116–27, 137, 143, 149, 170

parental educational background 9

peer review 28, 158, 159, 160–61, 163

personal relationships 135

philosophy 69, 70, 71, 96

policy advisers
  European economists, in discussion of quantitative results of European survey 20, 21, 26
and hands-off applied policy research 148
and relevance of economists, in qualitative results of European survey 49, 51, 52, 53, 54, 55
successful economist, in qualitative results of European survey 32, 34
policy issues 14–16, 18–19
policy-makers 148–9, 150
policy-related economics
in Bocconi interviews 94, 96
feedback from interviews 166, 167
in Louvain interview 130
in LSE interviews 60, 61, 63–4
in Oxford interview 119, 120–21
in Pompeu Fabra interview 84–6
and relevance of economics, in qualitative results of European survey 25, 26
in Stockholm School of Economics interviews 109, 114, 115
successful economist, in qualitative results of European survey 32, 33, 34, 35, 36
in US graduate economic programs 25, 26
see also applied policy; fiscal policy; hands-off applied policy research; hands-on applied policy research; monetary policy; policy advisers; policy issues; policy-makers; policy-related economists
policy-related economists
in discussion of quantitative results of European survey 20, 21
European economists 20, 21, 144
job prospects 11, 61, 77, 99, 127
and relevance of economists, in qualitative results of European survey 48, 49, 50, 51, 52, 53, 54, 55
political beliefs 9, 66–7, 76, 96, 109, 113–14, 136–7
political economy 10, 76, 94, 97
political influence 33, 34, 35, 49, 52, 54, 55
Pompeu Fabra, Universitat 16–19, 79–90, 137, 142
positive economics 13, 86, 96, 124–5
post-docs 42, 126, 128, 137–8
post-Keynesian economics 95, 101
price rigidities 14
problem-solving ability
in discussion of quantitative results of European survey 26
and relevance of economists, in qualitative results of European survey 49, 51, 52, 53, 54
as success, quantitative results of European survey compared to US 11
of successful economist, in qualitative results of European survey 32, 33, 34, 35, 36, 37
professionalism 4
profile of students
in Bocconi interviews 91–2, 100
in European survey 8–9
in Louvain interview 128, 129, 134
in LSE interviews 59–61, 68–9
in Oxford interview 116–17, 119
in Pompeu Fabra interview 79–80
in Stockholm School of Economics interviews 105, 107
public debate
European economists 20, 144
and relevance of economists, in qualitative results of European survey 49, 50, 52, 53, 55
research output 147
in Stockholm School of Economics interviews 114
successful economists, in qualitative results of European survey 35
and training of economists 166
public good 24
publishing see books; journal article publishing; journal articles, obsolescence; textbooks; top journals
Puu, Tõnu 21
qualitative results of European survey
feedback on training of economists 165–7
likes and dislikes about graduate economic program 39–47
societal non-contributions 48, 51, 53, 54, 145
sociology 65–6, 71–2, 102
star students 64, 85
statistics 24, 66
Stiglitz, Joseph 31
Stock, Wendy A. 26
Stockholm School of Economics and global economics 142
interview 1 105–11
interview 2 112–15
quantitative results of European survey: cross-school comparison 16–19
stress
in interviews 67, 76–7, 82, 83–4, 93, 125–6
in qualitative results of European survey 44, 45, 46, 47
in quantitative results of European survey 11–12, 16–18
student exchanges 91, 112, 137
student numbers 81, 92, 106, 129, 131
student relationships
dislikes, in qualitative results of European survey 43, 45
in interviews 115, 127, 132
likes, in qualitative results of European survey 39, 40, 41, 42, 43
stressfulness, in quantitative results of European survey 12, 17
student support 40, 41, 102
student support, lack of 43, 44, 97, 99, 134–5
see also faculty relationships/support; faculty support, lack of
students, profile of see profile of students
subject fields
course content
in Bocconi interviews 94–7
in Louvain interview 130, 132–3, 135, 137
in LSE interviews 63–6, 69, 70–72, 74–6
in Oxford interview 117, 120–21, 122–3
in Pompeu Fabra interview 84–7
in Stockholm School of Economics interviews 109–11, 113, 114, 115
dislikes, in qualitative results of European survey 43, 44, 45, 46, 47
interests of students, in quantitative results of European survey compared to US 10
specialization, as success, in quantitative results of European survey compared to US 11
success, metrics of see metrics of success
successful economists 10–11, 31–7, 110, 136
see also top economists
survey methods, acceptability in economic research 6
surveys, making of an economist see making of a European economist
survey; making of an economist
success
by teaching assistants 46, 80, 89, 92, 107, 126, 128, 132, 133
US graduate economic programs 22–3, 144, 148
see also teaching-oriented research; training of economists
teaching
European economists, in discussion of quantitative results of European survey 20, 21, 23
European graduate economic programs 154–5
funding for US graduate economic programs 144
hands-off research in graduate economic programs 148
job prospects of students, in interviews 62, 77, 89, 98–9, 114
and journal article publication, as contributive 22–3
and market-based research solution for European economics 161–2
successful economist, in qualitative results of European survey 34, 35
by teaching assistants 46, 80, 89, 92, 107, 126, 128, 132, 133
US graduate economic programs 22–3, 144, 148
see also teaching-oriented research; training of economists
tariffs 15, 18
success, metrics of see metrics of success
successful economists 10–11, 31–7, 110, 136
see also top economists
survey methods, acceptability in economic research 6
surveys, making of an economist see making of a European economist
survey; making of an economist
success
by teaching assistants 46, 80, 89, 92, 107, 126, 128, 132, 133
US graduate economic programs 22–3, 144, 148
see also teaching-oriented research; training of economists
tariffs 15, 18
success, metrics of see metrics of success
successful economists 10–11, 31–7, 110, 136
see also top economists
survey methods, acceptability in economic research 6
surveys, making of an economist see making of a European economist
survey; making of an economist
success
by teaching assistants 46, 80, 89, 92, 107, 126, 128, 132, 133
US graduate economic programs 22–3, 144, 148
see also teaching-oriented research; training of economists
tariffs 15, 18
success, metrics of see metrics of success
successful economists 10–11, 31–7, 110, 136
see also top economists
survey methods, acceptability in economic research 6
surveys, making of an economist see making of a European economist
survey; making of an economist
success
by teaching assistants 46, 80, 89, 92, 107, 126, 128, 132, 133
US graduate economic programs 22–3, 144, 148
see also teaching-oriented research; training of economists
tariffs 15, 18
success, metrics of see metrics of success
successful economists 10–11, 31–7, 110, 136
see also top economists
survey methods, acceptability in economic research 6
surveys, making of an economist see making of a European economist
survey; making of an economist
success
by teaching assistants 46, 80, 89, 92, 107, 126, 128, 132, 133
US graduate economic programs 22–3, 144, 148
see also teaching-oriented research; training of economists
tariffs 15, 18
success, metrics of see metrics of success
successful economists 10–11, 31–7, 110, 136
see also top economists
survey methods, acceptability in economic research 6
surveys, making of an economist see making of a European economist
survey; making of an economist
success
by teaching assistants 46, 80, 89, 92, 107, 126, 128, 132, 133
US graduate economic programs 22–3, 144, 148
see also teaching-oriented research; training of economists
tariffs 15, 18
success, metrics of see metrics of success
successful economists 10–11, 31–7, 110, 136
see also top economists
survey methods, acceptability in economic research 6
surveys, making of an economist see making of a European economist
survey; making of an economist
success
by teaching assistants 46, 80, 89, 92, 107, 126, 128, 132, 133
US graduate economic programs 22–3, 144, 148
see also teaching-oriented research; training of economists
teaching-oriented research 160, 162, 167, 168–9
technical training 25, 110, 166–7, 169
textbooks 120, 121, 146, 172
theory
  in LSE interviews 69
  relevance of economists, in
  qualitative results of European
  survey 48, 49, 53, 54
successful economist, in qualitative
results of European survey 32, 33, 34, 35, 36
in US graduate economic programs
24, 25
Tilburg University 62, 137
time factors
  in interviews 99, 100–101, 119–20, 127, 131–2
  in qualitative results of European
  survey 39, 40, 41, 42, 43, 44, 45
  research 150, 163, 169, 173
time series 63, 66, 96, 122
tools 13, 25, 32, 48, 50, 51, 55, 110
top economics’ researchers 97, 155, 156–7, 159, 161, 162
top economists 146, 148, 151–4, 172, 173
see also successful economists
top journals 22, 32, 33, 34, 35, 47, 72, 78, 163, 164
Toulouse School of Economics 62, 137
training of economists
  European graduate economic
  programs 165–7
  feedback from survey and interviews
  165–7
  journal article publishing 166
  and market-based research solution
  for European economics 167, 169
US graduate economic programs
22–3, 148, 165–6, 168, 169, 170
see also teaching; technical training
Treasury, British 64, 142
Trinity College 62
typical day 82, 92, 100–101, 119–20
typical programs 107
undergraduate degrees of students 8, 60, 68, 79, 80, 100, 128
undergraduate students 167
undergraduate teaching 21, 22, 23, 25, 26, 126, 132, 167
unionized US graduate economic
programs 152–3
Università Bocconi see Bocconi, Università
Universität Bonn see Bonn, Universität
Universitat Pompeu Fabra see Pompeu Fabra, Universität
Université Catholique de Louvain, see
Louvain, Université Catholique de
unskilled unemployment, 15, 18
US economics 8, 78, 108, 141
US economists 21, 22–3, 24, 26, 109, 144, 146, 148, 151–2
US graduate economic programs
and choice of graduate school 9, 60, 68, 79, 91, 100, 106, 117, 128
comparisons
  in Bocconi interviews 101
  in LSE interviews 60–61, 63–4, 69, 70, 73–4, 78
  in Oxford interview 117, 118, 120–22
  in Stockholm School of
  Economics interviews 106
competitiveness 23, 93
critique 4, 6, 24–6
  and European graduate economic
  programs reforms 141, 142
  and global economic programs in
  Europe 3, 8, 141
  and hands-off/hands-on applied
  policy research 149, 150, 151
journal article publishing 4, 6, 20, 21, 22–3, 26, 63, 72, 74, 118, 144, 145
metric of success 8, 21, 22, 23, 26, 144, 145
quantitative results of European
survey 19–20
research 25–6, 144
service 144
stressfulness, qualitative results of
European survey compared to
US 67, 76–7, 93, 125–6
teaching 22–3, 144, 148
training of economists 165‒6, 168, 169, 170
unionized programs 152‒3
US graduate economic schools 62, 77, 98, 103, 112, 137
US job markets
in discussion of quantitative results of European survey 23
in interviews
Bocconi 98, 103
Louvain 135, 136
LSE 62, 76
Oxford 127
Pompeu Fabra 88, 89
Stockholm School of Economics 111
US making if an economist survey 3, 4, 6, 10‒16
wage-price controls 18
women 8, 15, 59, 69, 107, 119
youth unemployment, 15, 18