

John Komlos and the Seven Dwarfs

Junaid B. Jahangir [MacEwan University]

Copyright: Junaid B. Jahangir, 2022

You may post comments on this paper at

<http://rwer.wordpress.com/comments-on-rwer-issue-no-101/>

Abstract

The neoclassical paradigm leaves students with the simplistic understanding that the contribution of essential workers is far less compared to that of CEOs and financial executives. This teaching is crystallized through principle 8, which associates living standards with productivity. The objective in this paper is to develop a renewed perspective by projecting the ideas of John Komlos through the song of the seven dwarves. Such an approach allows to retain student interest, make economic content relatable, and facilitate a nuanced understanding. The song lyrics help advance a renewed perspective that higher productivity does not always lead to higher living standards.

Keywords: Komlos; ECON 101; Disney; heterodox economics; productivity

JEL Codes: A22, B50

1. Introduction

The seven dwarves in Disney's 1937 animation *Snow White and the Seven Dwarfs* dig diamonds and rubies in a mine all day long but instead of living in a palace they live humbly in a faraway forest cottage. Although they are quite productive by digging a thousand or more gems, their living standard does not parallel that of the evil queen. Yet, principle 8 (P8), which is widely taught as part of the ten principles of economics in the Mankiw, Kneebone, and McKenzie (2020a) textbook for ECON 101, clearly states that productivity is the main determinant of living standards. This is a pressing issue in the COVID economy where essential workers including grocery and sanitation workers risk their lives for a pittance in contrast to CEOs and financial executives, whose compensation far outstrips their contribution. It is therefore not surprising that many including Campbell et al. (2019) and Goodwin (2014) have critiqued these principles and offered alternative principles.

On the other hand, Colander (2016) has argued that the principles can be taught with nuance. This alludes to the idea of not throwing the baby out with the bath water. In this regard, Komlos (2019) comes in handy with its approach of 'humanistic economics' or 'capitalism with a human face', for it has been widely recognized as a textbook that most effectively complements mainstream neoclassical textbooks. The ideas presented by Komlos including the critique of GDP, the marked differential between productivity and wage growth, and the exploitation of workers, not only add nuance to P8 but also allow using the case of the seven dwarves, as a teaching tool to advance a nuanced perspective that productivity does not always translate to higher living standards.

The objective in this paper is to develop a renewed perspective on P8 through the ideas presented by Komlos and to project this nuanced understanding through the song of the seven dwarves. To this end, this paper is divided into seven sections. In Section 2, a brief literature review of teaching economics beyond the chalk and talk method is undertaken, which justifies the use of the dwarves' song as a teaching tool. In Section 3, the presentation of P8 in the Mankiw, Kneebone, and McKenzie (2020a, b)

textbooks is delineated along with its critique. In Section 4, alternative textbooks are explored to highlight the heterodox perspective in the context of P8. In Section 5, the justification for using the Komlos textbook is provided, and the relevant key ideas in the context of P8 are delineated. In Section 6, the lyrics to the song 'Heigh Ho' by the seven dwarves are analyzed through a series of questions informed by Komlos' key ideas. The issue of stereotypical representation of the differently abled is also raised. Finally, in Section 7, concluding remarks are offered on recasting P8.

2. Beyond chalk and talk

Since the Becker and Watts (1996) critique of the chalk and talk method, there has been a surge of literature that involves the use of tools including video clips, music, poetry, and animated cartoons to teach economics and retain student interest (Al-Bahrani et al., 2016). At the ECON 101 level, Deyo and Podemska-Mikluch (2014) use Harry Potter and O'Roark (2017) uses comic book superheroes to illustrate various economic concepts and principles. In this context, Knudsen and Duncan (2018) justify the use of Disney animations to teach economics by arguing that textbook discussions are too hypothetical, video clips reinforce concepts and ideas, relatability enhances memory recall, and that popular culture catches student interest in a way that traditional pedagogies cannot. More recently, Mandzik (2021) has illustrated the concepts of opportunity costs, utility maximization, and the impact of technology on the production function through Disney's *The Little Mermaid*, *Cinderella*, and *Aladdin* respectively.

These methods are used to make economic content more relatable, increase student interest and retention of economic ideas (Acchiardo et al., 2017). However, this literature keeps on hitting at topics in neoclassical economics including trade-offs, opportunity costs, marginal thinking, rationality, and production possibility frontier through different TV shows, cartoons, commercials, and songs. Moreover, the economic lessons that are usually drawn lack nuance, as complex decisions and issues are viewed through simplistic axioms. This is significant, as the neoclassical mainstream economics paradigm has come under intense criticism especially since the 2008 financial crisis. Hodgson (2019) notes that students "formed organizations, mounted demonstrations, pushed for alternative curricula and published books" towards alternative perspectives. Likewise, Bowles and Carlin (2020) have mentioned that students are more concerned about real world issues than neoclassical economic theory. Overall, this offers a justification for using the seven dwarves' song from Disney to project a renewed perspective on P8. Such an approach allows to retain student interest, make economic content relatable, and facilitate a nuanced understanding.

3. P8 and its critique

The neoclassical viewpoint

The Mankiw, Kneebone, and McKenzie textbooks present P8 by attributing variation in living standards predominantly to differences in productivity. Specifically, they state that "the growth rate of a nation's productivity determines the growth rate of its average income" (Mankiw, Kneebone, and McKenzie, 2020a, p. 13). This means that improving living standards would warrant raising productivity "by ensuring that workers are well educated" and that they "have access to the best available technology" (p. 14). However, it is only in Chapter 18 that this principle is nuanced through a Canadian case study that shows that from 1976 – 2014, labour productivity averaged 1.12% per year but median real hourly earnings averaged only 0.09% per year (p. 410). While this weakens the connection between productivity and living standards, the authors conclude that this gap is "not completely understood" (p. 411).

Given time constraints, the back of the book chapters including Chapter 18 are not usually covered at the ECON 101 level where focus is maintained on developing foundational concepts of demand and supply, equilibrium, elasticities, producer theory, and market structure. Regardless, the authors use the supply and demand framework and competitive markets to explain that workers receive “the value of their marginal contribution” in equilibrium (p. 406). Chapter 19 goes further to connect wages with innate abilities, chance, beauty, and the superstar phenomenon where top actors and athletes earn very highly. However, the authors do not make the Rawlsian argument that such income is undeserved, and instead associate wages with hard work and investment in human capital. All of this leaves students with the understanding that the contribution of essential workers is far less compared to that of CEOs and financial executives and that they deserve their pittance and riches respectively.

The heterodox critique

Based on P8 that living standards depend on productivity, the understanding that essential workers are less productive than CEOs and financial executives is concerning. As such, P8 along with the other principles of economics has been subjected to various critiques. Specifically, Campbell et al. (2019) state that P8 is “not very insightful”, as it does not consider the concerns of the people in the real world including the quality of life and the conditions of work. Campbell et al. (2020) go further to offer an alternative set of principles that include the ideas that capitalists exploit workers by paying them less than the value they create and that the threat of unemployment limits workers’ ability to obtain higher wages. This suggests that despite their productivity, essential workers do not enjoy a decent living standard, as their hard work is exploited by overpaid CEOs. Indeed, during the COVID pandemic, the wealth of billionaires in Canada increased by CAN \$78 billion whereas essential frontline grocery workers saw their brief pandemic bonus pay of \$2/hr get clawed back (Hemingway, 2021; Hemingway and Rozworski, 2020).

Similarly, Goodwin (2014) provides his critique of P8 by stating that “most of us don’t live any better than we used to, while a very small number of people live in insane luxury”. This suggests that living standards are explained less by productivity and more by inequality. Additionally, he also problematizes high productivity by associating it with the depletion of forests and degradation of the environment. In other words, while productivity, measured as GDP per capita, goes up, living standards do not become higher due to the negative impact of inequality and climate change. In a similar vein, Colander (2016) argues that P8 is presented in a tautological manner that lacks nuance. He adds that the GDP, which is used in the definition of productivity, lacks many aspects that measure social welfare.

Ghosh (2021) goes further to state that the concept of productivity is “full of conceptual and measurement holes”, as it is blind to distributional issues, the quality of life, and concerns on sustainability. She adds that productivity is based on the GDP, which rests on market value instead of social value. This is problematic, as financial services are overvalued even though there are no real economic changes with financial asset booms, whereas care services are undervalued despite their essential significance during the COVID pandemic. Additionally, basing productivity on the GDP is problematic as it increases due to higher market value in oligopolistic markets and due to higher health expenditures associated with the concomitant pollution. This understanding buttresses the idea that living standards do not increase due to productivity because of the negative impact of the associated pollution.

Overall, mainstream neoclassical economics connects productivity with living standards at the macro level and attributes the wages of workers to their contribution at the micro level. However, this understanding is problematic, as it ignores the issues of inequality and pollution with rising GDP at the

macro level and the exploitation of workers in oligopolistic markets at the micro level. Thus, P8 that associates living standards with productivity seems to be quite simplistic, as it lacks nuance of the real world that is considered less by the neoclassical paradigm and more by heterodox approaches.

4. Heterodox alternatives

It is important to go beyond critique to offer an alternative. Mearman (2017) provides examples of student feedback, which indicates that they want to hear from both sides of the argument. He adds that thinking comparatively from multiple perspectives improves our understanding, and that the best way to develop critical capacities is through a contending perspective approach. Thus, he supports upholding a pluralistic perspective in teaching economics, where students are introduced to both neoclassical and heterodox approaches. In this regard, various heterodox economics textbooks can be reviewed to showcase alternative perspectives on P8. For the purpose of this paper, three textbooks including Goodwin et al. (2019), Schneider (2019), and Keen (2011) are considered before the case is made for Komlos (2019).

Goodwin et al. (2019) offer a heterodox perspective in Chapter 10 titled 'Markets for Labour'. The authors critique the neoclassical model, where productivity differentials determine wage differentials, by questioning the faulty assumptions of rational individuals and competitive markets. They add that labour productivity cannot be easily measured, and that labour is not free to vary labour hours or quit and work for competitor firms if they are paid below their marginal product of labour. This is because of the monopsony and oligopsony power of the firms and the declining power of worker unions, which allows firms to sustain dual labour markets. For instance, despite similar credentials, in contrast to tenure track faculty, sessional faculty are paid lower wages with lower job security and fewer opportunities for advancement. Generally, the authors state that good jobs with the characteristics of a decent wage, job security, health and retirement benefits have been on the decline with the rise of the gig economy. The solution, according to the authors, includes strengthening collective bargaining and limiting the ratio of the top to bottom incomes to contain inequality and therefore starkly different living standards.

Schneider (2019) offers another heterodox perspective in Chapter 22 titled 'Working for a Living'. He states that the neoclassical model that equates wage with the marginal revenue product is based on equal bargaining power between firms and workers. However, he mentions that marginal product of labour cannot be determined, as production is a group effort and that firms have undue power, which allows them to exploit workers by paying them less. Additionally, while workers contribute to both wages and profits, shareholders that are lucky to be born in rich families simply extract profits from the value of labour work, which is unfair. Thus, there is an inverse relationship between the wages of workers and the income of firm owners. The solution, according to the author, is the strengthening of unions and worker input in running companies, as in the case of Germany with less working hours and more pay, in contrast to places like Mexico with weaker unions and therefore long working hours and low pay.

Similarly, Keen (2011) offers a heterodox perspective in Chapter 6 titled 'To each according to his contribution'. He states that while neoclassical economics attributes the high wages of financial executives and low wages of teachers to individual productivity and deems such market outcomes fair, "wages are highly unlikely to reflect workers' contributions to production". This is because supply and demand are unsuited to analyzing the labour market, as they are not independent of each other, which leads to multiple equilibria. Additionally, workers' incomes are determined by the relative bargaining power of workers and firms. Thus, with weak unions and monopsony power, workers are exploited, as the choice they face is between working and starving. Overall, Goodwin et al. (2019), Schneider (2019)

and Keen (2011), all associate living standards less with productivity and more with the market power of firms.

5. Why John Komlos?

Keen (2011) seems to be a challenging textbook for ECON 101 students and appears to be more suitable as an intermediate level textbook that allows students to reflect upon the neoclassical viewpoint they would have studied in introductory courses. To a lesser extent, a similar critique could be leveled for Goodwin et al. (2019) and Schneider (2019). However, in terms of simplicity and heterodox engagement with the neoclassical paradigm, Komlos (2019) stands out. Indeed, Freeman (2019) notes that “it is primarily positioned as an alternative to introductory Econ 101 “principles” type textbooks”. Kesting (2021) adds that it offers a “critical running commentary” to mainstream neoclassical textbooks. Similarly, Balak (2021) adds that “it stays as close as possible to the traditional textbook structure” and that it best facilitates “a critical reflection upon the traditional theories”. His book is well-recognized, as it has a Wikipedia page, which indicates that it has been translated to five different languages including Chinese.¹ Moreover, his book has been extensively reviewed in academic journals (Allen, 2019; Blackford, 2019; Cantillo, 2019; Foster, 2019; Burnazoglu and Ostermeijer, 2020; Coclanis, 2020; Jahangir, 2020; Tomer, 2020) apart from popular online platforms. Thus, for the purposes of this paper, Komlos’ work will be predominantly considered in drawing out a renewed perspective on P8 from the song of the seven dwarves in Section 6.

In offering his work, Komlos (2021) clearly tackles the issue of equating living standards with productivity by arguing that “output does not translate automatically into well-being or happiness” and that “we no longer need an ever-increasing quantity of goods”. Komlos (2019) mentions that from 1982 to 2016, productivity increased by 94% but compensation only increased by 40% in the U.S. (p. 112). Instead of blaming globalization or technological changes, he explains this weaker connection by arguing that “firms took advantage of their power and payed workers far less than what they were worth” (p. 112). He rejects marginal analysis that equates wages to the value of the marginal product of labour because both consumers and producers do not optimize but rather satisfice respectively through heuristic rules of thumb and markups in their decision making. Additionally, like Schneider (2019), he states that “it is impossible to measure individual productivity accurately” (p. 121). This is because, according to Komlos, a firm’s output is a joint product, and consequently, productivity cannot be apportioned between management and other employees. He adds that “some 40% of wages in the powerful oligopolistic finance sector is actually rent” (p. 116). Thus, Komlos directly challenges the neoclassical viewpoint that the high wages of financial executives and low wages of teachers are based on merit.

Komlos upholds a Rawlsian perspective, according to which the high wages of top actors, financial executives, and athletes are based on unearned factors such as physical features, being born in a rich family with networks, and “the laws that allow sports associations to be legal cartels”. Thus, he considers most such high wages as rents and adds that “CEOs would work as hard at 10% of their current salary” (p. 119). At a macro level, he states that the GDP is a misleading measure of welfare, as it increases by the amount of treatment for cancer, cleaning up toxic pollution, or buying the latest fashionable clothing (p. 183-184). This is because all such measures simply put individuals and the economy to a state before they were afflicted by cancer, pollution, and obsolescence of the older clothing style, instead of making them better off. For instance, despite his Disney prince looks (Figure 1), fame, and fortune, Canadian singer Sean Mendes, who flaunted his fashion style at the 2022 Met Gala, also

¹ https://en.wikipedia.org/wiki/Foundations_of_Real-World_Economics

revealed to his fans that “the truth is even with so much success I still find it hard to feel like I’m not failing ... the truth is I’m overwhelmed and overstimulated” (Garner, 2022; Kedem, 2022).

Figure 1: Sean Mendes and Disney’s Prince Eric



Source: <https://people.com/style/met-gala-2022-shawn-mendes-draws-comparisons-disney-princes-tommy-hilfiger/>

Credit: Arturo Holmes/Getty; Disney

Overall, like Goodwin et al. (2019), Schneider (2019) and Keen (2011), Komlos (2019) rejects the neoclassical view that living standards are determined by productivity and therefore views P8 as a simplistic axiom. Instead, he attributes the low wages of essential workers to the exploitation of firms with market power, and the high wages of financial executives to rents. At the macro level, like Ghosh (2019), he deems the measure of productivity as problematic, as it is based on GDP that does not adequately capture wellbeing. Moreover, he presents this renewed perspective at a level that is conducive to ECON 101 students. Thus, while other heterodox alternatives offer similar ideas, it is the simple and comprehensive approach of Komlos that seems most appropriate to mesh with the song of the seven dwarves to teach ECON 101 students about the limits of P8.

6. Heigh Ho!

Disney’s *Snow White and the Seven Dwarfs* is a classic animation from 1937 that has been enjoyed by many generations. The song ‘Heigh Ho’ is sung by the seven dwarf miners, as they return home from work. The lyrics with the repetitive chorus removed are presented below Figure 2. This 2.5-minute song

provides an active learning exercise to elicit a renewed perspective on P8 through the key ideas, as delineated by Komlos.

Figure 2: Heigh Ho!



Source: <https://www.youtube.com/watch?v=H10x0KYChq4>

Credit: Disney

We dig dig dig dig dig dig dig in our mine the whole day through
To dig dig dig dig dig dig dig is what we like to do

It ain't no trick to get rich quick
If you dig dig dig with a shovel or a pick

In a mine! In a mine! In a mine! In a mine!
Where a million diamonds shine!

We dig dig dig dig dig dig dig from early morn till night
We dig dig dig dig dig dig dig up everything in sight

We dig up diamonds by the score
A thousand rubies, sometimes more

But we don't know what we dig 'em for
We dig dig dig a-dig dig
Heigh-ho, Heigh-ho
It's home from work we go

The song can be easily played in class, as the technological requirements compared to other active learning approaches are minimal. Students can be actively engaged in parsing the lyrics line by line. Such an exercise actively engages students, as they can connect with childhood memories and in a fun manner, they can gradually learn about a renewed perspective on P8 from the song lyrics. However, the instructor must be prepared with questions to guide the relatively weak and indifferent students through the exercise of eliciting economic ideas from the song lyrics. Thus, the instructor can first ask that if the dwarves “dig in the mine the whole day through” and dig “a thousand rubies, sometimes more”, then why is their living standard much lower than that of the evil queen. This provides a starting point to ask students about the living conditions of low skilled workers working for minimum wage in developed countries, factory workers for multinational corporations in countries like Bangladesh, or South Asian labourers in tourist destinations like Dubai. Students can learn on their own that despite working very hard for long hours, many workers barely make enough to make ends meet and live in poor conditions in shared accommodations with multiple occupants in places like Dubai. Thus, students can learn that high productivity does not always translate to higher living standards if labour is exploited by large corporations, especially in the absence of union strength.

However, the story does not show that the dwarves work for anyone, which elicits the idea that the reason they joyfully express that they like to dig and leave when the clock hand turns 5 o'clock is because they are operating as a worker cooperative instead of working for a corporation. This facilitates a discussion of working conditions and productivity under corporations and cooperatives respectively. It also leads to a discussion on inequality, as all the seven dwarves live in similar conditions. Indeed, had they been working for a corporation, then perhaps the leader Doc would have been paid multiple times more than the other dwarves not because of his effort but because of leadership position despite his bumbling traits. This leads to a discussion on how many productive nurses and teachers are paid much lower than the much highly paid administrators, whose qualifications are not very different from that of their peers. Thus, students can learn about better working conditions and higher productivity with cooperatives and the point underscored by Komlos that much of the top executive compensation is rent.

A third theme that deserves to be fleshed out comes from the line that “it ain't no trick to get rich quick”. This opens the discussion on how financial executives increase their wealth simply by the luck of being born in a rich family, as they can access portfolios that yield higher returns compared to the savings of an average worker, who earns lower returns. Thus, the song lyrics show that while there is no trick to getting rich, the dwarves still live in humble conditions despite working all day long in a gemstone mine simply because they were not lucky to be born in riches like Snow White's Prince Florian. Indeed, their gemstones are stored away and are of no use to increasing their living standards. This brings an associated point, which some students can raise, that perhaps the dwarves lack entrepreneurial skills, based on the line that “but we don't know what we dig 'em for”. However, this can lead us back to the perspective upheld by Komlos that many people have average innate abilities and cognitive skills and that therefore the higher wages of those with superior abilities are simply rents that accrue based on their genetic characteristics.

There is an additional theme that can be elicited from the song. It has to do with the representation of the differently abled in Disney animations. In the context of the remake of the original animation, actor Peter Dinklage has expressed concerns on the stereotypical representation of little people (Murphy, 2022). Thus, it is important to note that all economics issues have a socio-cultural context and implications.²

² I am grateful to the anonymous referee for this point.

Overall, the song lyrics help student actively learn about the limits of P8 that higher productivity does not always lead to higher living standards, that better working conditions and higher productivity are associated with worker cooperatives, and that living standards are based on the luck of being born in a rich family and having inherited superior innate abilities and cognitive skills. Thus, the song lyrics help advance a renewed perspective on living standards instead of the simplistic axiom of P8 upheld in mainstream neoclassical economics. This takes us to Komlos (2021) that instead of productivity, the goal should be to improve the quality of life through a good work-life balance.

7. Concluding Remarks

The neoclassical paradigm leaves students with the understanding that the contribution of essential workers is far less compared to that of CEOs and financial executives and that they deserve their pittance and riches respectively. This teaching is crystallized through principle 8 in the Mankiw, Kneebone, and McKenzie textbook, which associates living standards with productivity. However, this axiom seems to be quite simplistic, as it lacks nuance of the real world. Thus, the objective in this paper was to develop a renewed perspective on P8 through the ideas presented by Komlos and to project this nuanced understanding through the song of the seven dwarves. Such an approach allows to retain student interest, make economic content relatable, and facilitate a nuanced understanding. It was shown that heterodox perspectives associate living standards less with productivity and more with the market power of firms. Specifically, Komlos attributes the low wages of essential workers to the exploitation of firms with market power, and the high wages of financial executives to rents.

He presents a heterodox perspective at a level that is conducive to ECON 101 students and offers key ideas that can be elicited from the song of the seven dwarves to teach ECON 101 students about the limits of P8. The song lyrics help student actively learn that higher productivity does not always lead to higher living standards, that better working conditions and higher productivity are associated with worker cooperatives, and that living standards are based on the luck of being born in a rich family and having inherited superior innate abilities. Thus, the song lyrics help advance a renewed perspective on living standards instead of the simplistic axiom of P8 upheld in mainstream neoclassical economics. Overall, the idea is that instead of productivity, focus should remain on the quality of life through a good work-life balance.

References

- Acchiardo, C.J., Al-Bahrani, A., Holder, K., and Mateer, D. (2017) 'Through the Lens of Life: Teaching Principles of Economics with Humans of New York', *Journal of Economics and Finance Education*, 16(2), pp. 19-30.
- Al-Bahrani, A., Holder, K., Patel, D., and Wooten, J. (2016) 'Art of Econ: Incorporating the Arts through Active Learning Assignments in Principles Courses', *Journal of Economics and Finance Education*, 15(2), pp. 1-16.
- Allen, L. (2019) 'Book Review: The Foundations of Real-World Economics: What every student needs to know', *Economic Issues*, 24(1), pp. 92-93.
- Balak, B. (2021) 'Commissioned Book Review: Foundations of Real-World Economics: What every economics student needs to know', *Political Studies Review*, 19(3), pp. NP3-NP4.
- Becker, W., and Watts, M. (1996) 'Chalk and Talk: A National Survey on Teaching Undergraduate Economics', *American Economic Review*, 86(2), pp. 448-453.
- Blackford, G.H. (2019) 'Book Review: The Foundations of Real-World Economics: What every student needs to know', *Contributions to Political Economy*, 38(1), pp. 98-99.

- Bowles, S. and Carlin, W. (2020) 'What students learn in Economics 101: Time for a change', *Journal of Economic Literature*, 58(1), pp. 176-214.
- Burnazoglu, M. and Ostermeijer F. (2020) 'Rethinking what every economics student needs to know', *Journal of Economic Methodology*, 27(2), pp. 179-184.
- Campbell, A., Davis, A., Fields, D., Quick, P., Ragusett, J., and Schneider, G. (2019) 'The unreal basis of neoclassical economics', *American Review of Political Economy*, 13(1).
- Campbell, A., Davis, A., Fields, D., Quick, P., Ragusett, J., and Schneider, G. (2020) 'The principles of radical political economics', *American Review of Political Economy*, 14(1).
- Cantillo, A.F. (2019) 'Book Review: Foundations of Real-World Economics: What every economics student needs to know', *Australasian Journal of Economics Education*, 16(1), pp. 51-56.
- Coclanis, P.A. (2020) 'Book Review: Not His Kind of Town - Foundations of Real-World Economics: What every economics student needs to know', *Challenge*, 63(1), pp. 52-57.
- Colander, D. (2016) 'Tools, not rules: Are we teaching the wrong principles of economics in the introductory course?' *Eastern Economic Journal*, 42(2), pp. 163-168.
- Deyo, D., and Podemska-Mikluch, M. (2014) 'It's Just Like Magic: The Economics of Harry Potter', *Journal of Economics and Finance Education*, 13(2), pp. 90-98.
- Foster, J. (2019) 'Book Review: Foundations of Real-World Economics: What every student needs to know', *Economic Record*, 95(311), pp. 514-516.
- Freeman, A. (2019) 'Book Review: John Komlos' Foundations of Real-World Economics: What every economics student needs to know', *Real-World Economics Review*, 90, pp. 133-136.
- Garner, G. (2022) 'Shawn Mendes Draws Comparisons to Disney Princes in His Tommy Hilfiger 2022 Met Gala Look', *People*, May 2, <https://people.com/style/met-gala-2022-shawn-mendes-draws-comparisons-disney-princes-tommy-hilfiger/> (Accessed: May 2, 2022)
- Goodwin, M. (2014) 'What is our child learning? Or, Greg Mankiw and the terrible, horrible, no-good, very bad textbook (now with single-page goodness!)', *Economix*, November 19, <https://economixcomix.com/2014/11/19/what-is-our-children-learning-or-greg-mankiw-and-the-terrible-horrible-no-good-very-bad-textbook/> (Accessed: May 2, 2022)
- Goodwin, N., J.M. Harris, J.A. Nelson, B. Roach and M. Torras. (2019) *Principles of Economics in Context*, 2nd ed., New York: Routledge.
- Ghosh, J. (2021) 'Interrogating the holy grail of productivity growth', *Real-World Economics Review*, 96, pp. 119-126.
- Hemingway, A. (2021) 'One year into the pandemic Canadian billionaire wealth up by \$78 billion', Canadian Centre for Policy Analysis, April 14, <https://policyalternatives.ca/newsroom/news-releases/one-year-pandemic-canadian-billionaire-wealth-78-billion> (Accessed: May 17, 2022)
- Hemingway, A. and Rozworski, M. (2020) 'Canadian billionaires' wealth skyrocketing amid the pandemic', Canadian Centre for Policy Analysis, September 16, <https://www.policynote.ca/billionaires-wealth/> (Accessed: May 17, 2022)
- Hodgson, G.M. (2019) *Is There a Future for Heterodox Economics*. Cheltenham and Northampton: Edward Elgar.
- Jahangir, J.B. (2020) 'Teaching ECON 101 pairing the Mankiw and Komlos texts', *International Journal of Pluralism and Economics Education*, 11(4), pp. 359-374.
- Kedem, M. (2022) 'Shawn Mendes reveals his truth to fans: 'I'm either flying or drowning'', *Audacy*, April 20, <https://www.audacy.com/im-listening/shawn-mendes-reveals-to-fans-im-either-flying-or-drowning> (Accessed: May 17, 2022)
- Keen, S. (2011) *Debunking Economics – Revised and Expanded edition: The naked emperor dethroned?* London: Zed Books.

- Kesting, S. (2021) 'Teaching Heterodox and Pluralist Economics – Some useful books', *Forum for Social Economics*, <https://www.tandfonline.com/doi/full/10.1080/07360932.2021.1937671> (Accessed: May 17, 2022)
- Knudsen, K. and Duncan, T.K. (2018) 'Using Disney as a pedagogical approach', SSRN, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3279043 (Accessed: May 2, 2022)
- Komlos, J. (2019) *Foundations of Real-World Economics: What every Economics student needs to know*, 2nd ed., New York: Routledge.
- Komlos, J. (2021) 'Humanistic economics, a new paradigm for the 21st century', *Real-World Economics Review*, 96, pp. 184-202.
- Mandzik, A. (2021) 'Once upon an economics course: using fairy tales to teach economics', *Journal of Economics Teaching*, <https://www.journalofeconomicsteaching.org/once-upon-an-economics-course-using-fairy-tales-to-teach-economics-mandzik/> (Accessed: May 2, 2022)
- Mankiw, N.G., Kneebone, R.D., and McKenzie, K.J. (2020a) *Principles of Microeconomics*, 8th Canadian ed. Canada: Nelson.
- Mankiw, N.G., Kneebone, R.D., and McKenzie, K.J. (2020b) *Principles of Macroeconomics*, 8th Canadian ed. Canada: Nelson.
- Mearman, A. (2017) 'Teaching heterodox economics concepts', *The handbook for Economics lecturers*, The Economics Network, <https://www.economicnetwork.ac.uk/handbook/pluralism> (Accessed: May 2, 2022)
- Murphy, C. (2022) 'Peter Dinklage slams Disney's Snow White and the Seven Dwarfs remake', *Vanity Fair*, January 25, <https://www.vanityfair.com/hollywood/2022/01/peter-dinklage-slams-disneys-snow-white-and-the-seven-dwarfs-remake> (Accessed: August 9, 2022)
- O'Roark, B. (2017) 'Super-Economics Man! Using Superheroes to Teach Economics', *Journal of Economics Teaching*, 2(1), pp. 51-67.
- Schneider, G. (2019) *Microeconomic Principles and Problems: A Pluralist Introduction*, New York: Routledge.
- Tomer, J.F. (2020) 'Book Review: Foundations of Real-World Economics: What every economics student needs to know', *Society and Economy*, 42(1), pp. 98-104.

Author contact: junaid@ualberta.ca

SUGGESTED CITATION:

Junaid B. Jahangir, "John Komlos and the Seven Dwarfs", *real-world economics review*, issue no. 101, 15 September 2022, pp. 65-75, <http://www.paecon.net/PAERReview/issue101/Jahangir.pdf>

You may post and read comments on this paper at <http://rwer.wordpress.com/comments-on-rwer-issue-no-101/>