WHY INCLUSIVITY MATTERS
Efforts have been made by the American Economic Association to increase the representation of women and underrepresented minorities in the field. When it comes to inclusivity of students, there are some direct areas of focus for faculty:

- Make sure that culturally and linguistically diverse (CALD) students are recognized
- Many students have an ESL background
- Broaden the curriculum to focus on international applications

Classrooms and workforces diversity benefit from positive externalities. There has been increased attention to diversity in the classroom, both for faculty and students. Faculty can take a more proactive approach to fostering diversity and inclusivity.

- Diverse the content being taught in the classroom
- Reconsider pedagogy and assessment techniques
- Improve student interactions and classroom management

Check out the work by Al-Bahrani (2020) and Bayer & Rouse (2016). Studies have a lot of great resources as well in addition to the Economics Instructor's Toolbox.

ABSTRACT
We showcase how to promote greater inclusion in the economics classroom through the use of culturally and linguistically diverse pop culture. Examples come from a database of foreign-language pop culture clip and include commercials, film, internet, music and TV. These resources are available as a common resource to any interested instructor. While the focus is on economics education, the idea of promoting inclusivity through foreign-language pop culture is applicable to other disciplines. We have included links so that instructors can use the clips shown.

LINKS NOT WORKING?
Visit: https://econ.video/inclusive

POP CULTURE IN ECONOMICS
The number of resources available for faculty to use in the classroom continues to grow and incorporate new pop culture every couple of years. The next area of focus should be on increasing the number of resources in a language other than English. Click on the image below to visit the site.

COMMERCIALS
Click on the images below to visit the videos referenced.

Country: Denmark
This campaign to raise fertility rates in Denmark is a wonderful example of the role of supply and demand at the macro level.

Country: Belgium
Some things in life don’t have real substitutes, but you may realize that when it’s too late.

Country: Argentina
Burger King came up with an innovative way to differentiate their Whopper burger while virtue signalling at the same time.

Country: Egypt
"Old MacDonald Had A Farm" is reworked to advertise the Egyptian national football team members in an unusual location due to barriers to entry and a monopoly market.

GENERAL YOUTUBE VIDEOS
Country: Japan
Real estate is expensive in Tokyo and many people live just outside the city. They commute by train, but packed like sardines.

Country: Thailand
Markets exist in many exotic locations, including in the middle of train tracks.

MUSIC4ECON
Music4Econ videos provide economic commentary to popular music videos.

Country: South Korea
BTS: Seesaw
Just like riding a sewer, in the repeated Battle of the sexes game, two players must coordinate on who is going up or down.

Country: Germany
Joris: Heart Over Hands
Should our protagonist stay with his girlfriend (follow his heart) or leave (follow his head)?

Country: France
IAM: Born Under The Same Star
In this song, French hip-hop artist "IAM" wonder why some people are cursed to a life of poverty in a supposedly rich country.

Country: Indonesia
Tulus: Shoes
Tulus uses the analogy of a pair of shoes to tell the story of a couple in love, but who can’t be together.

USING K-POP TO TEACH PRINCIPLES OF ECONOMICS
Music streaming has changed the way people around the world listen to music. Music used to be largely consumed by only those in the country, but streaming services like Spotify and Apple Music allow listeners to access nearly the entire catalog of worldwide music. Those companies have broken the barrier that kept music genres isolated from each other. The different genres of music that people listen to are rapidly converging and will likely look more homogenous than it does today with more music produced by international stars (Krueger 2019).

REFERENCES


ECONOMIC EDUCATORS HAVE BEEN TEACHING WITH POP CULTURE FOR DECADES, BUT NO PRIMARY WORK HAS IDENTIFIED MEDIA FROM FOREIGN LANGUAGE SOURCES. WE PROVIDE THREE TEACHING GUIDES THAT CAPTIVATE THE GROWTH OF FOREIGN POPULAR MUSIC AND CAN BE INTEGRATED INTO THE PRINCIPLES CURRICULUM. THE THREE ARTISTS CHOSEN – BTS, BLACKPINK, AND DIO-CIRK – HAVE HUGE GLOBAL FOLLOWINGS. EACH ONLINE MUSIC VIDEO PROVIDES ECONOMIC SUBTLETS AND ECONOMIC CONTEXT. WE PROVIDE SUMMARIES AND DISCUSSION QUESTIONS FOR EDUCATORS WISHING TO USE THE MUSIC VIDEOS IN THEIR CLASSROOM.

JEL Codes: A20, A21
Keywords: Inclusive teaching, media, music, teaching economics

Abstract
Economic educators have been teaching with pop culture for decades, but no primary work has identified media from foreign language sources. We provide three teaching guides that captivate the growth of foreign popular music and can be integrated into the principles curriculum. The three artists chosen – BTS, BLACKPINK, and Dio-Cirk – have huge global followings. Each online music video provides economic subtleties and economic context. We provide summaries and discussion questions for educators wishing to use the music videos in their classroom.