



Teaching Pluralism in Economics

Edited by John Groenewegen, Delft University of Technology, The Netherlands

This volume is concerned with the different schools within the discipline of economics (theoretical pluralism) and the relationship of economics to other disciplines, such as sociology, political science and philosophy (interdisciplinarity). It addresses the important implications of pluralism and interdisciplinarity for teaching economics at both undergraduate and graduate level and argues that the economics curriculum should pay equal attention to these new perspectives rather than concentrate on the traditional neoclassical mainstream.

'At once visionary and pragmatic, its 11 essays address how and why economic education ought to be pluralistic, and the pedagogical and institutional challenges of making it pluralistic. . . this collection lays valuable groundwork for conversation among economic educators, orthodox and heterodox, about the ends and means of graduate and undergraduate education.'

– Robert Garnett, Eastern Economic Journal

'This book succeeds in its goal: teaching pluralism in economics. Read it as a call for multiple approaches and perspectives in economics. Its contributions are not only refreshing but also critical and insightful. If anyone wonders what pluralism in economics is all about, this is the book to reach for.'

– Arjo Klamer, Erasmus University, The Netherlands

'A number of rival schools of thought exist in economics today. Even mainstream economics has fragmented into different approaches. Multiple connections exist between economics and other disciplines. Not only is this story complicated, but also it has major implications for any well-rounded education in economics. This book faces up to these problems squarely, combining insights on the current fragmentation of economics with useful discussions of the implications for the economics curriculum in universities. Only the blinkered and the narrow-minded will fail to see the enormous value of this discussion.'

– Geoffrey M. Hodgson, University of Hertfordshire, UK

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