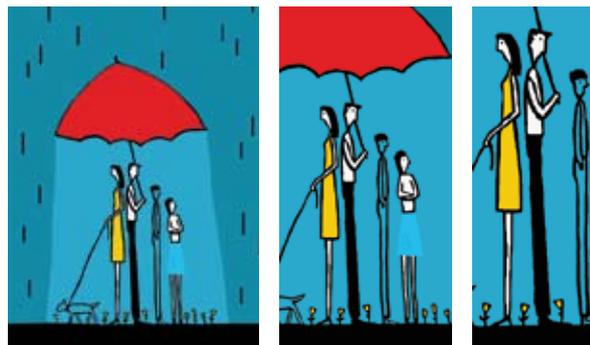


Teaching Pluralism in Economics



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

'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.'

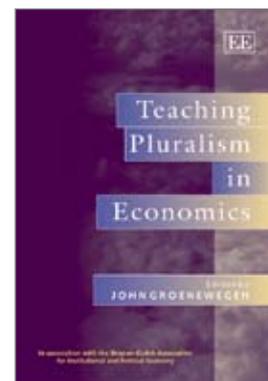
– Geoffrey M. Hodgson, University of Hertfordshire, UK

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.

The distinguished contributors highlight the inherent challenges of presenting a combination of mainstream economics with more heterodox approaches in such a way that the student is not confused, but better understands the possibilities and limitations of different schools in economics. They go on to demonstrate how to apply these different approaches and show how a more interdisciplinary approach can be followed once the boundaries of the economics discipline have been reached. The volume attempts to offer insights into the content of such a revised curriculum and the process of how to achieve this.

This book will be required reading for every serious teacher and student of economics. It will also be invaluable to anyone who questions the validity of current economic orthodoxy.

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