

CALL FOR PROPOSALS

An *International Journal of Pluralism and Economics Education* conversation:

“Contending Perspectives as Pluralism: What Have Our Students Learned?”

Proposal deadline: March 15

Decisions announced: April 1

Paper deadline: June 15

Symposium editors:

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The *International Journal of Pluralism and Economics Education* invites proposals (title and abstract only) for short papers (maximum 6000 words) that explore the complex chemistry of using a contending perspectives approach to pursue pluralist goals in economics education.

Two decades ago, Chuck Barone (Dickinson College, USA) published an influential paper, “Contending Perspectives: Curricular Reform in Economics.” Barone detailed the motivation, goals, and structure of his department’s “contending perspectives” course – a required, intermediate-level course in which students are introduced to Radical/Marxian, Old Institutional, Austrian, Post Keynesian, and Steady-State paradigms. While Barone did not use the term pluralism, his liberal arts vision of promoting students’ intellectual and ethical development through exposure to alternative economic theories became a starting point for the development of similar courses in economics departments across the globe.

Taking Barone’s model as a starting point, the aim of this *IJPEE* symposium is to reflect anew on the educational goals of pluralist economics education (What are they? How do we know when students have achieved them?) and the role of “contending perspectives” in achieving these goals. We invite submissions that ask questions of the following type:

- What are the concrete learning goals of a pluralist course in economics? What knowledge, skills, dispositions, or other student outcomes do pluralist courses aim to achieve?
- How does the nature of a “contending perspective” vary according to national, cultural, or religious context?
- What formal or informal markers can instructors use to gauge student achievement of pluralist goals?
- How does a “contending perspectives” approach enhance or undermines student achievement of pluralistic learning goals?

- Would pluralist learning goals be better served by a contending perspectives course that included diverse approaches within the contemporary mainstream?

Proposals must be received by March 15 in order to be considered for this symposium. Strong preference will be given to concrete cases from teaching practice that address one or more of the above (or related) questions and to theoretical papers that advance discussion of pluralist economics education in the context of the issues outlined above. Proposals from scholars in developing nations are especially encouraged.