

(Re)Thinking Like an Economist: Pluralism, Critical Thinking and Economic Pedagogy, *International Journal of Pluralism and Economics Education*, 8:4, 2017, pp. 341-58.

Abstract:

This paper describes the economic way of thinking and how adherence to the goal of encouraging students to think like an economist arose. The example of the theory of demand in Institutional and Marxian economics is used to illustrate how the mainstream economics curriculum, by adhering to a singular way of thinking, deprives students of the opportunity to think critically about their role as producers and consumers in the economy and about how economic theories work. Only by adopting theoretical and pedagogical pluralism can the profession overcome these weaknesses. It concludes by assessing the prospects and strategies for promoting a pluralist approach within the profession and by outlining some steps that faculty and students might take to ensure that education in economics is genuinely empowering.