

URPE Newsletter

Union for Radical Political Economics

URPE SUMMER CONFERENCE

AUGUST 20-23, 2005

ALTERNATIVES!

Policy Alternatives
Restructuring Social Relations
Alternatives to Capitalism

This year's URPE Summer Conference will take place at its usual time and its usual place: Camp Chinqueka in Bantam, Connecticut. Mark your calendars now. More information on the program will be posted on our website (www.urpe.org) as it is confirmed.

HETERODOX ECONOMICS UNDERGRADUATE PROGRAMS

This issue of the Newsletter contains a listing of undergraduate programs in economics which offer students a heterodox perspective. Compiled by Fred Lee, from the University of Missouri-Kansas City, the list gives all of us a sense of how widespread heterodox economics actually is within the United States, despite the power of orthodox economists and orthodox college administrators. Students who are interested in the actual workings of the global economy are increasingly dissatisfied with the sterile models that pass for economics in orthodox departments. And people who care about issues of peace and social justice find that the study of neo-classical economics does not help them understand the troubled world in which we live. Most heterodox economists in fact believe that neo-classical economics, far from contributing to the solution of those problems, is itself part of the problem.

The Union for Radical Political Economics is glad to be able to contribute to the development of communication between the students and teachers of heterodox economics. We welcome their participation in and contributions to URPE's Newsletter and its journal, *Review of Radical Political Economics*, and invite everyone to attend both its Summer Conference and the program it organizes every year at the Allied Social Sciences Association meetings.

BUSH'S SECOND BIG LIE

Bush's first big lie was used to manufacture support for the US military invasion of Iraq. The second big lie is being used to persuade people to support the destruction of the Social Security system.

There were, of course, no Weapons of Mass Destruction (WMDs) in Iraq, Osama bin Laden had no relations with Saddam Hussein, and Iraq had no connection with 9/11. But the US ruling class has achieved its objective of direct rule of Iraq, at least until a compliant puppet government can take over the visible reins. But the big lie worked well.

The second big lie is the assertion that the Social Security system is "bankrupt." It, like Iraq and Vietnam before it, must therefore be destroyed in order to save it. The safety net that was torn by Clinton's destruction of the welfare system will be reduced to shreds if Bush succeeds in accomplishing a goal that has been long sought by large sections of US capital.

Everyone is encouraged to access the information on this topic on our website (www.urpe.org); anyone interested in obtaining a speaker on this issue should contact URPE's Economy Connection (EC) (soapbox@comcast.net); and URPE members are encouraged to join the EC list of speakers.

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URPE

The Union for Radical Political Economics (URPE) is a membership organization of academics and activists who share an interest in a radical analysis of political and economic topics. Founded in 1968, URPE's members use this analysis to advance various progressive political and social agendas. URPE publishes the *Review of Radical Political Economics*, runs a set of presentations at the academic professional meetings of the Allied Social Science Associations, sponsors a resource/speakers bureau called *Economy Connection*, and holds a Summer Conference on political and economic topics at a family-friendly summer camp in Connecticut. Its members are active in a wide array of professional and activist projects.

The URPE Newsletter

The **URPE Newsletter** is published quarterly by the Union for Radical Political Economics. The Newsletter is a place for URPE members to publish shorter articles and speeches as well as make announcements of upcoming events that might be of interest to fellow members. Articles and announcements can be sent to the Newsletter Editor in the body of an e-mail message, or as an attached file; send to paddyquick@aol.com, or by regular mail to: *Paddy Quick, Economics Department, St. Francis College, 180 Remsen Street, Brooklyn NY 11201.*

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The URPE Newsletter is a good place to publish advertisements for new books! Rates are \$300 per full page (7.5W x 9.3H); \$160 for a half page, and \$85 for a quarter page. Exchange ads are also considered. Please write or call the National Office for more information on this.

Deadlines for submission to Newsletter are January 7 for Winter issue; April 7 for Spring issue; July 1 for Summer issue, and October 7 for fall issue.

Reminder

URPE members should check the membership expiration date on the upper right hand corner of the address label. If your membership has expired or is about to expire, this will be the last newsletter you will receive. Please renew your membership now. (See page 15 for membership form, or contact the URPE National Office.)

URPE News and Announcements

URPE STEERING COMMITTEE REPORT A Call For Comments on the Procedures for Electing URPE Steering Committee Members

As was reported in the previous Newsletter (Fall 2004), the URPE Steering Committee discussed the procedures used to conduct elections for the Steering Committee at its Fall (September 2004) meeting, and it was decided to solicit comments on this issue. Accordingly, we invite all URPE members to write up their opinions and recommendations and submit them for inclusion in the next Newsletter (Spring 2005) and on the URPE website. Members are requested to keep their pieces under 750 words. The issue will be discussed at the next Steering Committee meeting which will take place in New York City on April 9-10.

Send your comments to the Newsletter Editor, Paddy Quick. This may be done in the form of an email or as an email attachment to paddyquick@aol.com or in the form of a hard copy letter to Paddy Quick, Economics Department, St. Francis College, 180 Remsen Street, Brooklyn, NY 11201. All correspondence received will be forwarded immediately for posting on the URPE website. All comments received by April 7 will be included in the Spring Newsletter.

Brief Report on ASSA Meetings

by Paddy Quick

The January 2005 ASSA meetings in Philadelphia began, for many URPE people, with a really eye-opening "Reality Tour" of the Kensington neighborhood of North Philadelphia on Thursday afternoon, before the start of the regular program. Thanks to Hazel Dayton Gunn, Managing Editor of the *Review of Radical Political Economics (RRPE)*, for initiating and organizing this "reality" contribution to URPE at the ASSAs.

The tour provided an appropriate start to the ASSA meetings, which provided their own contrast between the orthodox, neo-classical perspective of the vast majority of the sessions, and the exciting, and well-attended, URPE sessions. The two sessions on Black Political Economy were particularly stimulating, while the session "In Commemoration of Paul Sweezy" provided many people with the opportunity to pay tribute to one of the most influential political economists of the United States. The joint session with the AEA on "The Political Economy of Military Spending" was a timely one. One interesting incident, told to me by two people who were present, was a challenge by an audience member to Gregory Mankiw, Chairman of Bush's Council of Economic Advisers, about the US "concentration camp in Gauntanamo." The question was applauded by many, perhaps even a majority, of the people in the audience.

Thanks to Robin Hahnel and Kristen Sheeran for organizing this year's sessions. [Editor's note: Readers are encouraged to write their own comments on the URPE at ASSA sessions for inclusion in the next issue of the Newsletter.]

In Memoriam MOLLY MALLOY

The URPE community was saddened by the death of URPE member, Mary (or Molly as she preferred to be called) Malloy who died in late December. Molly was an Associate Professor of Economics at the College of New Rochelle and Chair of its Division of Social Sciences. She received her Ph.D in Economics from the New School. A feminist, socialist and community activist in the New York metropolitan region, Mary was an inspiration to all who knew her. Calling herself a "revolutionary," she challenged the boundaries of complacency with her feisty spirit and inveterate energy. As one friend said of her at a gathering to celebrate her life, "She was a light that swept through our lives and then went out too soon." Molly was an active member of New Rochelle Peace Action, the Westchester People's Action Coalition, a member of the Editorial Advisory Committee of *Against the Current*, a founder and producer of a local Westchester cable show, Progressive News Network, and a contributor in recent months to the work of the National Jobs for All Coalition. She wrote, among other topics, on crisis theory and long waves and was apparently working at the time of her death on an economic history of the Great Depression.

A woman of many talents, Molly was also a visual artist who had contributed to and organized several art shows in Westchester and was the mother of a 14 year old daughter.

UPDATE ON ECONOMY CONNECTION (URPE'S RESOURCE/SPEAKERS BUREAU)

by Ruthie Indeck, Coordinator (201-792-7459 or soapbox@comcast.net)

“The students have a stronger sense of outrage and what's fair and unfair than the adults in Congress or running Corporate America today seem to—which bodes well for our future,” commented Nomi Prins, author of *Other Peoples Money: The Corporate Mugging of America*. Nomi spoke to the Economics Society of St. Francis College in Brooklyn in early December. The admiration was mutual—Melissa Stoute, president of the Economics Society commented that “The speech Nomi gave was insightful and very interesting . . . this is the most positive reaction that we have received about a speaker.”

Nomi spoke about the history of banking in the 1920s, the 1929 crash and the political conversation that led to the passage of the Glass-Steagal Act in 1933 that separated banking functions into investment and commercial banks. She explained how that was broken down over the years, culminating in complete repeal by a unanimous vote in the Clinton Senate in 1999. She used Citigroup as an example of the conflicts of interest that are created when a commercial bank, an investment bank, an insurance company and a brokerage are all under one roof. Nomi described giant mergers that have generated giant frauds and failures, and discussed how much money corporate criminals like Ken Lay, Bernie Ebbers, and Frank Quattrone made and how they made it. Nomi and the students carried on an animated discussion about the lack of moral responsibility and personal ethics in corporate America today.

One student summed it up later in a report: “At one time the business world in America was driven on the Horatio Alger theory that if one worked hard and was honest then one would eventually rise to the top of the financial world. However, the corporate world of the twenty-first century seems to operate more on the idea that a good lawyer and a creative accountant are the most important things in a successful businessperson's arsenal.” These students will have some important decisions to make when they graduate. Another student comment is interesting: “As a person who is thinking of working in the corporate world, I did leave the lecture thinking that maybe I will have to leave a great deal of what I have learned in business ethics behind in following my professional goals.”

URPE sponsored a table at the NYC Social Forum (set up and run by Germai Medhanie), and participated in a panel on Participatory Budgeting. The purpose of the panel was to compare community involvement in the budgeting process in Brazil with that in New York City, and to explore ways NYC could learn from Brazil's experience. EC recruited Glenn Pasanen for the panel, which also included EC member Jack Hammond and NYC

Social Forum organizer Mike Menser. (Jack Hammond also participated in a panel on social movement unionism, sponsored by the PSC.).

Jack explained how participatory budgeting works in Brazil: “The participatory budget process, pioneered in Porto Alegre, Brazil since 1989 and applied in 100 other Brazilian cities as well as elsewhere in the world, gives local community councils the opportunity to set priorities for the municipal capital budget. It has generated widespread, ongoing popular participation, encouraged activists to receive training in technical economic matters and participatory process, effected a redistribution of development resources to the poorest neighborhoods of the city, reinforced collective provision of services, and created a consciousness whereby people transcend the parochial interests of the immediate neighborhood to understand and attempt to meet the needs of the city as a whole.”

Glenn Pasanen, author of many articles about NYC budget issues and former associate director of City Project, a progressive public policy organization, talked in great detail about process and problems in the NYC budget. He said that there is already a certain amount of community participation in the budgeting process, as well as many underutilized opportunities for further participation. Process is not the only problem: NYC needs a bigger budget, and Glenn does not feel that the “politics of scarcity” reflects reality. “We've been hearing about the deficit constantly for the past 18 years, in good times and bad.”

Recent resource calls to Economy Connection have involved further discussion on the economics of rent control; a request from a labor educator for information on racial disparities in wealth; and a search by an undergraduate for an economics graduate program. (Thanks to Fred Lee for his compilation of heterodox programs!)

A number of Economy Connection members participated in NY URPE's fall series at the Brecht Forum. Shortly before the election Edwin Dickens, Paddy Quick and Max Fraad Wolff spoke about “Capitalism and the Candidates: Can Their Economic Programs Work?” Later in October Ellen Frank led a discussion of her new book, *The Raw Deal*. Mark Levinson and Ali Mir spoke on “Outsourcing Revisited: Two Views On A Direction For The US Labor Movement.” And Nomi Prins finished the season with a book party for *Other People's Money*.

As Bush's attack on Social Security has been heating up, URPE members have been writing about the dangers of privatization and signing up to give talks. Please let us know if you can give a talk on Social Security—we have plenty of resources you can use!

UNDERGRADUATE PROGRAMS FOR HETERODOX ECONOMISTS

Compiled by

Fred Lee

University of Missouri-Kansas City

December, 2004

The undergraduate programs listed below are broad, pluralistic and provide students with opportunities to examine and engage with mainstream and alternative/heterodox perspectives. The purpose of this list is to identify those colleges and universities where new entrants into academia as well as others who are interested in engaging with and teaching heterodox economics can do so in a friendly, supportive academic environment.

BUCKNELL UNIVERSITY

The economics department at Bucknell offers a balanced curriculum with courses in mainstream and heterodox economics. Students are exposed to heterodox economics at every level of the curriculum. In principles of economics, students are introduced to the ideas of a variety of economists, including Marx and Veblen, and several theoretical approaches to the discipline. At the intermediate level, students take a course on intermediate political economy along side intermediate microeconomics and intermediate macroeconomics. And the department offers a host of elective political economy courses, including: Classical Marxism, Unemployment and Poverty, Political Economy of the Caribbean, Political Economy of Africa, Political Economy of Global Resources, Political Economy of the Media and Advertising, Comparative Economic Systems, Economic Geography, and Marxian Economics. Department offerings reflect faculty backgrounds in various heterodox perspectives, including Marxian, Institutional, Feminist and Social Economics. The department regularly brings in speakers who reflect our diverse perspectives. Recent speakers at Bucknell include Robert Pollin, Michael Zweig, and Doug Henwood.

For more information: http://www.bucknell.edu/Academics/Colleges_Departments/Academic_Departments/Economics/

BUFFALO STATE COLLEGE

The Economics & Finance Department at Buffalo State offers non-traditional perspectives to theory and policy, including Post Keynesian, Institutional, and Marxist approaches to economics. We have undergraduate programs in both economics and finance, and an MA program in Applied Economics. We are a collegial and diverse group of faculty with graduates from the Universities of California at Berkeley and Riverside, University of Massachusetts at Amherst, Pittsburgh, Rutgers, and the New School for Social Research. Undergraduate courses include Economic Development, History of Thought, Women in the Economy, Labor Economics, Comparative Economic Systems, Money & Banking, etc. We also offer a fairly traditional finance program that includes courses in Investment Management, Bond Markets, Derivative Securities, etc. Our MA program offers tracks in policy analysis, finance, and education.

For more information: <http://www.buffalostate.edu/economics>

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

The Economics Department at California State University, San Bernardino has a longstanding commitment to a heterodox curriculum. We offer both a minor in Political Economy, and a Political Economy track in the Economics B.A. The PE track requires principles of microeconomics, principles of macroeconomics, statistics, intermediate microeconomics and intermediate macroeconomics, as well as Political Economy and History of Economic Thought. In addition, students must select seven upper division econ electives, three of which must come from the following: Social Economics; The Political Economy of Women: Money, Race, Sex, and Power; The Political Economy of Poverty and Discrimination; Economic History of the United States; and Economic Development. We are in the process of adding the following courses: Political Economy of Latin America; Political Economy of Chicanas/os; and Political Economy of LGBTs.

The faculty consists of an eclectic mix of liberal mainstream economists and radical political economists. Four of the eight faculty are active members of one or more of the following associations: the Union for Radical Political Economics (URPE), The Association for Evolutionary Economics (AFEE), The International Association for Feminist Economics (IAFEE), The Association for Institutional Thought (AFIT), and the Association for Social Economics (ASE).

For more information: <http://economics.csusb.edu>.

CONNECTICUT COLLEGE

In spite of being only 8 people, a wide variety of interests and points of view are represented in the department, including Marxist, Post-Keynesian, and neo-classical. These varied viewpoints find their ways into many of our courses, but they do not affect the working environment. We are basically a congenial group of faculty whose research and teaching interests do not much overlap. Because we are a liberal arts college, we get a lot of students for whom Economics is a surrogate business major, one perceived as "relevant" and helpful in securing work. The major itself is pretty traditional, and many courses count toward other majors at the college, including International Relations and Environmental Studies. Most courses have a significant policy orientation, informed by departmental expertise on environmental and labor issues, plus experience in Africa, Latin America, and Vietnam. When the department fills new positions, it looks for fields and expertise, not ideology.

For more information: <http://www.conncoll.edu/academics/departments/economics/>

UNIVERSITY OF DENVER

Our undergraduate economics program covers heterodox as well orthodox economics. Our curriculum encourages students not to take in received knowledge as the truth but to examine and question it. We emphasize presenting alternative approaches to economic analysis and the historical and present day relevance of the material. The program begins with an alternative introduction to economics course that emphasizes history of economic arrangements and ideas throughout history by reading the primary sources. In addition, we emphasize essay writing in this course. These goals are pursued at the upper level courses that cover both the claims and deficiencies of received theory. Some of the courses our program offers are neoclassical economics, origins of modern economics, economic history, the history of economic thought, public finance, international and development economics, environmental economics, urban and regional economics, money and financial economics, industrial organization, and health economics. The program provides skills and credentials necessary to work as an economist and preps students who want to go to a graduate program, and is especially suitable for those wanting to find out more about economics and to explore alternative approaches to economics.

For more information: <http://www.du.edu/econ/>.

DICKINSON COLLEGE

Economics Department has been a pioneer (since 1985) in integrating heterodox economic perspectives into the required undergraduate economics curriculum. The Economics major allows exploration of a variety of disciplinary and interdisciplinary views on economic questions and policy. The Economics faculty represents an unusually wide range of specialties as well as a variety of traditional and non-traditional approaches to economics, including Neo-Classical, Radical, Feminist, Post-Keynesian, Austrian, Institutional, and Ecological economics. Our courses are part of and the economics faculty participate in most all the interdisciplinary programs at Dickinson including American Studies, Environmental Studies, Latin American Studies, International Studies, International Business & Management, Policy Studies, and Women's Studies. As a result of this intellectual depth and breadth, Economics majors learn to think critically about economic issues and problems facing the world.

For more information: <http://www.dickinson.edu/departments/econ/>

DREW UNIVERSITY

The Economics Department at Drew University has a long history of heterodox economics. All majors are required to take courses in heterodox perspectives, including history of economic thought, contemporary political economy, or the political economy of race, class and gender. Ethical, institutional, Marxist, feminist and other critical perspectives are part of most economics courses. There is a strong emphasis not only on political economy and history but also on ecological and development economics. Faculty members in the department represent humanistic, ecological, Marxist, feminist and post-Keynesian economic perspectives.

For more information: <http://depts.drew.edu/econ/>

EVERGREEN STATE COLLEGE

The Evergreen State College has a thriving set of programs connected to political economy and a group of faculty committed to doing teaching and research in this area. The entry-level program, Political Economy and Social Movements is a 32 credit program that students take full-time in fall and winter quarter. It is usually taught by three faculty and incorporates a historical analysis of the development of U.S. capitalism, with an emphasis on the development of class, gender and race relations. Students are introduced to Marxist and neoclassical economic analysis, In the second quarter, global capitalism is analyzed. A focus on both quarters is how social movements have resisted the dominant power. There are many academic programs that build on this one, such as alternatives to capitalism, political economy of the media, and studies in globalization. Education at Evergreen is interdisciplinary with a strong emphasis on internships and independent study. Many students whose emphasis is political economy find work as organizers, and working for social justice after completing their studies. There are currently about seven faculty whose main emphasis is political economy and non-neoclassical economics.

For more information: <http://www.evergreen.edu>

FRANKLIN & MARSHALL COLLEGE

The Economics Department at Franklin & Marshall College offers students a strong undergraduate education in economics within a contemporary liberal arts tradition, emphasizing a well-rounded curriculum in both orthodox and heterodox economics, historical and institutional context, and multiplicity of perspectives. The faculty is diverse, with specialization in a variety of areas and schools of thought, including Marxian, Institutional, neoclassical, postmodern, postcolonial, and feminist approaches. As a recent graduating senior stated, in one year he learned about "real business cycle theory," and "post structuralist ways of looking at things." Two courses introduce students to economics: Introduction to Economic Principles discusses neoclassical models of economic behavior, market structures, and aggregate economic performance. Introduction to Economic Perspectives gives an introduction to economic institutions, history, and ideologies. At the intermediate level, in addition to micro and macro theory, students are required to take a course on the analytical foundations of heterodox economic theories. Examples of elective courses offered:

Marxian Political Economy

Postcolonial Perspectives on Development

Feminist Economics

Globalization: History of the World Economy

Economics of the European Union

Game Theory

For more information: <http://www.fandm.edu/Departments/Economics/default.html>

HAMPSHIRE COLLEGE

Students at Hampshire College design their own major field of study, with an emphasis on critical thinking and writing. Within the social sciences they often choose political economy as a core component of their concentration, which may address such areas as "Public Health in Latin America," "Economics and the Environment," or "Women and Social Change." Students who plan graduate study in economics will take the expected courses in economic theory and mathematics. We teach economics in historical and social context, challenging the narrowness of mainstream approaches, but drawing on economic reasoning and concepts that bridge both orthodox and heterodox modes of inquiry. As well, students may freely enroll in courses at Smith, Amherst, Mt Holyoke, or the University of Massachusetts, where a range of fine courses in political economy can be added to their program of study. The capstone of a Hampshire career is a year-long senior research project that results in an extended essay of 60 to 100 pages. Typically, students in political economy select well-defined topics within such areas as globalization, labor organizing, community development, campaign finance, prisons, international economic development, and alternative business.

For more information: <http://www.hampshire.edu/cms/index.php?id=2883>

HOBART AND WILLIAM SMITH COLLEGES

Hobart and William Smith are coordinate liberal arts colleges (Hobart for men; William Smith for Women) of 1800 students. They are strongly committed to interdisciplinary studies, gender studies, and global studies including off-campus programs. The economics department's offerings are designed to reflect these commitments as well as provide depth in the orthodox approach to economics. Our goal is to encourage our students to develop a broader perspective on economic issues and acquire a more nuance world-view than that usually provided by majoring in economics. Our heterodox offerings include courses at the introductory and advanced levels in Institutionalist, feminist, Marxist, and related approaches. The economics major includes a required core course in Political Economy, sequenced after intermediate orthodox theory courses, and providing a comparative approach to economic theory and methodology. Research by faculty involved in the heterodox components of the curriculum includes work on gender and development, community economic development from a radical perspective, alternatives to traditional forms of economic development, and institutional theory and methodology.

For more information: <http://academic.hws.edu/econ/>

LEWIS AND CLARK COLLEGE

The economics department at Lewis and Clark College offers a broad and politically diverse curriculum, which provides a supportive environment for those interested in alternatives to mainstream economics. For example, we teach classes on political economy -- including radical political economics and the political economy of race, class and gender-- and support a political economy minor. Areas of faculty interest and strength include economic history, third world development, international economics, and environmental economics. We pride ourselves on offering small, intellectually rigorous classes with considerable student involvement and participation. The capstone to our program is a year long senior seminar class, in which students research and write, with faculty support, a thesis based on their interests; the results are also presented orally to all economic faculty, seniors, and interested members of the community. The college also offers a wide ranging program of international study; many members of the department have participated in this program by leading trips.

For more information: <http://www.lclark.edu/~econ/>

UNIVERSITY OF MANITOBA

The Department of Economics offers a 3-year B.A. degree, a 4-year B.A. (Advanced) degree, and a 4-year B.A. (Honours) degree in Economics. The broad, pluralistic composition of the Economics faculty at Manitoba enables the department to offer a range of undergraduate courses through which students are exposed to both mainstream and alternative approaches to economics. These include institutionalist, Post-Keynesian, and Marxist approaches, as well as the neoclassical mainstream. Selected courses in economic history are available at the second and third year level, but attention is given to the institutional and historical framework in the intermediate theory courses as well as in many other, more specialized courses. All honours students are required to have at least one course in alternative macroeconomic theory, and they are also required to complete a full course in the history of economic thought.

The stimulating intellectual environment at Manitoba is further enhanced through the activities of the University of Manitoba Undergraduate Economics Society. This student organization provides a range of activities for its members and the larger university community, including a speaker series, a reading room, tutoring services and its own highly acclaimed magazine, *The Invisible Hand*. Students can also benefit from the department's close association with the Labour and Workplace Studies Program and with the Global Political Economy Program, both of which are established interdisciplinary programs at the University of Manitoba. For Honours students, there is a monthly Honours Salon, in which students hold informal discussions on selected topics in a relaxed environment. The department also sponsors an annual two-day retreat on Lake Manitoba at which Honours students present and discuss their own papers and research.

For more information: <http://www.umanitoba.ca/faculties/arts/economics/>

UNIVERSITY OF MASSACHUSETTS AT AMHERST

The department regularly offers courses in Marxist and non-Marxist political economy, taught by leading scholars in each of their respective areas. Faculty include those of Marxist (orthodox and post-modernist), feminist, Post-Keynesian, and Institutionalist persuasions, all of whom are actively engaged in research and teaching. Department holds seminar in political economy weekly, which attracts leading international and domestic heterodox scholars. Both undergraduates and graduate students receive a broad range of viewpoints on questions of political economy, and learn rigorously neoclassical mainstream economics to complete their study of political economy as a collection of endlessly contesting theories struggling for hegemony.

For more information: <http://www.umass.edu/economics>

UNIVERSITY OF MASSACHUSETTS-BOSTON

The Department of Economics at the University of Massachusetts Boston offers students a heterodox approach to economic issues. In our core introductory and theory courses, we provide students with a grounding in neo-classical and Keynesian analysis, as well as providing a critical perspective on these approaches. We require our majors to take at least two courses that develop an "alternative approach" to economics; we offer many courses that meet this requirement, including an "Introduction to Marxist Economic Analysis." We have attempted to build a department with a focus on "urban social problems," and many of our courses and the research of many of our faculty focus on issues of income distribution and poverty, racial discrimination, the economic position of women, problems of social welfare, and inequality in the world economy.

For more information: <http://www.economics.umb.edu>.

THE UNIVERSITY OF MICHIGAN

From the early 1970s until the early 1990s the Economics Department at the University of Michigan was one of the few nationally prominent departments offering the opportunity to pursue radical economics: it had a graduate program field called Political Economy and a regularly-offered undergraduate course in Marxist Economics, as well as versions of several more standard courses incorporating left-heterodox perspectives. Although the graduate field no longer exists and the Marxist Economics course has not been taught for some time, it remains true that undergraduates can include within an economics major courses in development economics, economic history, the history of economic thought, economic policy, and philosophy & economics that present distinctly critical heterodox viewpoints. Outside of the Economics Department undergraduates can find a considerable range of courses more or less complementary to radical economics - most especially in the Residential College, but also in the Philosophy, Sociology, Anthropology, and History Departments and in the Women's Studies, American Culture and Afroamerican & African Studies Programs. Michigan retains as well a vibrant undergraduate left-political milieu, with a particularly strong focus on labor issues.

For more information: <http://www.econ.lsa.umich.edu>

MICHIGAN STATE UNIVERSITY

Like most applied departments of economics, the Department of Agricultural Economics takes a broad approach incorporating many perspectives. The first course in the Environmental Economics and Policy major is entitled Community Economics and addresses basic issues of property rights, power, and institutional design. This is followed by courses in ecological economics, envi-

ronmental economics, and world food and poverty. Gender issues are explored in a course on Women and Work. For more information: <http://www.aec.msu.edu/agecon/undergrad/eep.htm>

UNIVERSITY OF MINNESOTA, MORRIS

The Economics discipline at the University of Minnesota, Morris (UMM) is a rigorous program with a deliberate heterodox emphasis and a liberal arts orientation. The theory courses are taught critically and in historical context, and there is an ample opportunity for students to engage in an inter-disciplinary conversation in our field courses. In addition to regular courses, The Economics curriculum also offers Political Economy since the 2000-2001 academic year. Finally, UMM offers an undergraduate Management Program that is critically influenced by the Economics curriculum and its heterodox orientation.

For more information: <http://www.mrs.umn.edu/academic/economics/>

UNIVERSITY OF MISSOURI-KANSAS CITY

The economics department at UMKC is a pretty heterodox friendly place. In our economics major students get introduced to heterodox economic ideas in the introductory and intermediate theory courses and are required to take a course in the history of economic thought and a course in Institutional theory. Other courses with heterodox content are offered on gender, race, the environment, radical economics, and monetary theory. All majors in economics have a capstone course that has a community service component. Our ethos is to provide students with the capability to engage and understand both neoclassical and the range of heterodox theories and then let them make their own choices. The department brings in outside speakers, frequently has international visitors from Mexico, United Kingdom, France, Germany, and elsewhere, and sponsors the Post Keynesian summer school and conference.

For more information: <http://iml.umkc.edu/econ>.

UNIVERSITY OF NOTRE DAME

The undergraduate program in economics at the University of Notre Dame is jointly administered by two departments: Economics and Policy Studies (ECOP) and Economics and Econometrics (ECOE). Because of the efforts of the members of ECOP, the undergraduate program is open to a wide range of heterodox perspectives. We regularly teach courses on political economy (theory, U.S., and international), Marxist economics, feminist economics, and Post Keynesian macroeconomics. Heterodox perspectives are also taught in courses on labor, development, public policy, poverty, and international economics. Students in the program are encouraged to work in conjunction with other programs, including the Center for Social Concerns (especially for community-learning initiatives), Peace Studies, the Higgins Labor Research Center, Gender Studies, the Hesburgh Program in Public Service, Science, Technology, and Values, and Philosophy, Politics, and Economics.

For more information: <http://www.nd.edu/~economic/undergraduate/index.html>

PORTLAND STATE UNIVERSITY

A heterodox-friendly department that includes faculty members working in and teaching a variety of theoretical perspectives, including Institutional, Marxist, Feminist and Latin American Structuralist, as well as neoclassical. We offer a political economy minor, and an honors thesis option. We regularly teach Marxist Economics, Institutional Economics and the History of Economic Thought, as well as a number of electives that include multiple approaches, including courses on transition, economic development, labor, women, race & ethnicity, the environment and others targeted to regions, including Asia and Latin America. We have a monthly department seminar open to the public.

For more information: <http://www.econ.pdx.edu>

RAMAPO COLLEGE OF NEW JERSEY

Ramapo College offers discerning students the atmosphere of a private college with the affordability of a public institution. Nestled in scenic northern New Jersey, Ramapo's safe, suburban campus is convenient to all the cultural, educational, and entertainment attractions of New York City. The economics major at RCNJ is split between the School of Social Sciences, which focuses on Marx, Veblen, Rousseau, Polanyi, and Keynes, and the School of Administration and Business, which offers a Hayekian/Coasean perspective. Ramapo offers a BA and a minor in economics.

For more information: <http://www.ramapo.edu>

ROLLINS COLLEGE

Rollins College, a comprehensive liberal arts college, has 1750 fulltime undergraduate students. The economics department, currently with 8 full time faculty serving 80-100 junior/senior majors, has offered heterodox courses and introduced alternative economic perspectives in traditional courses for two decades. Recently, a new three-course sequenced introduction to the major was created: an historical approach presenting key tools and concepts, mostly orthodox but some heterodox; a micro/macro survey using some of the earlier heterodox material; and an alternative economic perspectives course which examines important economic policy issues

from several ideological views. Some upper level courses require all three as prerequisites. Consensus on concepts and tools in the three-course sequence was achieved with weekly discussions for a year, and these continue. Each course leaves space for individual faculty to introduce their own content. The goal is to expose the student to a broader understanding of economics so that upper level courses, including intermediate macro and micro, can address ideas and issues from a variety of positions, and provide students the opportunity to gain greater facility with critical thinking. The evolution of the major is ongoing, responding both to the teaching experience of the faculty and the feedback received from students.

For more information: <http://www.rollins.edu>.

ROOSEVELT UNIVERSITY

Studying economics at Roosevelt University goes beyond the conventional economics taught at most universities in the United States. From the first year of study to the last, students at Roosevelt engage in heterodox and pluralistic conversations about economics. Whether the topic is theory, philosophy, history, policy, or practice, studying economics at Roosevelt University is an "education in the practice of freedom." Students can study economics from Institutional, Post Keynesian, Feminist, Libertarian, Marxist, quantitative, literary, and rhetorical points of view. At the same time, Neoclassical theory and other mainstream points of view are required, mastered, and compared.

Often the small yet distinctive faculty teaches courses in their fields of research expertise. Students have ample opportunity to work with faculty on research projects and in a number of unique research centers, such as the Mansfield Center for Social Justice, the Center for New Deal Studies, the St. Clair Drake Center for African American Studies, and the Institute for Metropolitan Affairs. Roosevelt University is a diverse, private, and non-sectarian institution located in the heart of downtown Chicago. Internships and meaningful work can be found within walking distance or with a brief commute by bus or train.

For more information: <http://www.roosevelt.edu>

SHAWNEE STATE UNIVERSITY

Shawnee State University has a Social Science Department that has an economics minor as well as a major in International Relations. Courses that integrate various heterodox perspectives include US economic history, economic development, international political economy, international trade, comparative systems, state of the world (which focuses on the interaction of ecology, culture and social systems), and cultural anthropology.

For more information: <http://www.shawnee.edu>

UNIVERSITY OF SOUTHERN MAINE

The Department of Economics at the University of Southern Maine is a heterodox friendly program offering both the BA and the BS in economics. The Department (with five and one-half faculty members) is housed in the College of Arts and Sciences where we offer a variety of options for students working to complete general education courses. At the one-hundred level, for example, we have a variety of innovative course offerings that includes several with the provocative title "Critical Thinking About ... " "the Economics of Race and Gender," or "the Economics of Health Care," or "Economic Democracy," or "Economics and Business." Also at the one hundred level we teach "A Novel Approach to Economics." A three hundred level course in "Political Economy" is required for both the BA and the BS. Faculty are encouraged to develop upper level courses that challenge students to bring neoclassical and heterodox economic approaches into conversation ... thus we presume that students will learn and understand both the received doctrines of the discipline, the major critiques of the orthodoxy, and the positive contributions of alternative approaches.

For more information: <http://www.usm.maine.edu>.

SOUTHERN OREGON UNIVERSITY

Southern Oregon University, located in beautiful Ashland, is part of the Oregon University System. The Economics Department is located in the School of Social Sciences and offers four options in the major (International Economics, Applied Economics and Public Policy, Economics and Finance, and General Economics). The faculty is a heterodox group, having received PhDs from UC Berkeley, U. of Utah, Stanford U., U. of Oregon, and Carnegie-Mellon U., and participating in Post Keynesian, Feminist, and Latin Americanist research and professional organizations. Majors in economics have a capstone course that gives them the opportunity to engage the history of economic thought at an advanced level, culminating in a better understanding of both neoclassical and heterodox approaches.

For more information: <http://www/sou.edu/ECONOMICS/>

STETSON UNIVERSITY

The Economics Department has gone through a transformation, and is in the process of renaming itself to "Humane Economics Department" to reflect a more complete image of self and society. Unlike the Darwinist assumptions of conventional economics, a humane economics curriculum recognizes that humans possess the all-encompassing attributes of competition and cooperation, trust

and distrust, and are conflicting as well as compassionate. Further, humans not only tend to actively work towards material welfare, but also aspire towards the non-material, and the study of economics has to integrate self and society into a complex analysis of how humans can consciously forge ahead to a better world for self and others. Our curriculum therefore includes core conventional economics courses, but also offers courses such as "Introduction to Humane Economics", "Economics, Freedom and Human Values", and "Poverty and Microcredit." Students are also required to participate in our Microcredit Program, CHOMI, which is the only university based microcredit program in the world. In this program, students teach business development workshops to poor entrepreneurs in the local African-American community, and support clients as they develop their businesses. This latter component of our program has been a vital learning tool of real world economics for our students.

For more information: <http://www.stetson.edu/artsci/economics/>

SUNY COLLEGE AT CORTLAND

Alternative perspectives are encouraged here. The faculty includes doctorates from respected heterodox graduate departments such as Notre Dame, Riverside, Utah, Wisconsin, and the New School. An introductory course in political economy is required of all majors (in addition to the usual micro and macro principles), and a concentration in international political economy is available. Also, students from other majors can take a minor in political economy. Heterodox courses include comparative political economy, comparative systems, Marxian economics, economic development, ecological approaches to environmental economics, political economy of women, and the political economy of race and class. Moreover, we have beautiful green mountains and nice long snowy winters for reading Joan Robinson or Volume III of Capital.

For more information: <http://www.cortland.edu/economics>

TELE-UNIVERSITY, UNIVERSITY OF QUEBEC

The Labour, Economics and Management Department of Télé-université, university of Quebec, Canada counts a certain number of courses that have a heterodox perspective. Economics of Québec (eco 2011 Industrial and regional economics of the province), Labour Economics (eco 3003), Economic development and employment (eco 3005), Training and competitiveness (eco 3004) and Local economic development (eco 3007) are the main courses identified as economics courses, but there are also some that are identified Industrial relations or management that have a strong political economy component: Work-life balance and social times (rin 2013), Innovation issues (rin 4120) Aging and work (rin 2015), Seminar on human resources management (adm 4025) and International Human resources management (adm 4015). Our courses are given through distance education in many countries throughout the world, but mainly Canada. We have 3 Research chairs on heterodox perspectives, amongst which one Canada Research Chair on the socio-organizational challenges of the Knowledge Economy (www.teluq.quebec.ca/chaireecosavoir), and the Bell-Teluq-Enap Chair on Technology and Organizational change (www.teluq.quebec.ca/chaireecosavoir). We have a heterodox journal in Economics: www.teluq.quebec.ca/interventionseconomiques and a Political Economy Association (PEA), which organizes an annual conference as well as publish the annual proceedings: www.unites.uqam.ca/aep.

For more information: <http://www.teluq.quebec.ca> .

TEXAS CHRISTIAN UNIVERSITY

The faculty of the Economics Department at TCU take very seriously the teacher-scholar model and the ideals of a liberal arts education. We view teaching as our most important job and encourage our students to explore alternative points of view and to develop the tools necessary for independent analysis of economic arguments. While our course descriptions sound very standard, we have built a faculty wherein neoclassicists are in the minority. Hence, one might take an economic history course with a New Institutional, intermediate micro with an Austrian, development theory with a Post Keynesian, intermediate macro with a Marxist, and international monetary economics with an "Old" Institutional (it is very likely that we will soon develop a course with a feminist bent, as well). We offer three degrees: a BA, a BS, and a BS in International Economics (the last is new and has become very popular). Students pursuing either BS have a capstone course. Economics also has a dedicated computer lab. We are a very collegial group and are known for being very student friendly.

For more information: <http://www.econ.tcu.edu>

UNIVERSITY OF UTAH

The Economics Department at University of Utah is one of the few research universities that has a heterodox PhD program in economics in the US. The heterodox research interests of its faculty are also reflected in its undergraduate program, which provides a broad and pluralistic education. In addition to teaching rigorously standard economics and quantitative tools of analysis, the standard courses are covered critically and diverse points of view are presented. Students can also take classes in Post Keynesian, Feminist, environmental and Marxist economics. In addition, students also have the option to take a number of classes that include community work with various local non-profit organizations that focus on issues such as poverty and income distribution.

For more information: <http://www.econ.utah.edu>.

UNIVERSITY OF VERMONT

The Economics Department at the University of Vermont is a heterodox department. Our faculty of 12 has the distinction of being half female. We regularly teach courses that include Post-Keynesian, Feminist, and Institutional perspectives, and a majority of faculty is broadly knowledgeable across a variety of heterodox approaches. Our goal is to teach economics from a critical perspective, providing students with the capability to engage and understand both neoclassical and the range of heterodox approaches. Many of our courses have a policy focus, and our faculty has worked with national governments and international policy organizations, including the governments of South Africa and Nicaragua, the AFL-CIO, United Nations, World Bank. Faculty members have been active in such policy issues as living wage campaigns, labor standards, and welfare. The Department has an economic history seminar series that brings in outside speakers several times a year. Further, a number of our faculty are active in Women's Studies and ALANA (African, Latin and Native American) Studies, and through collaboration with these programs, we are able to bring in nationally and internationally renowned heterodox economists each year.

For further information: <http://www.uvm.edu/~econ>

UNIVERSITY OF WASHINGTON, TACOMA

The University of Washington, Tacoma has a Liberal Arts School that is an interdisciplinary department consisting of about 40 faculty members. Within the department there is a small concentration in Political Economy offered by three faculty members.

Courses are offered on utopian thought, Veblen, the esoteric economics of Rudolf Steiner, the economics of the Mafia, crime and drugs, 20th Century US-UK imperialism in Eurasia, Asian development, and US policy.

For more information: <http://www.tacoma.washington.edu>.

WHEATON COLLEGE

We teach courses in Political Economy, Sweatshops and Globalization, Women in the Economy, and the Economics of Race and Racism, a seminar on political economy and development, as well as a course in the History of Economic Thought. We offer a minor in political economy as part of the economics major.

For more information: <http://www.wheatonma.edu>.

UNIVERSITY OF WISCONSIN-LA CROSSE

The Economics Department is fairly diverse in terms of faculty. We had three active members of the International Association for Feminist Economists (one just retired) and two faculty members who would consider themselves to be heterodox economists. We offer a regular course on Political Economy by a faculty member who has written a text on the subject, as well as a course on comparative economic systems, history of thought, and women in the US economy. The faculty members are quite active as a group and although the majority come from neoclassical backgrounds, they are open to discussion. We are working on building the major and creating a capstone course, but this is not yet completed. We recently revamped the two principles courses completely, moving away from the standardized approaches. The Department brings in outside speakers and has a small fund dedicated to bringing in Nobel Laureates, which has included Douglass North.

For more information: <http://perth.uwlax.edu/ba/eco/index.html>

WORCESTER POLYTECHNIC INSTITUTE

Worcester Polytechnic Institute is the third oldest university of engineering, science, and technology in the United States. It is located 40 miles from Boston and is the place where Robert Goddard received his undergraduate training and conducted his first experiments in modern rocketry.

The Department of Social Science & Policy Studies at WPI offers bachelor of science degrees in "Economic Science," "Psychological Science," and "System Dynamics." The theme of the Economic Science program is "heterodox & computational economics." In addition to traditional training in neoclassical economics and econometrics, students can study the history of economic thought, economic methodology, Post Keynesian economics, institutional economics, economics & psychology, and Marxian economics. Further, the program emphasizes the use of cutting-edge computational tools (e.g., system dynamics computer simulation modeling, agent-based modeling, neural networks) for the creation of economic models that are based on economic reality and actual human decision making. At all times, the program emphasizes policy design and the improvement of real economic systems.

WPI's undergraduate program is project-based. In addition to their coursework, all students must complete three major projects. The sophomore-year project (equivalent to six courses) is in the humanities, the junior-year project (equivalent to three courses) examines the interaction of technology and society in some fashion, and the senior-year project (equivalent to three courses) is in the student's major area of study. Frequently, WPI students conduct their projects off campus at a WPI project center in another country. Economic Science majors have, for example, used system dynamics computer simulation modeling to (1) examine sustainable water use and farming policies in Australia, (2) develop sustainable fishing policies in Norway, and (3) analyze the effects of urban transportation systems on sustainable development in Brazil. Other opportunities include project work with the Millennium Institute of

Arlington, Virginia (with direct ties to the World Bank, IMF, and the Carter Center), and the Center for Full Employment and Price Stability at the University of Missouri - Kansas City.

For more information: <http://www.wpi.edu/Academics/Depts/SSPS/>

UNIVERSITY OF ATHENS

The Department of Economics at the University of Athens has a long tradition of teaching economics as a social science. Indeed, first year students still take two semester courses in Political Economy, in addition to the traditional Economic Analysis Ec101-type courses. Another interesting departure from mainstream formats is that students are obliged to take courses in Economic and Social History (taught by historians) and Mathematics (taught by mathematicians, rather than by economists). In addition, the Department offers (A) three more Political Economy courses, (B) two electives in Marxist Economics, (C) two electives in the History of Economic Thought, plus (D) a number of courses on the philosophy of science and economic methodology. The Department invites outside speakers at least twice a year. Last year, in association with our Doctoral Program (see www.UADPhilEcon.gr) we hosted Professors Joseph Halevi (Sydney), Christian Arnsperger (Louvain), Anwar Shaikh (New School), David Laibman (CUNY) and Tony Lawson (Cambridge). Please note that most courses are taught in Greek but that there are a number of courses in English which are aimed at Erasmus students.

For more information in Greek: <http://www.econ.uoa.gr>

UNIVERSIDAD AUTONOMA METROPOLITANA CAMPUS XOCHIMILCO

UNIVERSIDAD AUTÓNOMA METROPOLITANA, CAMPUS XOCHIMILCO, in Mexico City has three campuses and in all of them the programs in economics can be considered heterodox because they include some courses on classical economics and Marxism. But the program at the Xochimilco campus is a lot more open. To begin with, the program is built around "problems", not "theoretical fields" like "macro". For example, the first course on macroeconomics deals with Keynes's views about crisis and the need of public intervention. The theory of prices comprises two subjects, one from a neoclassical view and another from a classical-Marxian view. Macroeconomics is studied in two subjects, one is strictly orthodox, the second Post Keynesian. International economics is taught with a strong emphasis on the problems of globalisation and underdevelopment. Our students are requested to produce a short "research" paper every term, in which they work on a particular issue which is relevant to the subject they are studying. Generally this makes them a lot more sensitive to complex social realities.

For more information: <http://cueyatl.uam.mx>.

STATE UNIVERSITY OF CAMPINAS- UNICAMP BRAZIL

Our undergraduate course of Economics integrates an historical approach and solid training in empirical methods from a critical perspective in the study of economic theory. We emphasize the historical roots of economic ideas and their application to international contemporary economic policy debates, linking economic, political and social perspectives. The program strengths are in the areas of economic history, economic development, and international economics because it is deeply committed to analyze the specific nature of capitalist expansion in underdeveloped countries, particularly in Brazil, so as to discuss policy implications.

In the core theory courses, students are provided a critical review of neoclassical theory and then introduced to heterodox approaches to macroeconomics, microeconomics and political economy. Our courses cover a wide range of school of thought: Keynesian and Post Keynesianism, the classical political economy of Smith, Ricardo, Marx, besides the contributions of neoclassical and Institutional economists. The program combines the possibility of taking courses in specialized fields, such as: Finance, Public Policy, Agricultural Economics, Urban and Regional Economics, Labor Economics, Business and Industrial Organization, Economics of Environmental Resources. Our goal is to help students to develop knowledge and skills in heterodox economic theory and in economic and social issues.

For more information: <http://www.eco.unicamp.br>

UNIVERSITY OF NEW SOUTH WALES

The Political Economy major at New South Wales has courses in political economy, Australia in the global economy, political economy and the state, the theory and practice of development, development economics, sustainable development, globalisation and the third world, economic growth, technology and structural change, and European integration.

For more information: <http://www.unsw.edu.au>.

NOTTINGHAM TRENT UNIVERSITY

There are several Marxists and heterodox economists within the economics 'team' at Nottingham Trent University. Our more mainstream colleagues do not hate us, and generally enjoy working in an open and inclusive environment. Many compulsory and optional

modules on the economics undergraduate degrees include heterodox content - in particular, Austrian, Institutional, Marxist and Post Keynesian ideas. We also offer dedicated modules on Political Economy and Critique of Political Economy, the latter essentially organised as a Capital reading group. With members of the university's Politics 'team' we share the teaching on an honours degree in Political Economy.

In addition to offering undergraduate degrees with a heterodox content, we also offer a masters course which is similarly pluralist and can provide PhD supervision on topics from a heterodox economic perspective.

We have fairly regular staff seminars. Recent speakers include Philip Arestis, Keith Cowling, Ben Fine and Malcolm Sawyer. We received a very nice letter from Amartya Sen, declining our invitation to speak to us.

For more information: <http://www.ntu.ac.uk>.

SCHOOL OF ORIENTAL AND AFRICAN STUDIES (SOAS), UNIVERSITY OF LONDON

The Department of Economics at SOAS offers a wide range of undergraduate and postgraduate degrees as well as a doctoral programme. All combine sound foundations in mainstream economics (theory and techniques) with thorough presentation of alternative perspectives, including classical political economy, Marxist economics, and Keynesian and Post-Keynesian approaches. The aim is to enable students actively to engage with contemporary mainstream economics while also equipping them with the tools and insights provided by alternative theoretical systems of thought in economics. Against this broad background, the particular expertise of SOAS arises from its long-standing preoccupation with the political economy of economic development. Thus, students at all degree levels have access to a unique pool of regional expertise and can take course options that cover diverse aspects of economic and social development in Africa, Asia and Latin America. At the undergraduate level, students can choose between a BSc in Economics, a BSc in Development Economics and joint degrees that combine Economics with, for example, the study of a foreign language or other social sciences, such as anthropology.

For more information: <http://www2.soas.ac.uk/Economics/degrees/index.html>.

UNIVERSITY OF SYDNEY

The University of Sydney is the principal centre for the study of alternatives to orthodox economics in Australia. Sydney itself is a great city, with great beaches and plenty of cultural, entertainment and sporting facilities and events. The University of Sydney is Australia's oldest University and is conveniently located close to the city centre. It is at this University that struggles against the dominance of conventional economics were led by progressive staff and students from the 1970s onwards, leading to the establishment of a full program of Political Economy courses at both undergraduate and postgraduate levels. Students can study Marxist, institutional, feminist, environmental and post-Keynesian economics and see how a blend of these approaches helps to understand how the modern capitalist economy works.

The Political Economy program within the Department of Economics has become an independent discipline/department (in the Faculty of Economics and Business of the University of Sydney, departments are now called disciplines). It has therefore a 3 year pass program and a 4th year honours program entirely centered on heterodox teaching. The first year includes an introductory course to economics where students are introduced to Classical, Marxian, Neoclassical and Keynesian ideas which are then developed further in the second year which includes also a course on the social foundations of modern capitalism. The first year undergraduate textbook, written by one of the academic staff, sums up this approach in its title: Political Economy: the Contest of Economic Ideas. The teaching encourages all students to develop a critical engagement with the subject, recognising the diversity of analytical approaches and how these relate to different social values. In the remaining years the department/discipline also offers courses on policy issues, on development, on the political economy of human rights on the social foundations of modern capitalism. Graduates from the program go on to a wide range of careers - in journalism, public service, teaching, working in NGOs and with international agencies, for example. The staff in Political Economy publishes the leading Australian journal, the Journal of Australian Political Economy which contains articles useful to students on current economic policy issues.

For more information: <http://www.econ.usyd.edu.au/ecop>.

VESALIUS COLLEGE VRIJE UNIVERSITEIT BRUSSELS

Vesalius College is designed explicitly on the model of American liberal-arts colleges, and the language of instruction is English. It offers a three-year European-style bachelor's degree. The College caters to students from over 60 different countries. Our economics faculty consists of one neoclassical fan of D. McCloskey, one economic ("you can't do economics without history") historian, and one student of Kenneth Boulding who is a member of EAEPE and the post-autistic movement. The latter's course in comparative economics covers history of economic thought, his development course stresses dependency and similar theories, and his international political economy is explicitly interdisciplinary.

For more information: <http://www.vesalilus.edu>.

Theodore W. Allen Scholar Program

Dear Friends and Colleagues:

We are happy to report that the newly established Theodore W. Allen Scholar program is up and running under the auspices of the Center for Study of Working Class Life. The program will support scholarship and public presentation of new work exploring the intersections of race and class in the United States in honor of Ted Allen's pioneering work in this area as a politically engaged independent scholar and public intellectual.

We write now to ask you to make a tax-deductible financial contribution to the Theodore W. Allen Scholar fund. See below for details. We expect to inaugurate its work in Spring 2005. With your help, we will be able to support graduate students doing research, help independent scholars report new findings, support cultural explorations of these themes, hold public conferences and forums, and develop a Web-based resource on race and class.

We hope you are already familiar with Ted Allen's two volume *The Invention of the White Race* (Verso). We believe it is still vitally important to deepen understanding of the ways in which race affects the experience of class, especially as an instrument of social control, and ways in which class differences shape the experience of race. Through the Theodore W. Allen Scholar program, the Center for Study of Working Class Life at the State University of New York at Stony Brook will be an institutional home for this work, supporting those who carry on these investigations. In solidarity,

Bill Fletcher, Jr., President, Transafrica Forum

Tami Gold, Film and Media Studies, Hunter College, CUNY; filmmaker—*Another Brother; Every Mother's Son*

Jeff Perry, Vice-President, Mailhandlers Local 300, LIUNA, AFL-CIO; editor—*A Hubert Harrison Reader*

David Slavin, History, Westfield State College, Massachusetts; author—*Colonial Cinema and Imperial France, 1919-1939: White Blind Spots, Male Fantasies, Settler Myths*

Michael Zweig, Director, Center for Study of Working Class Life, SUNY Stony Brook; author—*The Working Class Majority: America's Best Kept Secret*; editor - *What's Class Got to Do with It? American Society in the Twenty-first Century*

Tax-deductible contributions to the Theodore W. Allen Scholar Program can be made by check payable to "Stony Brook Foundation."

Mark the check "for Theodore W. Allen Scholar program" or indicate in a cover letter the purpose of the check.

Send to : Michael Zweig, Center for Study of Working Class Life

Department of Economics

State University of New York

Stony Brook, NY 11794-4384

michael.zweig@stonybrook.edu; www.workingclass.sunysb.edu

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There are two types of membership in the Union for Radical Political Economics:

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