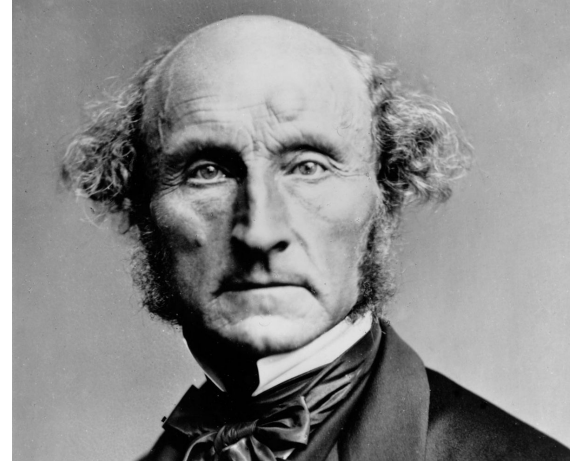
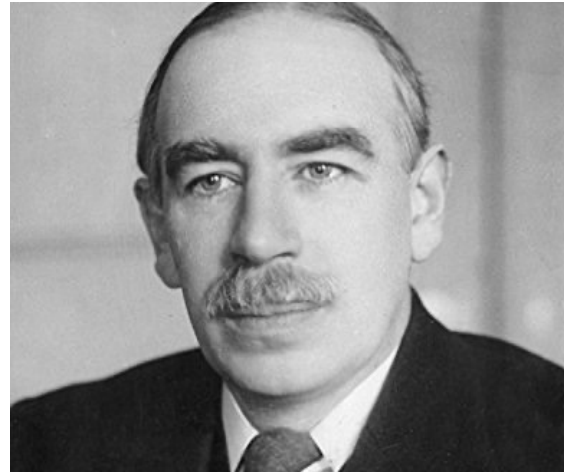
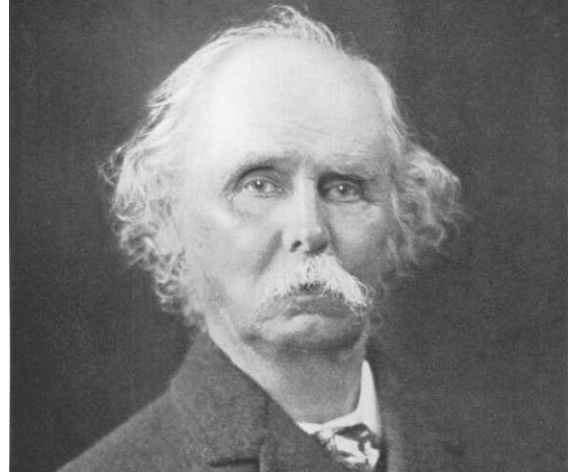
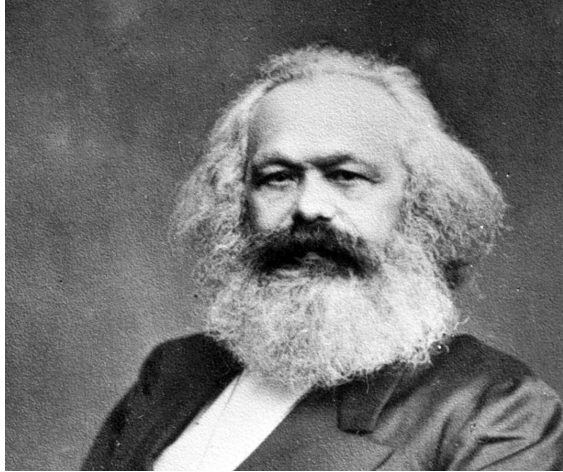


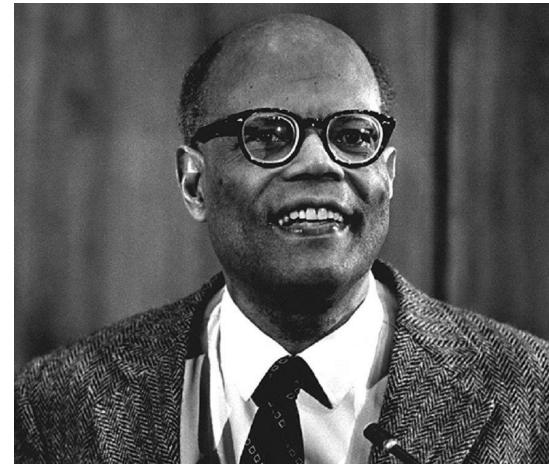
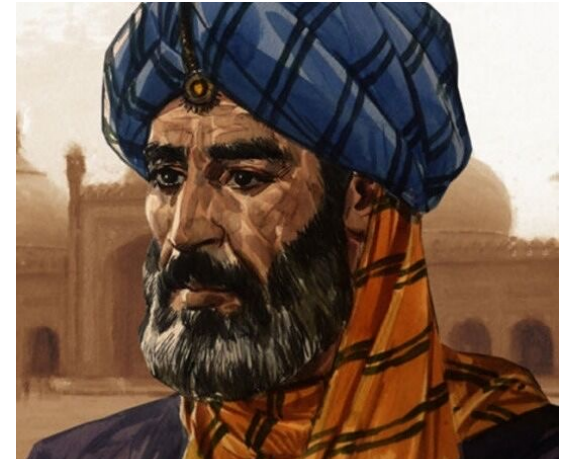
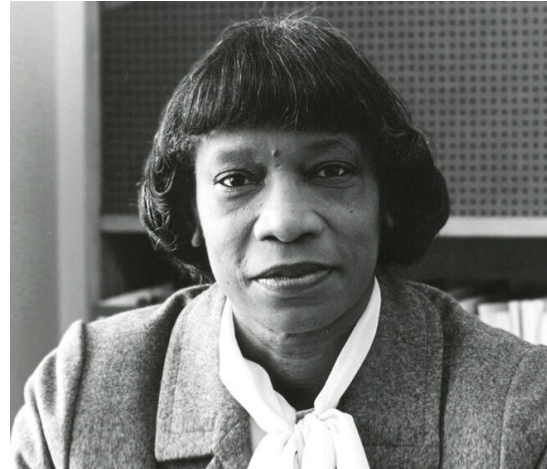
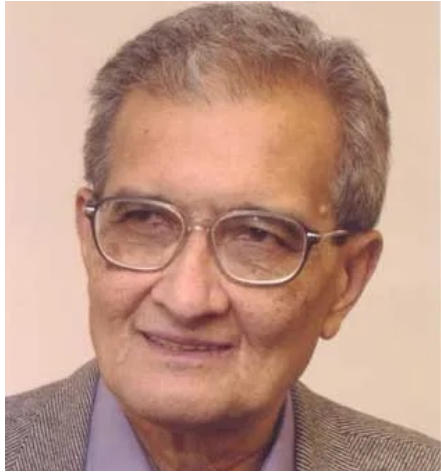
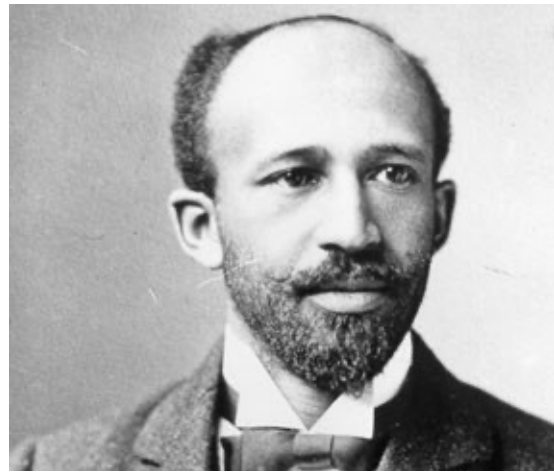


**INFUSING DIVERSITY IN A HISTORY OF  
ECONOMIC THOUGHT COURSE:  
AN ARCHIVAL STUDY OF SYLLABI AND RESOURCES FOR  
REDESIGN**

Sarah F Small, University of Utah







# A PREVIEW...

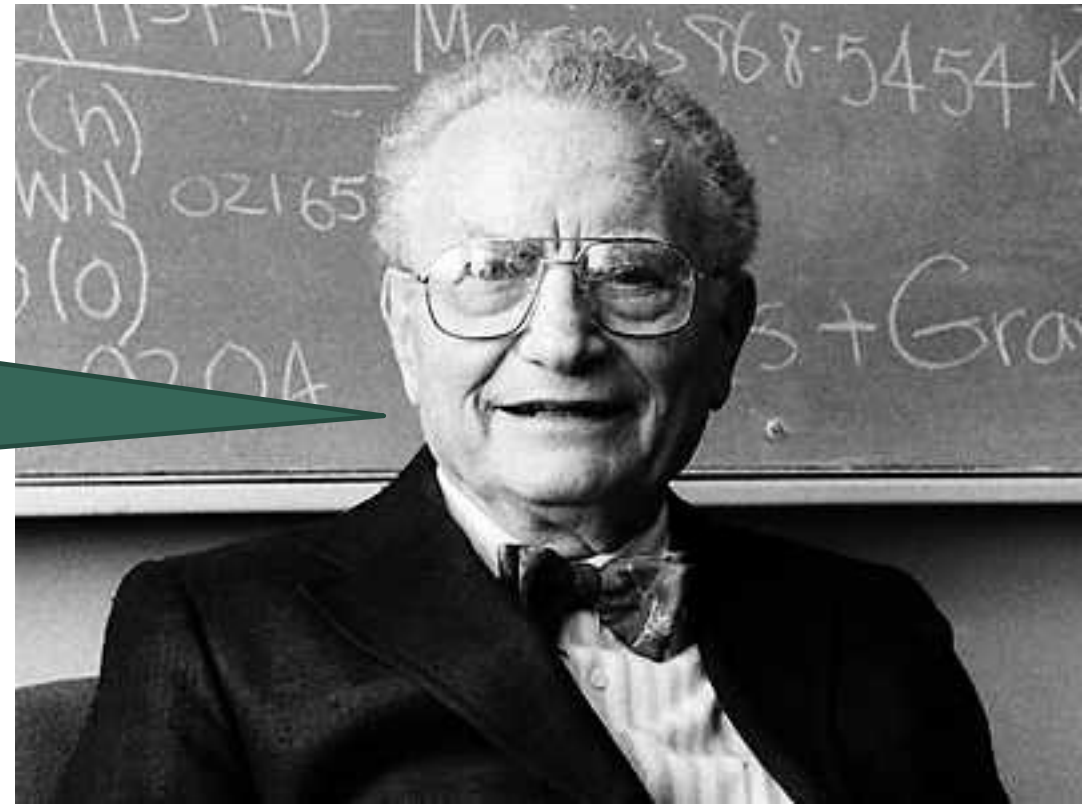
- A course solely covering the thoughts of White men is **unwelcoming** and provides an **incomplete depiction** of the development of economic thought
- **Archival research** of five decades of history of economic thought syllabi indicates that **courses have shifted to include new perspectives** but **remain fixated on works by White men.**
- To foster inclusivity, I **suggest additional, alternative content** for a history of economic thought syllabus, incorporating works by more a more diverse group of economic thinkers.

# WHY TEACH HISTORY OF THOUGHT AT ALL?

Many economics departments in the United States have **slowly stopped offering history of economic thought courses** (Blaug 2001, Cohen and Emmett 2011)

“...Students need at least 4 hours a night of sleep; that is a universal law, so something had to give in the economics curriculum.”

-Paul Samuelson, 1988



# WHY TEACH HISTORY OF THOUGHT AT ALL?

- Help students better understand **economic modelling, theory, and plurality** (Dow 2009, Roncaglia 2014; Deane, Waeyenberge, and Maxwell 2019)
- Help students **develop a fruitful research career** (Kurz 2006, Roncaglia 2014)
- A useful **avenue of entry into the discipline** for students philosophically inclined (Blaug 2001)

# MOTIVATIONS FOR A MORE DIVERSE SYLLABUS

- Relevance, **belonging**, and growth mindsets are important for increasing diversity among economics students (Bayer, Bhanot, Bronchetti, and O'Connell 2020)
- Without looking to contributions from women, economist of color, and economist residing in the Global South, **students will have an incomplete portrayal** of how current economic thinking has been shaped
- Introduce more **plurality** of economic thought (standpoint)

# HAVE MATERIALS FOCUSED ON WHITE MEN?

Attribute	Share of Syllabi
Undergraduate	63.3%
Graduate-level	27.8%
Mixed (graduate & undergraduate)	8.9%
1970s	8.9%
1980s	25.6%
1990s	42.2%
2000s	7.8%
2010s	15.6%
Research University	92.2%
Liberal Arts College	7.8%
United States of America	58.9%
Canada	15.6%
Australia	11.1%
United Kingdom	8.9%
Chile	1.1%
Colombia	1.1%
Italy	1.1%
Japan	1.1%
Phillipines	1.1%
n	90

## ■ Data:

- Four of Dr. Edward Tower's published volumes (Tower 1980, 1981, 1990, & 1995)
  - The Center for the History of Political Economy sample syllabi from 2000-2020
  - 90 total syllabi from 1970s to 2020.
- ## ■ Methods:
- listed (1) as primary source author, (2) in secondary title, (3) in topic heading



<b>Economist</b>	<b>Total Syllabi</b>	<b>1974-1981</b>	<b>1988-1995</b>	<b>2000-2020</b>
Adam Smith	79%	84%	80%	76%
David Ricardo	74%	76%	75%	71%
Karl Marx	69%	72%	70%	67%
J.M Keynes	64%	40%	75%	71%
Thomas Malthus	60%	60%	61%	62%
Alfred Marshall	58%	52%	66%	52%
J.S. Mill	51%	48%	52%	52%
W.S. Jevons	47%	44%	50%	48%
Leon Walras	40%	44%	43%	29%
Thorstein Veblen	31%	24%	34%	33%
Carl Menger	31%	32%	34%	24%
François Quesnay	29%	28%	30%	29%
David Hume	29%	24%	34%	24%
Freidrich Hayek	27%	16%	30%	38%
J. Schumpeter	25%	36%	18%	29%
E. Böhm-Bawerk	25%	32%	25%	19%
Piero Sraffa	21%	12%	30%	14%
Richard Cantillon	19%	16%	23%	14%
J.B. Say	19%	20%	23%	10%
Joan Robinson	18%	16%	25%	5%
...				
n	90	25	44	21

# TAKEAWAYS FROM ARCHIVAL STUDIES

- Instructors have **made room for different topics** and economists over time, but they are **still primarily White men**
- **Ammunition** against the notion that history of economic thought courses should be unchanging
- Today's instructors should **not feel tied to including a specific 'canonical' text** or thinker in their course.
- I offer suggestions for incorporating individuals outside the typical syllabus

# WHAT MIGHT A MORE DIVERSE SYLLABUS LOOK LIKE?

- First: these sources are not a complete and exhaustive collection: we still have a long way to go in closing gaps in representation, and many thinkers from various backgrounds or regions of the world remain under-investigated and untranslated.
- I have my own blind spots as a White woman economist from the Global North
- **Strategy I: Building Off the Typical Topics**
- **Strategy II: Introducing Histories of Development, Stratification, and Feminist Economics**

# WHAT MIGHT A MORE DIVERSE SYLLABUS LOOK LIKE?

- **Strategy I: Building Off the Typical Topics**
  - Pros: deeper familiarity with ‘typical topics’
  - Cons: still centers around White men, privileges White women
- **Strategy II: Introducing Histories of Development, Stratification, and Feminist Economics**
  - Pros: more opportunities for plurality
  - Cons: might feel ‘tacked on’

Typical Topic	Some Sources to Diversify the Characters
<b>Ancient Economic Thought (i.e. Aristotle, Plato)</b>	<p>Primary readings: Selections from Kautilya’s <i>Arthashastra</i>; Selections from the <i>Kuan-Tzu</i> (e.g. translation by Maverick, 1954)</p> <p>Secondary sources: Chang (1987), Sihag (2009), Rana (2013), Poznanski (2015)</p>
<b>Medieval Economic Thought (i.e. Aquinas)</b>	<p>Primary readings: Selections from the work of Ibn Taimiyah</p> <p>Secondary sources: Ghazanfar &amp; Islahi (2004), Boulakia (1971)</p>
<b>Physiocrats</b>	<p>Primary readings: Manuel Belgrano (1796) [1996] (in Spanish)</p> <p>Secondary sources: selections from Blanco (2015)</p>
<b>Adam Smith</b>	<p>Primary readings: Priscilla Wakefield (1817), Tadano Makuzu (1818)</p> <p>Secondary sources: Marçal (2016), Pujol (1992)</p>
<b>Classical Political Economy (i.e. Malthus, Ricardo, Mill)</b>	<p>Primary readings: Beatrice Webb (1899), Sidney Webb &amp; Beatrice Webb (1896), Harriet Martineau (1832)</p> <p>Secondary source: Gouverneur (2018)</p>

Typical Topic	Some Sources to Diversify the Characters
<b>Marxian economics</b>	Primary readings: Eleanor Marx (1883a, 1883b), Rosa Luxemburg (1913) Secondary sources: Sherman (2018), Agozino (2014)
<b>The Austrians (i.e. Menger, Böhm-Bawerk, Wieser, Hayek)</b>	Primary readings: Gertrude Lovasy (1941), Sudha Shenoy (1962) Secondary sources: Becchio (2018a, 2018b)
<b>The Marginalists (i.e. Jevons, Marshall)</b>	Primary reading: Alfred Marshall & Paley Marshall (1879) Secondary source: Gouverneur (2018)
<b>Institutionalists (i.e. Commons, Veblen)</b>	Primary reading: TS Adams and Helen Sumner (1905) Secondary source: Boston (1991), Prasch (2008), Oliver (2014), Johnson (2018)

(see paper for sample reading schedule)

<b>Additional Subfield</b>	<b>Some Sources</b>
History of development economics	<p>Primary readings: Arthur Lewis (1954); Raúl Prebisch (1962); Amartya Sen (1993)</p> <p>Secondary sources: Levitt (2005), Pressman and Summerfield (2008), de Andrade and Silvia (2010), Khan (2018), Betancourt and Espinel (2018), Tinor (2020)</p>
History of Black Political Economy and Stratification Economics	<p>Primary readings: Arthur Lewis (1985), Thomas Sowell (1971, 1973), Phyllis Ann Wallace (1980), WEB DuBois (1906), and William Darity Jr. (2005)</p> <p>Secondary sources: Malveaux (1994), Banks (2005, 2008), Quartey (2017), Chelwa, Hamilton, and Stewart (2022)</p>
History of Feminist Economics	<p>Primary readings: Harriet Martineau (1837), Charlotte Perkins Gilman (1898), Heidi Hartmann (1981), Julie Nelson (1995), Diana Strassmann (1995)</p> <p>Secondary sources: Pujol (1992), Dimand (2000), Folbre (2009), Becchio (2019), Kuiper (2022), May (2022), Esquivel (2020), Sharpe (2021)</p>

# MOVING AHEAD

- History of economic thought courses can **never be entirely comprehensive**. But to systematically exclude women and economists of color, and economists from the Global South **may push students further into the margins of the discipline**.
- Must **continue filling the gaps** (in HET research *and* teaching)
  - (Keep your eyes peeled for Perez's forthcoming work on Cameroonian monetary theorist Joseph Tchundjang Pouémi!)
- Diversifying syllabi is **not sufficient** in fostering inclusive courses, it is **necessary** and long overdue.