

The Review of Radical Political Economics
CALL FOR PAPERS for Special Issue
Anti-Capitalist Pedagogies and Teaching Radical Economics

EXTENDED DEADLINE: APRIL 1, 2024

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Pedagogy has long been a central concern for radical political economists. While questions of pedagogy are crucial in their own right, critical scholars have noted how different pedagogical practices may also lend themselves to different approaches to economics. The role of pedagogy in promoting critical thinking minds versus reproducing oppressive structures has also been a key topic of debate. For many years, the RRPE published an occasional section on pedagogy, but this section has not appeared in recent issues. At the same time, the drastic transformation of the educational landscape in the past few years, and a greater cognizance of the deepening inequalities within and outside the classroom in the wake of the COVID-19 pandemic, necessitate fresh reckoning and reflection on the teaching practices and pedagogical approaches that radical political economists have experimented with and employed in their classrooms. To this end, we are looking for articles that discuss pedagogical questions, approaches, innovations, and teaching practices in radical political economics.

The following are some themes of interest for this special issue, although any submission that is related to the topic is welcome.

- Relationship between different pedagogies and different schools of economic thought
- How mainstream ideas take root and shape students' intuition
- Role of teaching in molding the mental scaffolding that underpins students' understanding of the economy
- The role of pedagogy in reproducing versus dismantling economic inequities
- Decolonial pedagogies and decolonizing economics
- Explorations of the neoliberal university and teaching in such a context
- Impact of the precarization in academia on pedagogy
- Teaching as emotional and care work
- Democratization of the classroom
- Practices promoting equity and justice in teaching and learning, within and outside classroom settings, to student or other audiences
- Radical forms of service learning, experiential learning, active learning etc.
- Classroom activities and innovations focused on teaching radical political economy
- Student metacognition in terms of awareness of inequalities and social injustices
- Radical grading and evaluation practices

- Teaching and learning in and as participatory action research

We welcome submissions of various types and lengths. Submissions can be conventionally longer articles that explore a particular pedagogical issue, assess student learning outcomes, or address other teaching issues related to radical political economics. We also warmly welcome shorter contributions (1500-3000 words) that consist of descriptions of classroom exercises, the application of particular pedagogies (e.g., collaborative learning, service learning, active learning, web based interactive exercises), or reflective case-studies of teaching practice in radical political economics. We are open to considering teaching and pedagogical practices holistically and deeply intertwined with structural considerations around teaching infrastructure and labor in the neoliberal university.

Articles should clearly relate to radical political economics, with an emphasis on how the approach can **advance economic education in a radical tradition**. Where appropriate, **articles should document the effectiveness of the teaching approach described in the article**. Thus, authors should make sure to include documentation of their assessment of the teaching exercises they discuss, although we are open to non-traditional forms of assessment.

Please submit your manuscript to <https://mc.manuscriptcentral.com/rrpe> by the extended deadline of **April 1, 2024**.

When the submission link asks what “type” of manuscript you are submitting, please check the box that says “Anti-Capitalist Pedagogies and Teaching Radical Economics.”

For questions, or if you are planning to submit a paper for the special issue, please contact Smita Ramnarain as soon as possible, sramnarain@uri.edu.

All submissions undergo RRPE’s regular peer review procedures and must not be under review with any other publication. Submissions must conform to the Instructions to Contributors listed on the RRPE website <https://mc.manuscriptcentral.com/rrpe>, or available from the Managing Editor, editor.rrpe@urpe.org