

Rescuing Economics from the Discipline

The Green Learning Community

The traditional undergraduate economics classroom is poised for modest reform because of readily available data and multimedia content. However, we argue that deeper reform is needed to teach complex contemporary problems. This requires altering the balance of content to include institutional and historical content and restructuring the classroom to facilitate interdisciplinary pedagogy. Using Colander's (2006) analysis of reform as a starting point, we review the economics literature to identify appropriate alternatives and interdisciplinary pedagogy. The University of New England's *Green Learning Community* is introduced as an intentional approach to teaching economics in an interdisciplinary learning. It links economics, humanities and environmental studies and extends across the first year, providing students adequate time to study, reflect upon, and internalize economic assumptions, models, stories, values, and interdisciplinary insights.

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