

Bootstraps, redlines and wage-theft: using Monopoly to critically examine American wealth inequality

Introduction: Research overview

This research outlines an economically pluralist, pedagogically critical instructional method of examining American wealth inequality - specifically in the secondary social studies classroom.

Why the research is needed?



America's secondary level economics curricular landscape is characterized by a neoclassical paradigm that ignores social problems like structural poverty and wealth inequality.

The research first explores literature critiquing this inadequate economics approach, then describes a pedagogical and instructional approach that centres power as a lens of analysis when teaching about inequality.

Research questions



This research addresses the growing call for pluralist economics educational approaches that interrogate immediate social problems like poverty, wealth inequality and environmental destruction.

Methodology



This practitioner-focused work is rooted in a pluralist economics educational perspective and employs a critical pedagogical method of cultural and structural analysis of social problems.

Results



This work discusses the many ways and aims of utilizing Monopoly in the classroom, then it demonstrates how Monopoly rules may be modified to simulate various factors of American wealth inequality.

The work also details how specific texts may be paired with specific game boards to provide students with integrated knowledge that is conceptual, historical, and factual.

Conclusion

Monopoly has been used by many researchers and teachers to create meaningful learning experiences for students; this work describes how Monopoly may be used to critically examine factors of American wealth inequality from a pluralistic economics perspective.



Find out more about the research by reading the [full article here](#).

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