

Name of the project/ initiative

Enabling students to see themselves and their backgrounds in their curriculum: a case study of the transformation of the teaching of Capitalism to students of Economics.

Briefly describe the initiative and the students who have participated.

Which teaching sessions/modules/ courses/directorates are involved in the initiative?

EC4002-TB2, AP5003-TB2

Briefly describe the initiative and the students who have participated.

The objective is to teach a course on capitalism which tells the story with voices from the Global South. Thus far more scholarly work from authors in the Global South are included in the readings than is usual. It is in sum less Eurocentric an approach than in a traditional course of this type. Approximately 60 students are involved in the initiative. The idea is that BME students are exposed to ideas that chronicle how they fit into the world and the world economy. Next year I would like to extend its reach to include scholars from Asia who have an interesting story to tell. It is a work in process.

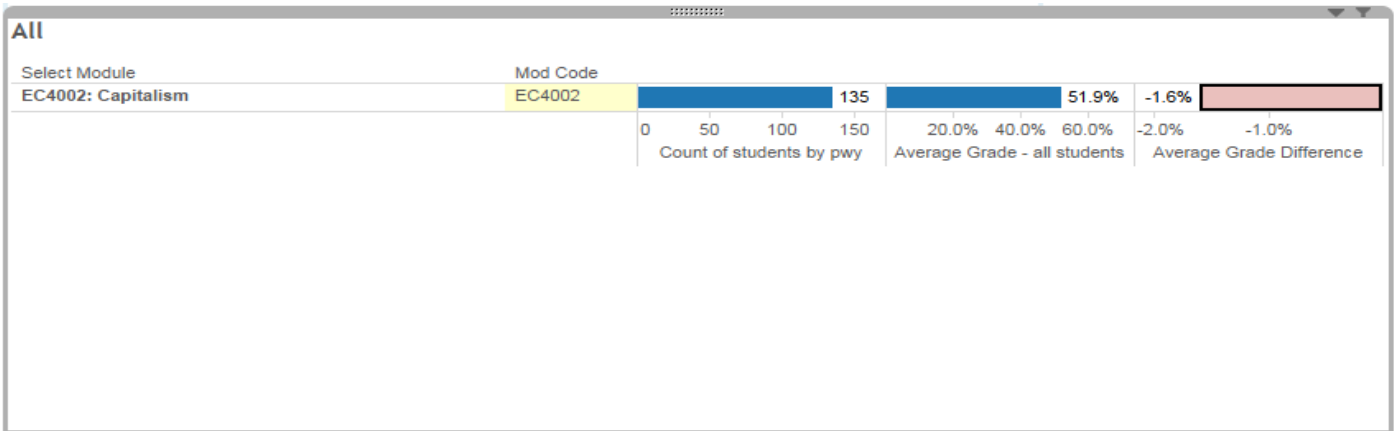
What has been the impact? Is there any data on the effect on student performance? If it is too early for this, what are students saying about it?

The feedback I have received so far is extremely positive. The students are enthusiastic and it remains to be seen how well they perform at assessment time.

The data below which is from 2014/15 and shows differentials in module outcomes between different student groups will be used to measure any change in student performance.



Module Level Data: EC4002 Difference between White and BME students – -1.6%



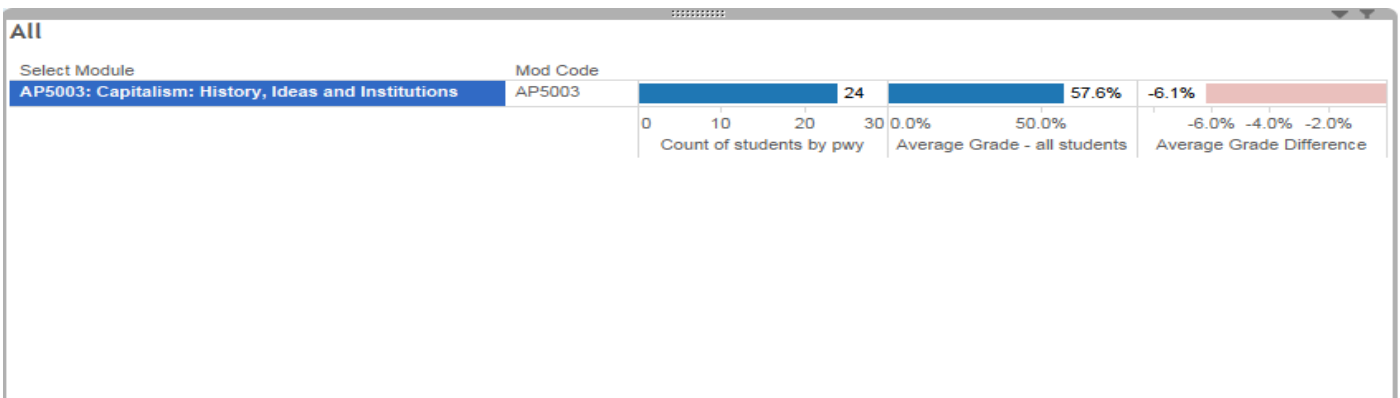
Module Results: all students by age, gender & disability

Mod Code	Mod Name		BME	White	Grand Total
EC4002	Capitalism		51% 69	53% 33	52% 102
EC4002	Capitalism	Mature	49.5% 8	55.7% 3	51.2% 11
		Young	51.6% 61	52.7% 30	52.0% 91
EC4002	Capitalism	F	51.3% 19	52.4% 7	51.6% 26
		M	51.4% 50	53.1% 26	52.0% 76
EC4002	Capitalism	No disability	51.4% 67	53.0% 31	51.9% 98
		With disability	50.5% 68	51.5% 24	51.0% 92

All students inc. unknown

Avg. Grade	51.9%
Number	104.0

Module Level Data: AP5003 Difference between White and BME students – 6.1%



Module Results: all students by age, gender & disability

Mod Code	Mod Name		BME	White	Grand Total
AP5003	Capitalism: History, Ideas and Institutions		57% 7	63% 1	58% 8
AP5003	Capitalism: History, Ideas and Institutions	Mature	60.0% 3		60.0% 3
		Young	54.5% 4	63.0% 1	56.2% 5
AP5003	Capitalism: History, Ideas and Institutions	F	59.0% 1		59.0% 1
		M	56.5% 6	63.0% 1	57.4% 7
AP5003	Capitalism: History, Ideas and Institutions	No disability	55.3% 6	63.0% 1	56.4% 7
		With disability	66.0% 1		66.0% 1

All students inc. unknown

Avg. Grade	57.6%
Number	8.000



How far could this be adopted elsewhere in Kingston University?

Herein lies the difficulty, I think it has limited currency because, in general, lecturers have not been trained nor are they familiar with the literature or the schools of thought. In a discussion of an inclusive curriculum in my Department a senior colleague was bereft of ideas of how a more inclusive curriculum could be applied to Mathematics. I view this as a problem of training, because an orthodox training as an Economist would not tell one that the Greeks for example built on the foundations of ancient Egyptians who are after all African. The only way that my approach could be extended is if we somehow had a more diverse faculty who have some grounding in world history as opposed to European history. That, I think, would be extremely difficult to achieve.

Any other comments and contact for further information:

For more information on this approach, please contact:

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For more general information on the Inclusive Curriculum project, please contact

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