

TIMELINE OF THE INET CURRICULUM TASK FORCE

April 8, 2011

Timeline

With the infrastructure in place, the UK committee met for the first time in London on the 11 October. In preparation for the meeting, the committee had commissioned a survey of existing British undergraduate economics programmes to serve as a basis from which to gauge the need for reform. The meeting resulted in an initial position paper outlining the main shortcomings of the present curriculum and how they might be mitigated – a paper that was circulated to both the members of the American committee and the consultants.

A month later, on the 12 November, the American and British committees came together in New York to develop further the ideas of the October meeting. A survey of American undergraduate economics provided a factual platform for the American analysis. Over the next few months, the discussions at the November meeting and subsequent consultations resulted in two papers which came to be central to the Task Force's work. The first, *Problems and Principles*, refined the analysis of existing curricula and the broad reform ideas that had first been established in the October position paper. This paper produces the 'philosophical' foundations of the Task Force's deliverables. The second, *Economics of the Real World*, constituted a first step towards translating these abstract ideas into a concrete INET curriculum.

By January, the broad features of the new INET curriculum had been defined. Yet the general structure of the curriculum sketched in *Economics of the Real World* still needed to be concretised within the specific conditions of the British and American systems. To this purpose, the two ECCs concentrated their efforts to devise national implementation strategies that made sense within their respective educational system. In the UK, this resulted in a full three-year curriculum with mandatory courses putting into practice the ideas of the *Problems and Principles* paper. The American system, which offers students with the opportunity to choose their majors later on in their degree, requires a very different implementation strategy – one which puts the emphasis on individual courses rather than on the curriculum as a whole.

In parallel with designing outlines for courses and curricula, at the beginning of 2011, the Task Force devoted considerable effort to develop innovative approaches to teaching materials. These materials are at every step pivotal to the successful implementation of the proposed curriculum reform and as the curriculum reform project moves beyond Bretton Woods, their commissioning and compiling will be the single most important focus of the Task Force as we enter the next phase of the project.