

Broadening Horizons: Diversifying the Curriculum in White-Collar and Corporate Crime

Jon Davies and Diana Bociga, May 2025

We are delighted to share the completion of a significant diversification project undertaken within the Department of Criminology at The University of Manchester. Supported by the School of Social Sciences (SoSS) Diversifying the Curriculum Fund, this project focused on enriching and expanding the learning materials and activities for the undergraduate and postgraduate course unit CRIM31142/61142: *White-Collar and Corporate Crime*.

Historically, the academic study of white-collar and corporate crime has been dominated by scholars based in North America and Western Europe, with a strong emphasis on 'classic' texts authored by predominantly white, male academics. While these foundational works remain important, this project aimed to address an overreliance on a limited set of perspectives by embedding a more inclusive and globalised curriculum. The result is an enhanced course that better reflects the diversity of research, scholarship, and lived experience surrounding corporate crime across different regions and cultures.

Embedding Global Voices and Perspectives

At the core of our project was a systematic revision of the course reading list. We sought to enhance the voices of scholars from the Global South, as well as Black, Asian and Minority Ethnic (BAME) academics, whose work has historically been underrepresented in some mainstream criminology curricula. This has included incorporating research on corporate deforestation in the Amazon rainforest by South American scholars, as well as studies on bribery, corruption, and environmental harm in African and Southeast Asian contexts.

Our enhanced reading list now features a broader range of materials that challenge students to think more critically about the global dimensions of corporate crime and harm. These texts are now embedded not only in the core reading list, but also in weekly required readings, ensuring that students engage consistently with a diverse set of voices.

Reimagining Teaching and Learning Activities

Beyond revising the reading list, the project also involved the development of new, inclusive teaching materials and interactive workshop activities. Recognising that students learn in diverse ways, we implemented a variety of pedagogical approaches to support different learning styles. Workshops now feature a wider range of group presentations, debates, and hands-on case study analysis, which encouraged students to collaborate and reflect on complex global issues in more meaningful ways.

New case studies have been introduced that showcase corporate crime in underrepresented regions, ranging from tax evasion in Nigeria to environmental violations in Indonesia and labour exploitation in Bangladesh. These examples not only highlight different types of corporate crime, but also contextualise them within specific political, social, and economic frameworks, which encouraged students to develop a more rounded understanding of the topic.

PGR Collaboration and Research Expertise

A crucial element of this project's success was the involvement of Diana Bociga, a PhD student from Colombia whose research specialises in financial crime and anti-money laundering. Diana provided dedicated research and development support, identified suitable academic sources, while also contributing input from her own scholarly background, and helping to embed global

case studies. Her perspective as a subject specialist was invaluable in shaping the renewed curriculum.

‘Decolonising’ the Curriculum in Practice

The project has made a step towards updating the curriculum by adding to existing ‘Western’ perspectives. While the broader issue of ‘decolonising the curriculum’ is a long-term process, this work demonstrates a genuine commitment to how the curriculum can be updated at a smaller-scale level. Students are now able to engage with a more representative range of research that encourages them to question who produces research and whose voices are prioritised.

Positive Outcomes

The response from students has been positive. Feedback from this year’s cohort has praised the course for its diverse content, global relevance, and interactive learning structure. Students noted that the inclusion of non-Western perspectives challenged them to think more critically and broadened their understanding of corporate crime. These developments have also enhanced staff engagement with inclusive teaching practices and reinforced the importance of ongoing curriculum review. The new materials and workshop format have now been embedded in the course structure and will be carried forward in future years.

Sustainability and Long-Term Approach

As this course unit is offered annually, the updated resources and learning activities will continue to benefit students year after year. Our approach has ensured that diversification is not a one-off exercise, but a sustained and evolving process. Therefore, we are committed to building on this momentum. By continuing to examine a range of voices and more inclusive scholarship, we hope to encourage future criminologists and social scientists to view challenges related to corporate crime and harm through a more expansive lens.