

COLLEGE OF ARTS & SOCIAL SCIENCES

AGENDA

MEETING Undergraduate Coursework Subcommittee Meeting
MEET No. 3
VENUE Beryl Rawson Building (13), Level 3, Jean Martin Room
DATE/TIME Monday 27th June 2011, 3pm – 5pm
CONTACT Jake Francis for apologies, Jake.Francis@anu.edu.au

Part 1. Formal items

1. Minutes of meeting No. 2 Monday 2nd May 2011
 - 1.1 To confirm minutes of the meeting Attachment 1
2. Announcements and apologies
3. Matters arising

Part 2. Matters arising from the University

1. To note the draft University Inclusive Education Policy Attachment 2
2. To note the AUQA Audit timeline and themes Attachment 3

Part 3. Matters arising from the College

1. To note the revised Assessment Practices Guide Attachment 4
2. To discuss the Honours Review Terms of Reference, Panel and Key Dates Attachment 5
3. To discuss CASS Combined Programs 2011/2012 Attachment 6

Part 4. Programs and Course Approvals

1. To note a letter from ANUSA regarding CASS/CAP collaboration Attachment 7
2. To note outstanding revised major and minor proposals Attachment 8
3. Revised major and minor proposals for endorsement
 - 3.1 Globalisation of International Relations minor Attachment 9
 - 3.2 International Relations major Attachment 10
 - 3.3 International Relations minor Attachment 11
 - 3.4 International Relations Theory minor Attachment 12
 - 3.5 International Security minor Attachment 13

3.6 Political Science major	Attachment 14
3.7 Political Science minor	Attachment 15
4. New major and minor proposals for endorsement	
4.1 Australian Politics minor	Attachment 16
4.2 Comparative Politics minor	Attachment 17
4.3 Political Theory minor	Attachment 18
4.4 Ceramics Design Arts major	Attachment 19
4.5 Furniture Design Arts major	Attachment 20
4.6 Glass Design Arts major	Attachment 21
4.7 Gold & Silversmithing Design Arts major	Attachment 22
4.8 Sculpture Design Arts major	Attachment 23
4.9 Textiles Design Arts major	Attachment 24
5. Majors, minors and specialisations from CMBE/CPMS for endorsement as 'Arts' for the purposes of the Bachelor of Arts program rules.	
5.1 Climate Science and Policy minor	Attachment 25
5.2 Environmental Policy minor	Attachment 26
5.3 Environmental Studies major	Attachment 27
5.4 Geography major	Attachment 28
5.5 Geography minor	Attachment 29
5.6 Human Ecology minor	Attachment 30
5.7 Integrative Methods in Environment and Society minor	Attachment 31
5.8 Mathematics major	Attachment 32
5.9 Mathematics minor	Attachment 33
5.10 Psychology major	Attachment 34
5.11 Social Psychology minor	Attachment 35
5.12 Sustainable Development minor	Attachment 36

Part 5. Other business

1. Other business
2. Next meeting – Monday 8th August 2011, 3-5pm, Jean Martin Room.

Confidential Item

Section 1.01

Consistent with the policy and practice of Council, all matters in the agenda of the College relating to individual persons, including appointments, enrolment, candidacy for degrees, personal details, performance and conduct are declared to be confidential.

DISCLOSURE OF PECUNIARY OR MATERIAL PERSONAL INTEREST

Under section 21 of the *commonwealth Authorities and Companies Act 1997*, a member of the College who has a material personal interest in a matter that is being considered, or is about to be considered, by the College must disclose the nature of the interest at a meeting of the College. The disclosure must be made as soon as possible after the relevant facts have come to the member's knowledge and must be recorded in the minutes of the meeting. Unless the College otherwise determines, the member must not be present during any deliberation by the College on the matter and must not take part in any decision of the College on the matter. Further, for the purpose of making this determination, the member who has a material personal interest in the matter to which the disclosure relates must not be present during any deliberation by the College on whether to make the determination and must not take part in making the determination.

USE OF INSIDE INFORMATION OR POSITION

Section 23 of the *Commonwealth authorities and Companies Act 1997* provides that a member of the College must not make improper use of inside information of his or her position as an officer in order to gain advantage for himself or herself or to cause detriment to the University or to another person. There are penalties for contravention.

MINUTES

MEETING **Undergraduate Subcommittee Meeting**

Meeting Number 2, 2011

Dr Denise Ferris (Acting Chair), Ms Vanessa Gotting, Professor Jane Simpson, Dr Alex Cook, Ms Anne Brennan, Dr Mehdi Ilhan, Dr Maria Maley, Dr Jennifer Hendriks, Dr Simone Dennis, Dr Jeremy Shearmur, Ms Jenny Borscz, Ms Bridget Tee, Mr Jake Francis, Mr Gavin Chia, Mr John Morris.

APOLOGIES Professor Joan Beaumont, Professor Jill Matthews, Professor Adrian Walter, Dr Alistair Greig

DATE/TIME **Monday 2nd May, 2011, 3 – 5pm**

VENUE **Jean Martin Room, Level 3, Beryl Rawson Building (13)**

MINUTES Ms Lucy Prior.

Part 1. Formal items

ITEM 1. Joint minutes of meeting No. 1 Monday 28th February and Monday 7th March follow up were accepted in principal by the Committee, with an amendment on Page 10 to be made;- “School of Languages” to be corrected to “School of Language Studies”.

ITEM 2. Apologies – It was noted that Dr Denise Ferris will be Acting Chair, representing the Chair, Professor Joan Beaumont.

ITEM 3. a) CASS Coursework Assessment Guide completed by Ms Phan was distributed to the Committee. The Acting Chair requested feedback on the report from the Committee by Friday 17th June. It was noted that Le Hoa will assist Schools with queries on the guide.

ACTION Lucy to distribute Guide electronically to the Committee.

ACTION Denise to talk to Ms Phan regarding formative feedback options within assessment e.g. student assessment of presentations.

b) Undergraduate Majors and Minors – Jake Francis spoke to this item. It was noted that the final submission deadline is Friday 6th May 2011.

ACTION The Chair to advise on Persian Major offering a major with delivery from only two lecturers.

Part 2. Matters arising from the University

ITEM 1. Draft paper on ANU Working Party on Assessment – the Acting Chair advised the Committee to raise any concerns with the draft paper via email correspondence.

The Acting Chair noted the Committee feedback on the re-wording of Point 15, 17 and 19 on the draft paper.

ITEM 2. DLD Briefing Paper – The Acting Chair will relay the Committee feedback on the briefing paper to the Division of Information.

Part 3 Matters arising from the College

- ITEM 1.** Course Outline processes – it was noted that course outline changes, particularly significant changes e.g. assessment criteria should be directed to the Student Office via email – education.cass@anu.edu.au.

It was noted that the Committee approve a web version of the Course Outline template to be made available. The Acting Chair will provide this feedback to Ms Phan.

ACTION The Acting Chair is to seek clarification on Item 1 of the Course Outline Requirements.

ACTION The Acting Chair is to follow up on and send out electronically the revised and up to date version of the Course Outline Processes document to the Committee.

- ITEM 2.** Assessment Practices Briefing Paper on Feedback – The Acting Chair advised the Committee that student feedback was the weakest point and lowest rating for the College overall, according to student surveys and SELT ratings.

ACTION ANUSA and SASS Representatives will report back on student responses on the most useful forms of feedback as well as clarification on the issues of timeliness, usefulness and/or lack of feedback provided. The Student Representatives will report back at the next Undergraduate Subcommittee meeting on Monday 27th June.

Part 4 New Programs and Courses

- ITEM 1.** No Items.

PART 5 Confidential Items

No confidential items.

PART 6 Other Business

- ITEM 1.** The Acting Chair advised the Committee about the CEDAM Lunchtime Seminar – “Assessment – Making it Fair” on Friday 13th May.
- ITEM 2.** The Acting Chair spoke to the Committee on the option of developing a succinct handbook on undergraduate rules as part of an induction package for reference within the Schools to ensure all staff are aware of ANU and College policies and procedures. The Committee is to provide feedback to the Acting Chair who will report back to the Dean of Education on this matter.
- ITEM 3.** First Year Student Monitoring and Transition – the Committee is to provide feedback to the Acting Chair on what their Schools do differently with relation to first year experience and monitoring of this. The Acting Chair is to report back to the PVC on this matter. The Acting Chair also requested feedback from the Committee on school level support offered for International Students.
- ITEM 4.** UEC Update – the Committee was advised that the UEC voted in support of the use of ‘specialisations’ in Undergraduate course programs for the College of Sciences.

Next meeting Monday 27th June, 3 – 5pm, Jean Martin Room.

Policy Title	I N C L U S I V E E D U C A T I O N		
General Information		Relevant Dates	
File Number		Effective Date	
Purpose	To set out the University's policy in relation to inclusive education	Date Approved	
Relevant To	Staff and students	Next Review	2014
Relevant Legislation (if any)	The Australian National University Act 1991 (C'th) Disability Discrimination Act 1992 (C'th) Equal Opportunity Act 1995 (C'th)	Modification History	This is a new policy
		Related Topics	
Responsible Executive	Pro Vice Chancellor (Students)	Related Policies	(To be checked) Statement on Aboriginal and Torres Strait Islander Research Assessment Arrangements for Students from Language Backgrounds Other than English Disability Policy Equal Opportunity Policy The Australian National University's Reconciliation Statement Code of Practice for Teaching and Learning Code of Practice for Student Academic Integrity Code of Conduct
Responsible Officer		Related Procedures	Assessment Arrangements for Students from Language Backgrounds Other than English Code of Practice for Student Academic Integrity Prevention of discrimination, harassment and bullying
Approved By	Vice-Chancellor	Related Guidelines	If applicable identify related Guidelines and hyperlink
Contact Area		Related Forms	If applicable identify related Forms and hyperlink.

Principles

Inclusive education is a learning approach which values, and is informed by, the breadth of human knowledge and experience. More specifically, an inclusive education is one which is informed by the knowledge and experience of groups such as

- people from diverse cultural and language backgrounds
- women, particularly women in non-traditional areas
- Aboriginal and Torres Strait Islanders

- people with disability and/or medical conditions
- people from rural and regional areas
- people from diverse socio-economic backgrounds
- people of diverse sexualities.

The University also recognises the importance of including the perspectives of groups which are under-represented in the higher education sector. Inclusive education is part of the University's strategy to increase the participation and success of students from these groups, by promoting the development of educational practices which respond positively to their experiences.

The ANU embraces diversity, and is committed to ensuring that all staff and students value and respect diversity for both its intrinsic and instrumental value. However, the purpose of this policy is to focus attention on the relationship of diversity to the teaching and learning aspects of ANU's educational activities, that is, on programs and on individual courses.

Education should enhance both respect for the diversity of ANU's staff and students, and the educational value of our courses and programs. At an operational level, the more diverse a group of students and staff, the wider the range of knowledge, experiences and perspectives that can be brought to the curriculum and to the classroom. By drawing on this diversity, students and staff will be exposed to a range of intellectual stimuli that can lead to the generation of ideas and possibilities that would otherwise not have been created and considered. This educational value directly results from active engagement with diversity.

Consultation is a fundamental aspect of the University's commitment to diversity and an inclusive education. Processes which give effect to these policy principles will provide opportunity for all members of the ANU community to express their views, in particular through the University's processes for obtaining student feedback on teaching and learning and during course and program reviews.

Policy intention

Outcomes of this policy should include:

- ensuring that every member of the campus community is valued and respected;
- ensuring that all students understand that respect for diversity is an expectation of the University;
- engaging groups of students by removing their marginalisation through unconscious exclusion from representation in the content of the curriculum; and
- enhancing the learning of all students by each being empowered to bring her or his wealth of experiences and insights into ANU's classrooms.

Principles underpinning University processes

Admissions

Admission requirements for both courses and programs will reflect the diversity of potential students as well as any particular professional or disciplinary requirements, and where possible alternative pathways should be available to people of diverse backgrounds.

Admission requirements will be consistent with University equity plans.

Curriculum

Discipline specific inclusive curriculum guidelines will be developed.

Courses and programs will explicitly provide equal opportunity for all students.

Course design will recognise the needs of diverse student groups to meet the relevant academic and professional requirements.

Course and program proposals will outline how diversity issues will be addressed or why these issues are not relevant to the course.

Alternative methods of assessment consistent with course objectives will be available for students with special requirements.

Inclusive curriculum issues will be considered during course and program reviews.

Teaching and learning

Approaches to teaching should reflect the diversity of perspectives which the course intends to include.

Professional development

Training programs on inclusive education and practices will be available to all staff and be a component of induction for newly-appointed academics.

Inclusive teaching practices will be recognised through teaching awards and promotion processes.

Responsibilities

University Executive

The University Executive will ensure that program approval and review processes include provision for addressing inclusive education issues. Appropriate resourcing will be provided for the development of teaching resources and staff professional development.

College Deans

College Deans should ensure that course and program approval and review processes provide for the provision of inclusive education issues. Appropriate resourcing should be provided for the development of teaching resources and staff professional development. These should be included in budgetary processes.

College Education Committees will monitor and review the application of this policy.

Staff

Academic staff should ensure that their teaching and course and program development are informed by the principles of inclusive education. It is expected that all staff will receive training in the area of inclusive education and that inclusive education will be recognised in staff statements of expectations.

General staff should ensure that administrative processes and advice and guidance provided to students and academic staff are informed by the principles of inclusive education.

Students

Students should value and respect diversity and to engage with the range of experiences and perspectives of diverse groups during their studies.

AUQA Update
Deans and Directors May 30 2011

Audit Schedule and Process

Month(s)	Action
Mar-Apr 2011	Self-Assessment against the National Protocols Web site established; communications commenced
May-June 2011	Preliminary information identification & collection. <i>Proformas</i> for information collection developed. Identification of key personnel in Colleges
July 2011	Information sessions in Colleges and Divisions Training of key personnel and College champions
Jul-Nov 2011	Draft Portfolio Compilation; circulation and discussion
Dec 2011	External Analysis (Mock audit reviewers)
Jan 2012	Revision & updating of Portfolio
31 Jan 2012	Portfolio approved
Feb 2012	Portfolio sent to AUQA
Mar 2011	Portfolio review and trial audit
Apr 2012	AUQA visit to arrange Review Program
May 2012	ANU identifies interviewees
Jun 2012	Panel Review visit starts
Jul-Aug 2012	Report Drafting
Sep-Nov 2012	Report Finalised and published

Audit Themes

The two themes select by AUQA are: *Internationalisation* and *The Student Experience*

Support

Funds will be made available to reimburse Colleges for cost of administrative support @ \$15K per College.

Key OVC support personnel are: Dennis Alexander and Andrea Benson;
 Quality and Standards Committee: overseeing the process and forum for review and discussion.

2012 AUQA Audit of ANU: Agreed scope of the two themes

Internationalisation:

- Mission and strategy
- International alliances and partnerships, including research collaboration
- Internationalisation of the curriculum / Inclusive Education
- Student mobility
- International students onshore (u/g and p/g including HDR).

(NB: As advised to Dennis Alexander, any offshore teaching (which includes dual degrees) is within scope for this theme.)

Student Experience (undergraduate and postgraduate including HDR):

- Strategic issues and student profile
- Student achievement
- Transition to university
- Engagement with learning, including learning support, curriculum and assessment, research-led education, quality of teaching, online support for learning, retention and success
- Curriculum design and review, including assessment
- Social wellbeing and student life, including co-curricular opportunities and support
- Student representation and feedback
- Education and support for postgraduate coursework and HDR students.

Jeanette Baird, AUQA

10 May 2011

Assessment Practices Guide

Introduction:

This document aims to assist the development of formal assessment items for courses (undergraduate and postgraduate) within the College of Arts and Social Sciences.

It is designed to supplement:

- the University's policies - "**Determination of Systems and Consultation on Assessment**" and "**Code of Practice for Teaching and Learning**"
- the University's guidelines - "**Participation and Attendance as Items of Assessment**" and
- the College's guidelines - "**Word Limit Guidelines**"

Terminology:

Formative assessment - designed to provide feedback for students, staff and/or the course. This includes academic judgments made about students' achievements or performance. For example, presentations and essay/research/project plans are typically formative assessments.

Summative assessment - used to determine the levels at which students have achieved the desired learning outcomes in order to verify the grades or marks awarded. For example, final tests or exams are summative assessments.

Criteria - characteristics of the assessment upon which it will be judged. For example, a writing task could be assessed via the criteria: Spelling, Grammar, Structure, etc.

Standard - explicit statements which define the qualities or levels of achievement within each criterion. For example, the criterion 'Spelling' could have the standards: 'Fail – makes more than 10 spelling mistakes', 'Pass – makes 5-9 spelling mistakes', 'High Distinction – has no spelling mistakes'.

Moderation - in order to ensure consistency is achieved when marking a task, moderation allows assessors to make academic judgements by jointly determining, discussing and clarifying the statements which define the criteria and standards for that task.

Feedback - responses to students' work designed to inform them, either individually or as a group, about their performance. It must be provided in a timely manner, identifying strengths and areas for improvement.

Assessment Practices: Checklist

All assessment items which contribute to the final course total should:

1. be explicitly linked to learning outcomes articulated for the course	o
2. have criteria and standards making expectations clear to students	o
3. include an outline or description explaining the purpose of the task and other requirements	o
4. specify the task's weighting as a percentage of the course total out of 100%	o
5. specify the word length (for all written tasks) or duration (for oral tasks) or extent of deliverables (for practical tasks)	o
6. specify the task's due date and time, and submission format (hardcopy and/or online)	o
7. provide details about penalties for late submissions and academic integrity	o
8. provide students with timely and constructive feedback to inform ongoing learning	o

Modes of Assessment¹

Assessment should enable learners to demonstrate their achievement of the learning outcomes of the course. Assessment should also guide, encourage and motivate students to actively engage with the content, skills and values being developed in the course. These practices should be varied in format, designed to be inclusive of students' needs and cater to the individual as well as groups. Tasks should also be designed to foster and promote academic integrity.

When used as formal assessment items, all modes of assessment should be moderated by teaching staff in order to determine the final grade. Students should also be given timely and constructive feedback from teaching staff.

It must be noted that 'assessment' bears distinct differences to 'marking'. Assessment is an ongoing process, involving judgement against criteria and standards, and the provision of constructive and timely feedback. Marking is an act to determine whether the information provided is right or wrong in order to deliver a mark.

The modes of assessment outlined below can be adopted as assessment practices for courses.

Self-Assessment²

Self-assessment is a mode of assessment which allows students to reflect on their own learning and development in an effort to develop critical thinking, encourage self-improvement and develop vital skills required for lifelong learning. It can be utilised as a formative or summative mode of assessment. If used as a formal assessment item, it is important that self-assessment is moderated by teaching staff using criteria and standards in order to determine the final grade. Students should also be given feedback from teaching staff guiding their ability to self-assess their own learning and development.

Group Assessment

Group assessments are typically used to assess how students perform as an individual within a group or team. They can be also used to assess a whole group based on their group performance and/or teamwork abilities. The resulting grades can be assigned individually or as a 'group mark'.

If assessing students' ability to function as a member of a group or team, an individual grade should be assigned rather than a 'group mark'. In these cases, self-assessment strategies can also be employed so that students can critique their own contribution to the group and/or its performance as a group.

A task which has a 'group mark' assigned to it should only assess students' performance as an entire group or all students' ability to function as a cohesive group or team. This will ensure that any perceived failures made by an individual student is not attributed by others in the group as the cause of poorer marks for the group's or team's performance.

Peer Assessment³

Peer assessment is defined as the act of getting students to assess others either as individuals or as a group. It can be a powerful tool for developing students' communication and interpersonal

¹ For further reading, please see "Biggs, J. (2000) Teaching for Quality Learning at University, Buckingham: Open University Press"

² For further reading, please see "Boud, D. (1991) Implementing Student Self-Assessment, HERDSA Green Guide 5, Campbelltown: Higher Education Research and Development Society of Australasia"

³ For further reading, please see "Falchikov, N. (1986). Product comparisons and process benefits of peer group and self assessments. *Assessment and Evaluation in Higher Education*, 11, 146-166"

skills in order to prepare them for real-world situations. Peer assessment items can also help students to develop their ability to provide constructive feedback to others.

When employing peer assessment, students should be explicitly taught how to assess or critically evaluate their peers using criteria and standards. The criteria used should clearly articulate all skills and knowledge being assessed and employ quantifiable standards. For example:

Peer assessment scheme

Use the table below to mark your partner's ability to work as a team member for your online discussion task. Remember to be honest and assess your partner's performance based on the criteria listed only. Construct your feedback beginning with a positive comment then identify areas for improvement, if there are any.

Partner's name:	Unsatisfactory	Satisfactory	Good	Great	Outstanding
Ability to contribute to the online discussions	Did not contribute to the discussions = 0 marks	Only contributed to the discussions when asked to do so by others within the team = 2 marks	Initiated and/or responded to 1- 2 of the discussions without being asked to do so by others = 3 marks	Initiated and/or responded to 3- 5 of the discussions without being asked to do so by others = 4 marks	Contributed to all weekly online discussions without being asked to do so by others = 5 marks
Ability to negotiate and compromise	Not a Negotiator: did not negotiate or compromise over issues addressed = 1 mark	The Student Negotiator: demonstrated a developing ability to negotiate by seeking more information on one issue OR offering alternatives OR compromised = 2 marks	The Rookie Negotiator: demonstrated an ability to negotiate by seeking more information AND offering alternatives on one issue OR compromised = 3 marks	The Professional Negotiator: demonstrated a strong ability to negotiate by seeking more information, offering alternatives and compromising on more than one issue = 4 marks	The Expert Negotiator: Always sought more information, offered justified alternatives or compromised to seek resolutions for all issues = 5 marks
Spelling & Grammar	Contributions contained more than 7 spelling or grammatical errors. List them: _____ = 1 mark	Contributions contained 6-7 spelling or grammatical errors. List them: _____ = 2 marks	Contributions contained 4- 5 spelling or grammatical errors. List them: _____ = 3 marks	Contributions contained 1-3 spelling or grammatical errors. List them: _____ = 4 marks	Contributions contains no spelling or grammatical errors = 5 marks

Feedback: _____

_____ Total Marks: ____/15

Peer Marking and Student Privacy

If a peer marking task is employed as part of an assessment task, its educational purpose, benefits, criteria and standards should be made clear to students prior to the task. Then, once students have completed the task, in order to avoid breaching student's privacy, de-identification strategies should be used.

For example, an assessment task is designed in 2 parts: 1) students demonstrate their ability to write in special characters & 2) students demonstrate their ability to read special characters written by others by marking someone else's work. The purpose, benefits, criteria and standards are explained to students prior to completing the 1st part of the task. Students then complete the first part of the task but they do not write their names on their answer sheets. Teaching staff then collect the sheets, place either a number or code onto each student's tests (which is only identifiable by the teaching staff) and re-distribute the sheets to random students for the 2nd part of the assessment. After the task is completed, students are given the opportunity to discuss their learning and staff provide students feedback as a group and individually after the task has been completed.

Participation & Attendance

The inclusion of participation and/or attendance as assessment components can be weighted at no more than 10% for each component towards a course total. If either or both are used as assessment items, they should be assessed against explicit criteria and standards, as with all other assessment items which contribute to the final course total⁴. For example:

Participation assessment scheme

	Fail	Pass	Credit	Distinction	High Distinction
Homework tasks (5 marks)	Submission of 0/5 tasks = 0/5 marks	Submission of 1-2 tasks = 2/5 marks	Submission of 3/5 tasks = 3/5 marks	Submission of 4/5 tasks = 4/5 marks	Submission of 5/5 tasks = 5/5 marks
Online Discussion Forum contributions	No contributions = 0/5 marks	1-3 contributions = 2/5 marks	4-6 contributions = 3/5 marks	7-9 contributions = 4/5 marks	> 10 contributions = 5/5 marks

Links:

- **Determination of Systems and Consultation on Assessment** - (http://policies.anu.edu.au/policies/determination_of_systems_and_consultation_on_assessment/policy)
- **Code of Practice for Teaching and Learning** - (http://policies.anu.edu.au/policies/code_of_practice_for_teaching_and_learning/policy)
- **Participation and Attendance as Items of Assessment** - (http://policies.anu.edu.au/guidelines/participation_and_attendance_as_items_of_assessment/guideline)
- **CASS Word Limit Guidelines** - (<http://cass.anu.edu.au/sites/default/files/documents/student-admin/CASS%20Word%20Limits%20Guidelines.pdf>)

For further assistance

- Le Hoa Phan, Educational Developer - CASS Education Development Studio,
e: lehoa.phan@anu.edu.au, p: ext: 57444
- Dr Elizabeth Beckmann, Senior Lecturer – Centre for Educational Design and Academic Development,
e: elizabeth.beckmann@anu.edu.au, p: ext:50057

⁴ Please see “**Guidelines: Participation and Attendance as Items of Assessment**” for more information.



College of Arts and Social Sciences

Honours Review 2011

Terms of Reference

The review of the Honours program is intended to provide advice to the College Executive and Education Committee on the contribution of the Honours program to the College's strategic goals in education and research.

The review will consider:

1. the quality and effectiveness of the College Honours program in achieving its stated learning outcomes: including the development of research skills and the preparation of students for higher research degrees, future employment and community involvement.
2. the standing of CASS Honours program nationally and internationally
3. the appropriateness of current program rules and value of a common rules across all disciplines of the College.
4. the role of interdisciplinary Honours programs.
5. the pedagogical quality and sustainability of low enrolment Honours programs.
6. the effectiveness of current pathways from undergraduate study to Honours; and Honours to HDR programs at the ANU.
7. the appropriateness of College resources allocated to the Honours program, including Scholarship funds, infrastructure and staffing.

Review Panel

Chair: Dr Denise Ferris, ANU College of Arts and Social Sciences, The Australian National University

Professor Richard Baker, ANU College of Medicine, Biology and Environment, The Australian National University (TBC)

Professor Joan Beaumont, ANU College of Arts and Social Sciences, The Australian National University

Associate Professor Ann Elias, Sydney College of the Arts, The University of Sydney

Ms Vanessa Gotting, ANU College of Arts and Social Sciences, The Australian National University

Professor Amanda Nettelbeck, Faculty of Humanities & Social Sciences, The University of Adelaide

Winthrop Professor Krishna Sen, Faculty of Arts, Humanities and Social Sciences, University of Western Australia

Secretariat: Mr Jake Francis

Key Dates

Deadline for submissions: Close of business, Friday 22 July 2011

Review: Monday 8 & Tuesday 9 August 2011

CASS Combined Programs 2011/ 2012

As endorsed by the CASS Executive 17 June 2011

CASS is in the process of developing a set of principles about combined degrees (which we keep, which we introduce etc.). In the meantime we will allocate new codes in 2012 to only those combined programs that had an intake of more than 10 in 2011.

We will retain the current codes for the programs below that intake level (changes will be processed as program amendments), since the numbers of students in the programs are so small that their eligibility for graduation can be handled manually in the short term. This will give us time to review the future of all CASS combined programs with small intakes.

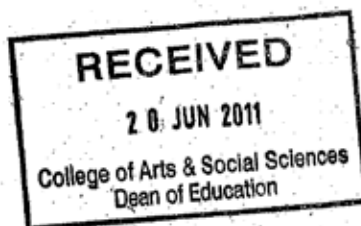
	2011 Commencing Enrolment (Bodies)	Action for 2012
Program Code and Name	Semester 1 (at 11 April)	
4103 - Bachelor Arts/ Bachelor Laws	123	New program for July 2011 UEC
4106 - B Arts/ B Science	50	New program for July 2011 UEC
4571 - B Arts/ B Asia-Pacific Studies	43	New program for July 2011 UEC
4119 - B Arts/ B Science (Psychology)	38	New program for July 2011 UEC
4104 - B Arts/ B Commerce	29	New program for July 2011 UEC
4102 - B Arts/ B Economics	26	New program for July 2011 UEC
4112 - B Arts/ B Visual Arts	12	New program for July 2011 UEC
4111 - Bachelor Arts/ Bachelor Music	8	Program amendment for July 2011 UEC
4701 - B Engineering/ B Arts	6	Program amendment for July 2011 UEC
4211 - B Arts/ B Bus Admin	6 (New in 2011)	Program amendment for July 2011 UEC

4108 - B Arts/ B Information Tech	5	Program amendment for July 2011 UEC
4003 - Bachelor Music/ Bachelor Laws	5	Program amendment for July 2011 UEC
4009 - B Music/ B Science (Psych)	4	Program amendment for July 2011 UEC
4006 - B Music/ B Science	3	Program amendment for July 2011 UEC
4570 - B Asia-Pacific Stud/ B Vis Arts	2	Program amendment for July 2011 UEC
4400 - B Commerce/ B Music	1	Program amendment for July 2011 UEC
4012 - B Visual Arts/ B Music	1	Program amendment for July 2011 UEC
4575 - B Music/ B Asia-Pacific Studies	1	Program amendment for July 2011 UEC
4240 - B Prof Music/ B Bus Admin	1 (New in 2011)	Program amendment for July 2011 UEC
4115 - B Arts/ B Digital Arts	1 (New in 2011)	Program amendment for July 2011 UEC
4214 - B Music/ B Bus Admin	0 (New in 2011)	Program amendment for July 2011 UEC



Australian
National
University

17th June 2011



The Australian National University
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and

Professor Andrew MacIntyre
Dean, College of Asia and the Pacific
H.C Coombs Building (Bld 9)

CC: Professor Joan Beaumont and Dr Andrew Walker

Dear Professors,

We write to express our support for the proposed collaboration between both the College of Arts and Social Sciences and the College of Asia and the Pacific, particularly in the areas of Political Science and International Relations, History and Anthropology. Further, the Students' Association would strongly support greater cross-College collaboration in all major areas, not only these fields of study.

The undergraduate students of the University have, on many occasions, demonstrated our desire for increased flexibility across the Colleges; particularly where the course content in one discipline is intrinsically linked to the course content in another. The increased flexibility of languages offered across your two Colleges has been welcomed by the student body in recent times, and it is hoped that such flexibility will continue to flow into other disciplines, namely the three being discussed at present.

Academically, a student graduating with a History major with little or no knowledge of the history of the Asia-Pacific region is at a severe disadvantage. Similarly, a student graduating with a major in Security Studies in the Asia-Pacific is disadvantaged if they have not been exposed to the traditional theory in International Relations, Politics and Development. The strengths of the ANU in Asia-Pacific studies should be accessible to a broader range of students. This helps both the individuals and the reputation of the ANU for producing excellent graduates. No longer can students afford to focus exclusively on any one region, without understanding global trends in their discipline.

We believe that the quality of education offered at the ANU is an essential part of what makes it such a highly esteemed university. Discussions about all degrees at the ANU should centre on what best complements the experience of the students and cross-collaboration is in the best interests of the student body. Students expect to get the best possible experience at ANU, but limiting flexibility hinders their ability to do so.

Given the strength of the programs both within CASS and CAP, it is our firm belief that the study of these disciplines should not be confined to one specific region and that students should be afforded the opportunity and choice of selecting courses pertaining to their major, regardless of whether this is in CAP or CASS. As such, we, as representatives of the student body at large, are in full support of the proposed inter-disciplinary cooperation between CAP and CASS. We also look forward to the increased flexibility afforded to students in light of the inherent parallels in courses offered within CASS and CAP.

If you would like to discuss any part of this letter in further detail, please do not hesitate to contact us.

Yours sincerely,

Leah Ginnivan
ANUSA President

Brody Warren
ANUSA Vice President

Fleur Hawes and Galvin Chia
ANUSA Representatives for College of Arts and Social Sciences

Ippy Mondal and Marie Ngiam
ANUSA Representatives for College of Asia and the Pacific



ANU College of Arts and Social Sciences

Undergraduate majors and minors

Outstanding proposals

Title	Major	Minor	Exclusive	Endorsed	Notes
Anthropology	Y			Minor approved UGSC/ CEC 28 Feb & 7 Mar	CASS/ CAP discipline committee to discuss further. Lists to be reviewed to ensure differentiation between majors (see Biological Anthropology).
Archaeology		Y		Major approved UGSC/ CEC 28 Feb & 7 Mar	Minor to be revised to include 1000-level courses
Arts and Music Management		Y	BPMP	Approved conditionally pending course rationalisation	
Biological Anthropology	Y	Y			Lists to be reviewed
Creative Recording Practice		Y	BPMP	Approved conditionally pending course rationalisation	
Health, Medicine, Body		Y			To be revised as an advanced minor (ie 2000/ 3000-level courses only)
Instrumental Pedagogy		Y	BPMP	Approved conditionally pending course rationalisation	
Music	Y	Y		Approved conditionally pending course rationalisation	
Music Inquiry	Y	Y	BMus	Approved conditionally pending course rationalisation	
Music Practice	Y	Y	BMus	Approved conditionally pending course rationalisation	
Professional Music Practice	Y		BPMP	Approved conditionally pending course rationalisation	

Globalisation of International Relations Minor

Description

This minor is available only to students undertaking the Bachelor of International Relations degree program.

“Globalisation” is often used to describe how people are increasingly becoming inter-connected through transformations in global communications, financial and cultural exchange, technological advancement and transport. This specialised minor examines the global politics associated with bringing people closer together, but it also looks at the fissures that are erupting between people in the post Cold War world. It will focus upon the dynamics of the international political economy, changes in Global North/South relations, global ideas about human security and development, and the evolving role of the nation-state in an international community.

Learning outcomes

Students who complete this minor will have the skills and knowledge to:

- Demonstrate an understanding of the principal actors in contemporary global politics and the ways they interact;
- Understand the global history of interaction between states, peoples, and institutions;
- Demonstrate a capacity to analyse the role of the international political economy in shaping relationships between peoples and states;
- Thoroughly understanding of the debates within the Globalisation literature.

Minor requirements

This minor requires the completion of 24 units, which must include:

24 units from completion of courses from the following list:

EURO2003 – European Union: Policies, Institutions and Challenges (6 units)

MEAS2105 – The Political Economy of the Middle East (6 units)

POLS2011 – Development and Change (6 units)

POLS2064 – Global Social Movements (6 units)

POLS2075 – Globalism and Politics of Identity (6 units)

POLS2095 – Development in Latin America (6 units)

POLS2101 - Refugee Politics (6 units)

POLS2109 – Politics of Empire (6 units)

POLS2113 – Human Rights in International Relations (6 units)

POLS2XXX- Money, Power, War (6 units)

POLS2XXX- International Relations of Latin America (6 units)

Plus possible courses to be nominated by CAP, the Fenner School, and other areas of CASS.

International Relations Major

Description

The study of International Relations has traditionally focused upon the (often hostile) engagements between nation-states and/or their diplomatic elites seeking to advance the national interest by war or other means. These are still important themes in the contemporary IR agenda. However, at the beginning of the 21st century analysts and policymakers require a more comprehensive body of knowledge and deeper understanding of the world and how it operates. This major is designed to provide students with such knowledge and understanding in regard to both traditional and more recent agendas.

Learning Outcomes

Students who complete this major will have the skills and knowledge to:

- Identify the core concepts and theories that dominate global politics in the 21st century
- Have a thorough understanding of the historical development of the global system
- Examine the contemporary challenges facing the global system and evaluate the policies implemented to address them
- Identify the role that people, states, ideas, and institutions play in shaping the international political economy
- Understand Australia's role in global politics
- Reflect critically on the knowledge and skills developed in their study of International Relations

Major requirements

This major requires the completion of 48 units, which must include:

30 units from the completion of the following compulsory courses:

POLS1XXX – Concepts and Ideas in International Relations (6 units)

POLS1XXX – Contemporary Issues in International Relations (6 units)

POLS3001 – Australian Foreign Policy: Australia's Foreign Wars (6 units)

POLS3017 – International Relations Theory (6 units)

POLS2094 – Issues in International Political Economy (6 units)

18 units from completion of courses from the following list:

EURO2003 – European Union: Policies, Institutions and Challenges (6 units)

EURO2011 – Nationalism in Europe: History, Politics, Theory (6 units)

HIST2136 – World at War 1939-1945 (6 units)

HIST2140 – Europe in the 20th Century (6 units)

HIST2141 – The Cold War: 1945-1989 (6 units)

MEAS2001 – New States of Eurasia: Emerging Issues in Politics and Security (6 units)

MEAS2105 – The Political Economy of the Middle East (6 units)

POLS2011 – Development and Change (6 units)

POLS2064 – Global Social Movements (6 units)

POLS2075 – Globalism and Politics of Identity (6 units)

POLS2085 – Gendered Politics of War (6 units)

POLS2095 – Development in Latin America (6 units)

POLS2097 – Strategy I: Grand Strategy, Peace and Security through War, Power, Force and Fraud (6 units)

POLS2098 – Strategy II: Revolution, Terror, Resistance, Rebellion and Death (6 units)

POLS2099 – Cartographies of Security: Critical Security Studies and International Politics (6 units)

POLS2101 - Refugee Politics (6 units)

POLS2102 – The Political Philosophy of Deception (6 units)

POLS2109 – Politics of Empire (6 units)

POLS2113 – Human Rights in International Relations (6 units)

POLS2XXX – Money, Power, War (6 units)

POLSXXXX – Norms and Ideas in International Relations (6 units)

POLSXXXX – Security Communities (6 units)

POLSXXXX – The History of International Thought (6 units)

SOCY2030 – Sociology of Third World Development (6 units)

Plus possible courses to be nominated by CAP, the Fenner School, and other areas of CASS.

International Relations Minor

Description

The study of International Relations has traditionally focused upon the (often hostile) engagements between nation-states and/or their diplomatic elites seeking to advance the national interest by war or other means. These are still important themes in the contemporary IR agenda. However, at the beginning of the 21st century analysts and policymakers require a more comprehensive body of knowledge and deeper understanding of the world and how it operates. This minor is designed to provide students with an introduction to such knowledge and understanding in regard to both traditional and more recent agendas in the study of international relations.

Learning Outcomes

Students who complete this minor will have the skills and knowledge to:

- Identify the core concepts and theories that dominate global politics in the 21st century;
- Have a thorough understanding of the historical development of the global system;
- Examine the contemporary challenges facing the global system and evaluate the policies implemented to address them;
- Reflect critically on the knowledge and skills developed in their study of International Relations.

Minor requirements

This minor requires the completion of 24 units, which must include:

12 units from completion of core courses from the following list:

POLS1XXX – Concepts and Ideas in International Relations (6 units)

POLS1XXX – Contemporary Issues in International Relations (6 units)

12 units from completion of two courses from the following list:

POLS2011 – Development and Change (6 units)

POLS2064 – Global Social Movements (6 units)

POLS2075 – Globalism and Politics of Identity (6 units)

POLS2085 – Gendered Politics of War (6 units)

POLS2094 – Issues in International Political Economy (6 units)

POLS2095 – Development in Latin America (6 units)

POLS2097 – Strategy I: Grand Strategy, Peace and Security through War, Power, Force and Fraud (6 units)

POLS2098 – Strategy II: Revolution, Terror, Resistance, Rebellion and Death (6 units)

POLS2099 – Cartographies of Security: Critical Security Studies and International Politics (6 units)

POLS2101 – Refugee Politics (6 units)

POLS2102 – The Political Philosophy of Deception (6 units)

POLS2109 – Politics of Empire (6 units)

POLS2113 – Human Rights in International Relations (6 units)

POLS2XXX – Money, Power, War (6 units)

POLSXXXX – Norms and Ideas in International Relations (6 units)

POLSXXXX – Security Communities (6 units)

POLSXXXX – The History of International Thought (6 units)

POLS3001 – Australian Foreign Policy: Australia's Foreign Wars (6 units)

POLS3017 – International Relations Theory (6 units)

International Relations Theory Minor

Description

This minor is available only to students undertaking the Bachelor of International Relations degree program.

What are the foundational ideas that drive the behaviour of people, nation-states, organisations and institutions in international relations? Why is it that some people believe that war is an eternal feature of international life while others believe that perpetual peace is possible and worth striving for? This specialised minor looks at the theories and ideas that are behind policy-makers decisions in global politics. It traces the history of these theories, the debates between competing theories, and the most recent challenges to many of the traditional ideas about how international politics should be conducted.

Learning outcomes

Students who complete this minor will have the skills and knowledge to:

- Demonstrate an appreciation of the role that theory plays in shaping policy and behaviour in the international system
- Understand the history, evolution and details of major theoretical traditions in international relations, as well as their critiques
- Be capable of debating the strengths and weaknesses of different theoretical streams in IR
- Understand how international relations scholars, analysts and policy makers acquire knowledge about themselves and the world

Minor requirements

This minor requires the completion of 24 units, which must include:

24 units from completion of core courses from the following list:

EURO2011 – Nationalism in Europe: History, Politics, Theory (6 units)

POLS2075 – Globalism and Politics of Identity (6 units)

POLS2099 – Cartographies of Security: Critical Security Studies and International Politics (6 units)

POLS2102 – The Political Philosophy of Deception (6 units)

POLS2109 – Politics of Empire (6 units)

POLSXXXX – Norms and Ideas in International Relations (6 units)

POLSXXXX – Security Communities (6 units)

POLSXXXX – The History of International Thought (6 units)

International Security Minor

Description

This minor is available only to students undertaking the Bachelor of International Relations degree program.

The search for security drives many of the actors in the international system. This specialised minor examines the breadth of the international politics of security by looking at how we determine and respond to threats, and how we pursue security in international relations today. It will engage with the traditional security agendas of the nation-state, and also examine how climate change, human development, transnational terrorism, the global economy, energy resources and other issues affect our capacity to be secure.

Learning outcomes

Students who complete this minor will have the skills and knowledge to:

- Identify and understand the different theories of international security
- Understand the historical development of dominant ideas of security and the challenges to them
- Have a thorough understanding of the major threats facing the international system and the different approaches to addressing them
- Demonstrate a capacity to identify, and critically reflect upon, contemporary policies of security

Minor requirements

This minor requires the completion of 24 units, which must include:

24 units from completion of core courses from the following list:

HIST2141 – The Cold War: 1945-1989 (6 units)

POLS2085 – Gendered Politics of War (6 units)

POLS2097 – Strategy I: Grand Strategy, Peace and Security through War, Power, Force and Fraud (6 units)

POLS2098 – Strategy II: Revolution, Terror, Resistance, Rebellion and Death (6 units)

POLS2099 – Cartographies of Security: Critical Security Studies and International Politics (6 units)

POLS2101 - Refugee Politics (6 units)

POLS2113 – Human Rights in International Relations (6 units)

POLSXXX – Theories of International Security and Conflict (6 units)

POLSXXX – Theories of Nuclear Proliferation, Non-Proliferation and Disarmament (6 units)

POLSXXX – International Security and Conflict (6 units)

POLSXXX – Security Communities (6 units)

Plus possible contributions from CAP, to be determined

Political Science major

Description

Political Science is the study of human relationships that involve power, rule, or authority. It is about how societies govern themselves and how societies ought to be governed. It is about the political behaviour of individuals and groups that occurs in all societies. It is about those who have political power in society and those who do not.

Political Science is a broadly-based discipline offering courses that span a number of sub-fields. The major in Political Science introduces students to core concepts and methods and exposes them to four key areas of the discipline:

- Political thought and political theory or ideas,
- Australian government and public policy
- Comparative politics and comparative public policy including the study of particular countries or regions, and
- International politics/international relations.

Students who wish to complete additional work in Politics beyond that required for the major may take a second major in International Relations, a minor in International Relations or Asia-Pacific Politics, or select individual POLS courses as electives within their degree.

Learning outcomes

Upon completion of the Political Science major, students will be able to:

- Demonstrate knowledge and understanding of the nature and significance of politics and governance.
- Demonstrate knowledge and understanding of differences in political systems and the contexts in which they operate.
- Apply concepts and theories used in the study of political science to the analysis of interests, ideas, institutions and behaviour and to the evaluation of political phenomena.
- Demonstrate knowledge of the different research methods used to investigate political phenomena and the ability to apply these methods.

Major requirements

This major requires the completion of 48 units, which must include:

18 units from the completion of the following compulsory courses:

POLS1002 – Introduction to Politics (6 units)

POLS2XXX – Ideas in Politics (6 units)

POLS3XXX – Contemporary Political Analysis (6 units)

6 units from the completion of one of the following 1000-level courses:

POLS1XXX – Concepts and Ideas in International Relations (6 units)

POLS1XXX – Contemporary Issues in International Relations (6 units)

A minimum of 24 units from completion of core courses from the following list, including:

A minimum of 6 units from completion of Australian Politics courses from the following list:

POLS2XXX – Australian Political Institutions (6 units)

POLS2XXX – Money, Power, War (6 units)

POLS2009 – Bureaucracy Politics and Power (6 units)

POLS2043 – Pressure Groups and Political Lobbying (6 units)

POLS2067 – Australian Political Parties (6 units)

POLS2081 – Religion and Politics in Australia (6 units)

POLS2083 – Contemporary Australian Political Issues (6 units)

POLS2103 – Australian Democracy: Comparative & Theoretical Approaches (6 units)

POLS2104 – Media Politics: Political leaders, media moguls, journalists and audiences. (6 units)

POLS2105 – Political Leadership and Executive Government (6 units)

POLS2111 – Elections, Political Behaviour and Public Opinion in Australia (6 units)

A maximum of 18 units from completion of Politics, Ideas and Institutions courses from the following list:

PHIL2065 – Politics and Rights (6 units)

PHIL2115 – Political Philosophy from Hobbes to Mill (6 units)

POLS2061 – Classical Marxism (6 units)

POLS2063 – Contemporary Political Theory (6 units)

POLS2064 – Global Social Movements (6 units)

POLS2076 – Frankfurt School and Habermas (6 units)

POLS2092 – Fascism and Antifascism (6 units)

POLS2096 – Genocide Studies (6 units)

POLS2100 – Genocide – Post 1945 (6 units)

POLS2102 – The Political Philosophy of Deception (6 units)

POLS3021 – Washington Internship (6 units)

SOCY2038 – Introduction to Quantitative Research Methods (6 units)

SOCY2043 – Qualitative Research Methods (6 units)

A maximum of 12 units from completion of courses from the following lists:

International Relations

EURO2011 –Nationalism in Europe: History, Politics, Theory (6 units)

PHIL2XXX – Global Justice

POLS2011 – Development and Change (6 units)

POLS2075 – Globalism and the Politics of Identity (6 units)

POLS2085 – Gendered Politics of War (6 units)

POLS2094 – Issues in International Political Economy (6 units)

POLS2097 – Strategy I: Grand Strategy - Peace and Security Through War, Power, Force and Fraud (6 units)

POLS2098 – Strategy II: Revolution, Terror, Resistance, Rebellion and Death (6 units)

POLS2099 – Cartographies of Security: Critical Security Studies and International Politics (6 units)

POLS2101 – Refugee Politics: Displacement and Exclusion in the Twentieth and Twenty-First Centuries (6 units)

POLS2109 – The Politics of Empire (6 units)

POLS2113 – Human Rights in International Relations

POLS3001 – Australian Foreign Policy: Australia's Foreign Wars (6 units)

POLS3017 – International Relations Theory (6 units)

Comparative Politics

EURO2003 – European Union: Policies, Institutions and Challenges (6 units)

MEAS2001 – New States of Eurasia: Emerging Issues in Politics and Security (6 units)

MEAS2105 – The Political Economy of the Middle East (6 units)

POLS2013A – Government and Politics in the USA (Part A) (6 units)

POLS2013B – Government and Politics in the USA (Part B) (6 units)

POLS2025 – Politics in Britain (6 units)

POLS2031 – Politics in the Middle East (6 units)

POLS2055 – Pacific Politics (6 units)

POLS2069 – Politics in Russia (6 units)

POLS2070 – Politics in Central Asia (6 units)

POLS2095 – Development in Latin America (6 units)

POLS2110 – An Introduction to Latin American Politics and Society (6 units)

SOCY2030 – Sociology of Third World Development (6 units)

Plus possible contributions from CAP, to be determined

Political Science Minor

Description

Political Science is the study of human relationships that involve power, rule, or authority. It is about how societies govern themselves and how societies ought to be governed. It is about the political behaviour of individuals and groups that occurs in all societies. It is about those who have political power in society and those who do not.

Political Science is a broadly-based discipline offering courses that span a number of sub-fields. The first-year courses provide an introduction to the study of politics and international relations including core concepts and methods of analysis while later-year courses allow students to take more specialized courses within (and across) four principal areas:

1. Political thought and political theory or ideas,
2. Australian government and public policy,
3. Comparative politics and comparative public policy including the study of particular countries or regions.

Learning outcomes

Upon completion of a Bachelor Degree with a minor in Political Science, graduates will be able to:

1. Demonstrate knowledge and understanding of the nature and significance of politics and governance.
2. Demonstrate knowledge and understanding of differences in political systems and the contexts in which they operate.

Minor requirements

This minor requires the completion of 24 units, which must include:

6 units from the completion of the following compulsory courses:

POLS1002 – Introduction to Politics (6 units)

6 units from the completion of one of the following 1000-level courses:

POLS1XXX – Concepts and Ideas in International Relations (6 units)

POLS1XXX – Contemporary Issues in International Relations (6 units)

12 units from completion of courses from the following list:

EURO2003 – European Union: Policies, Institutions and Challenges (6 units)

EURO2011 –Nationalism in Europe: History, Politics, Theory (6 units)

MEAS2001 – New States of Eurasia: Emerging Issues in Politics and Security (6 units)

MEAS2105 – The Political Economy of the Middle East (6 units)

PHIL2065 – Politics and Rights (6 units)

PHIL2113 – Global Justice (6 units)

PHIL2115 – Political Philosophy from Hobbes to Mill (6 units)

POLS2XXX – Ideas in Politics (6 units)

POLS2XXX – Australian Political Institutions (6 units)

POLS2XXX – Money, Power, War (6 units)

POLS2009 – Bureaucracy Politics and Power (6 units)

POLS2011 – Development and Change (6 units)

POLS2013A – Government and Politics in the USA (Part A) (6 units)

POLS2013B – Government and Politics in the USA (Part B) (6 units)

POLS2031 – Politics in the Middle East (6 units)

POLS2025 – Politics in Britain (6 units)

POLS2043 – Pressure Groups and Political Lobbying (6 units)

POLS2055 – Pacific Politics (6 units)

POLS2061 – Classical Marxism (6 units)

POLS2063 – Contemporary Political Theory (6 units)

POLS2064 – Global Social Movements (6 units)

POLS2067 – Australian Political Parties (6 units)

POLS2069 – Politics in Russia (6 units)

POLS2070 – Politics in Central Asia (6 units)

POLS2075 – Globalism and the Politics of Identity (6 units)

POLS2076 – Frankfurt School and Habermas (6 units)

POLS2081 – Religion and Politics in Australia (6 units)

POLS2083 – Contemporary Australian Political Issues (6 units)

POLS2085 – Gendered Politics of War (6 units)

POLS2092 – Fascism and Antifascism (6 units)

POLS2094 – Issues in International Political Economy (6 units)

POLS2095 – Development in Latin America (6 units)

POLS2096 – Genocide Studies (6 units)

POLS2097 – Strategy I: Grand Strategy - Peace and Security Through War, Power, Force and Fraud (6 units)

POLS2098 – Strategy II: Revolution, Terror, Resistance, Rebellion and Death (6 units)

POLS2099 – Cartographies of Security: Critical Security Studies and International Politics (6 units)

POLS2100 – Genocide – Post 1945 (6 units)

POLS2101 – Refugee Politics: Displacement and Exclusion in the Twentieth and Twenty-First Centuries (6 units)

POLS2102 – The Political Philosophy of Deception (6 units)

POLS2103 – Australian Democracy: Comparative & Theoretical Approaches (6 units)

POLS2104 – Media Politics: Political leaders, media moguls, journalists and audiences. (6 units)

POLS2105 – Political Leadership and Executive Government (6 units)

POLS2109 – The Politics of Empire (6 units)

POLS2110 – An Introduction to Latin American Politics and Society (6 units)

POLS2111 – Elections, Political Behaviour and Public Opinion in Australia (6 units)

POLS2113 – Human Rights in International Relations

POLS3001 – Australian Foreign Policy: Australia's Foreign Wars (6 units)

POLS3017 – International Relations Theory (6 units)

SOCY2038 – Introduction to Quantitative Research Methods (6 units)

SOCY2043 – Qualitative Research Methods (6 units)

SOCY2030 – Sociology of Third World Development (6 units)

Plus possible contributions from CAP, to be determined

Australian Politics Minor

Political Science is the study of human relationships that involve power, rule, or authority. It is about how societies govern themselves and how societies ought to be governed. It is about the political behaviour of individuals and groups that occurs in all societies. It is about those who have political power in society and those who do not. This specialized minor will consider these issues in the context of Australia and provide students with the opportunity to examine in more detail the nature of Australian Politics. Upon completion of a Bachelor Degree with a minor in Australian Politics, graduates will be able to:

Learning outcomes

Students who complete this minor will have the skills and knowledge to:

1. Demonstrate a thorough knowledge and understanding of political institutions and the workings of government in Australia.
2. Demonstrate knowledge and understanding of broader social and political forces influencing government in Australia.

Minor requirements

This minor requires the completion of 24 units from the following list:

POLS2XXX – Australian Political Institutions (6 units)

POLS2XXX – Money, Power, War (6 units)

POLS2009 – Bureaucracy Politics and Power (6 units)

POLS2043 – Pressure Groups and Political Lobbying (6 units)

POLS2067 – Australian Political Parties (6 units)

POLS2081 – Religion and Politics in Australia (6 units)

POLS2083 – Contemporary Australian Political Issues (6 units)

POLS2103 – Australian Democracy: Comparative & Theoretical Approaches (6 units)

POLS2104 – Media Politics: Political leaders, media moguls, journalists and audiences. (6 units)

POLS2105 – Political Leadership and Executive Government (6 units)

POLS2111 – Elections, Political Behaviour and Public Opinion in Australia (6 units)

POLS3001 – Australian Foreign Policy: Australia's Foreign Wars (6 units)

Comparative Politics Minor

Political Science is the study of human relationships that involve power, rule or authority. It is about how societies govern themselves and how societies ought to be governed. It is about the political behaviour of individuals and groups that occurs in all societies. This specialized minor in Comparative Politics studies and compares political norms, institutions, behaviour and the regulation of economic activity in a range of different countries and regions.

Learning outcomes

Students who complete this minor will have the skills and knowledge to:

1. Demonstrate broad knowledge of the nature of political norms, institutions, behaviour and economy.
2. Demonstrate knowledge of, and compare the politics or political economy of two or more countries or regions other than Australia.

Minor requirements

This minor requires the completion of 24 units from the following list:

- EURO2003 – European Union: Policies, Institutions and Challenges (6 units)
- MEAS2001 – New States of Eurasia: Emerging Issues in Politics and Security (6 units)
- MEAS2105 – The Political Economy of the Middle East (6 units)
- POLS2013A – Government and Politics in the USA (Part A) (6 units)
- POLS2013B – Government and Politics in the USA (Part B) (6 units)
- POLS2025 – Politics in Britain (6 units)
- POLS2031 – Politics in the Middle East (6 units)
- POLS2055 – Pacific Politics (6 units)
- POLS2069 – Politics in Russia (6 units)
- POLS2070 – Politics in Central Asia (6 units)
- POLS2095 – Development in Latin America (6 units)
- POLS2110 – An Introduction to Latin American Politics and Society (6 units)
- SOCY2030 – Sociology of Third World Development (6 units)

Plus possible contributions from CAP, to be determined

Political Theory Minor

Description

Political Science is the study of human relationships that involve power, rule or authority. It is about how societies govern themselves and how societies ought to be governed. It is about the political behaviour of individuals and groups that occurs in all societies. This specialized minor in Political Theory has two elements. The first concerns the normative basis of politics or how societies *ought* to be governed and includes consideration of political values, norms and ideologies. The second is concerned with different methodological approaches to the study of politics.

Learning outcomes

Upon completion of a Bachelor Degree with a minor in Comparative Politics, graduates will be able to:

1. Demonstrate broad knowledge of the nature of political norms, institutions, behaviour and economy.
2. Demonstrate knowledge of major political values, norms and ideologies.
3. Demonstrate detailed knowledge of particular political values, norms and ideologies and/or one or more methodological approaches to the study of politics.

Minor requirements

This minor requires the completion of 24 units which must include:

6 units from the completion of the following compulsory courses:

POLS2XXX – Ideas in Politics (6 units)

18 units from completion of courses from the following list:

PHIL2065 – Politics and Rights (6 units)

PHIL2115 – Political Philosophy from Hobbes to Mill (6 units)

POLS2061 – Classical Marxism (6 units)

POLS2063 – Contemporary Political Theory (6 units)

POLS2064 – Global Social Movements (6 units)

POLS2076 – Frankfurt School and Habermas (6 units)

POLS2092 – Fascism and Antifascism (6 units)

POLS2096 – Genocide Studies (6 units)

POLS2100 – Genocide – Post 1945 (6 units)

POLS2102 – The Political Philosophy of Deception (6 units)

POLSXXXX – Democracy and Democratic Transitions (6 units)

POLSXXXX – Game Theory (6 units)

SOCY2038 – Introduction to Quantitative Research Methods (6 units)

SOCY2043 – Qualitative Research Methods (6 units)

Ceramics Design Arts Major

The Ceramics Design Major equips students with skills required for a career as a designer maker.

The Major provides a strong focus on developing skills and knowledge relating to the materials and processes of the discipline, in relation to the historical and contemporary contexts of the area.

Design Arts students will be introduced to current manufacturing options and will learn how technology can assist in the conceptualisation, visualisation, making and promotion processes. Students will respond to design based projects, investigate a wide range of materials and have the opportunity to manufacture multiples and interact with industry.

The major is enriched by a program of visiting artists, allowing students to establish contact with leading professional designer/makers and visit design-related events.

This major is only available to students enrolled in the Bachelor of Design Arts and Bachelor of Visual Arts.

Learning outcomes

At the completion of this major, students should be able to:

1. demonstrate sound knowledge of the processes, terminology, forms and materials of ceramics practice.
2. develop and evaluate design concepts and processes by thinking creatively, critically and reflectively.
3. respond to the demands of a project, either independently or collaboratively, by applying skills and knowledge to the design, visualisation and making of creative works.
4. interpret, communicate and present ideas, problems and arguments in modes suited to a range of audiences.
5. recognise and reflect on social, ethical, cultural, technological, and environmental issues of creative practice and design considering local and international perspectives.
6. identify and apply occupational health and safety principles within a workshop environment.

Major requirements

This major requires the completion of 48 units, which must include:

48 units from the completion of the following compulsory courses:

ARTV1XXX – Ceramics1 (6 units)

ARTV1XXX – Ceramics 2 (6 units)

DESA2XXX – Ceramics 3: Design (12 units)

DESA2XXX – Ceramics 4: Design (12 units)

DESA3XXX – Ceramics 5: Design (12 units)

Furniture Design Arts Major

The Furniture Design Major equips students with skills required for a career as a designer maker.

The Major provides a strong focus on developing skills and knowledge relating to the materials and processes of the discipline, in relation to the historical and contemporary contexts of the area.

Design Arts students will be introduced to current manufacturing options and will learn how technology can assist in the conceptualisation, visualisation, making and promotion processes. Students will respond to design based projects, investigate a wide range of materials and have the opportunity to manufacture multiples and interact with industry.

The major is enriched by a program of visiting artists, allowing students to establish contact with leading professional designer/makers and visit design-related events.

This major is only available to students enrolled in the Bachelor of Design Arts and Bachelor of Visual Arts.

Learning outcomes

At the completion of this Major, students should be able to:

1. demonstrate sound knowledge of the technologies and techniques, processes, terminology, forms and materials of furniture making.
2. develop and evaluate design concepts and processes by thinking creatively, critically and reflectively.
3. respond to the demands of a project, either independently or collaboratively, by applying skills and knowledge to the design, visualisation and making of creative works.
4. interpret, communicate and present ideas, problems and arguments in modes suited to a range of audiences.
5. recognise and reflect on social, ethical, cultural, technological, and environmental issues of creative practice and design considering local and international perspectives.
6. identify and apply occupational health and safety principles within a workshop environment.

Major requirements

This major requires the completion of 48 units, which must include:

48 units from the completion of the following compulsory courses:

ARTV1XXX – Furniture 1 (6 units)

ARTV1XXX – Furniture 2 (6 units)

DESA2XXX – Furniture 3: Design (12 units)

DESA2XXX – Furniture 4: Design (12 units)

DESA3XXX – Furniture 5: Design (12 units)

Glass Design Arts Major

The Glass Design Major equips students with skills required for a career as a designer maker.

The Major provides a strong focus on developing skills and knowledge relating to the materials and processes of the discipline, in relation to the historical and contemporary contexts of the area.

Design Arts students will be introduced to current manufacturing options and will learn how technology can assist in the conceptualisation, visualisation, making and promotion processes. Students will respond to design based projects, investigate a wide range of materials and have the opportunity to manufacture multiples and interact with industry.

The major is enriched by a program of visiting artists, allowing students to establish contact with leading professional designer/makers and visit design-related events.

This major is only available to students enrolled in the Bachelor of Design Arts and Bachelor of Visual Arts.

Learning outcomes

At the completion of this Major, students should be able to:

1. demonstrate sound knowledge of the technologies and techniques, processes, terminology, forms and materials of glass practice.
2. develop and evaluate design concepts and processes by thinking creatively, critically and reflectively.
3. respond to the demands of a project, either independently or collaboratively, by applying skills and knowledge to the design, visualisation and making of creative works.
4. interpret, communicate and present ideas, problems and arguments in modes suited to a range of audiences.
5. recognise and reflect on social, ethical, cultural, technological, and environmental issues of creative practice and design considering local and international perspectives.
6. identify and apply occupational health and safety principles within a workshop environment.

Major requirements

This major requires the completion of 48 units, which must include:

48 units from the completion of the following compulsory courses:

ARTV1XXX – Glass 1 (6 units)

ARTV1XXX – Glass 2 (6 units)

DESA2XXX – Glass 3: Design (12 units)

DESA2XXX – Glass 4: Design (12 units)

DESA3XXX – Glass 5: Design (12 units)

Gold & Silversmithing Design Arts Major

The Gold & Silversmithing Design Major equips students with skills required for a career as a designer maker.

The Major provides a strong focus on developing skills and knowledge relating to the materials and processes of the discipline, in relation to the historical and contemporary contexts of the area.

Design Arts students will be introduced to current manufacturing options and will learn how technology can assist in the conceptualisation, visualisation, making and promotion processes. Students will respond to design based projects, investigate a wide range of materials and have the opportunity to manufacture multiples and interact with industry.

The major is enriched by a program of visiting artists, allowing students to establish contact with leading professional designer/makers and visit design-related events.

This major is only available to students enrolled in the Bachelor of Design Arts and Bachelor of Visual Arts.

Learning outcomes

At the completion of this Major, students should be able to:

1. demonstrate sound knowledge of the technologies and techniques, processes, terminology, forms and materials of gold & silversmithing practice.
2. develop and evaluate design concepts and processes by thinking creatively, critically and reflectively.
3. respond to the demands of a project, either independently or collaboratively, by applying skills and knowledge to the design, visualisation and making of creative works.
4. interpret, communicate and present ideas, problems and arguments in modes suited to a range of audiences.
5. recognise and reflect on social, ethical, cultural, technological, and environmental issues of creative practice and design considering local and international perspectives.
6. identify and apply occupational health and safety principles within a workshop environment.

Major requirements

This major requires the completion of 48 units, which must include:

48 units from the completion of the following compulsory courses:

ARTV1XXX – Gold & Silversmithing 1 (6 units)

ARTV1XXX – Gold & Silversmithing 2 (6 units)

DESA2XXX – Gold & Silversmithing 3:Design (12 units)

DESA2XXX – Gold & Silversmithing 4:Design (12 units)

DESA3XXX – Gold & Silversmithing 5:Design (12 units)

Sculpture Design Arts Major

The Sculpture Design Major equips students with skills required for a career as a designer maker.

The Major provides a strong focus on developing skills and knowledge relating to the materials and processes of the discipline, in relation to the historical and contemporary contexts of the area.

Design Arts students will be introduced to current manufacturing options and will learn how technology can assist in the conceptualisation, visualisation, making and promotion processes. Students will respond to design based projects, investigate a wide range of materials and have the opportunity to manufacture multiples and interact with industry.

The major is enriched by a program of visiting artists, allowing students to establish contact with leading professional designer/makers and visit design-related events.

This major is only available to students enrolled in the Bachelor of Design Arts and Bachelor of Visual Arts.

Learning outcomes

At the completion of this Major, you should be able to:

1. demonstrate sound knowledge of the technologies and techniques, processes, terminology, forms and materials of sculpture..
2. develop and evaluate design concepts and processes by thinking creatively, critically and reflectively.
3. respond to the demands of a project, either independently or collaboratively, by applying skills and knowledge to the design, visualisation and making of creative works.
4. interpret, communicate and present ideas, problems and arguments in modes suited to a range of audiences.
5. recognise and reflect on social, ethical, cultural, technological, and environmental issues of creative practice and design considering local and international perspectives.
6. identify and apply occupational health and safety principles within a workshop environment.

Major requirements

This major requires the completion of 48 units, which must include:

48 units from the completion of the following compulsory courses:

- ARTV1XXX – Sculpture 1 (6 units)
- ARTV1XXX – Sculpture 2 (6 units)
- DESA2XXX – Sculpture 3: Design (12 units)
- DESA2XXX – Sculpture 4: Design (12 units)
- DESA3XXX – Sculpture 5: Design (12 units)

Textiles Design Arts Major

The Textiles Design Major equips students with skills required for a career as a designer maker.

The Major provides a strong focus on developing skills and knowledge relating to the materials and processes of the discipline, in relation to the historical and contemporary contexts of the area.

Design Arts students will be introduced to current manufacturing options and will learn how technology can assist in the conceptualisation, visualisation, making and promotion processes. Students will respond to design based projects, investigate a wide range of materials and have the opportunity to manufacture multiples and interact with industry.

The major is enriched by a program of visiting artists, allowing students to establish contact with leading professional designer/makers and visit design-related events.

This major is only available to students enrolled in the Bachelor of Design Arts and Bachelor of Visual Arts.

Learning outcomes

At the completion of this Major, students should be able to:

1. demonstrate sound knowledge of the technologies and techniques, processes, terminology, forms and materials of textiles.
2. develop and evaluate design concepts and processes by thinking creatively, critically and reflectively.
3. respond to the demands of a project, either independently or collaboratively, by applying skills and knowledge to the design, visualisation and making of creative works.
4. interpret, communicate and present ideas, problems and arguments in modes suited to a range of audiences.
5. recognise and reflect on social, ethical, cultural, technological, and environmental issues of creative practice and design considering local and international perspectives.
6. identify and apply occupational health and safety principles within a workshop environment.

Major requirements

This major requires the completion of 48 units, which must include:

48 units from the completion of the following compulsory courses:

ARTV1XXX – Textiles 1 (6 units)

ARTV1XXX – Textiles 2 (6 units)

DESA2XXX – Textiles 3: Design (12 units)

DESA2XXX – Textiles 4: Design (12 units)

DESA3XXX – Textiles 5: Design (12 units)

Climate Science and Policy - minor

Academic contact: A/Professor Janette Lindesay

Description

Climate change is recognised as one of the critical challenges to the sustainability of human society and the environment, in Australia and globally. Expertise in the science and policy areas relevant to understanding climate change and its impacts, and to managing natural resources and both human and natural environments under global warming, is in demand in the private sector, at all levels of Australian government, and in research organisations. This minor combines a strong understanding of climate science with relevant knowledge in environmental policy, economics and governance, a combination that is essential to tackling the critical challenges in areas such as climate vulnerability and adaptation, water resource management and natural resource management under climate change.

Learning Goals

On completion of the minor in Climate Science and Policy students will have the knowledge and skills to:

- Evaluate current understandings of climate science and the science of climate change, and a range of response strategies to climate change, including international and Australian approaches to adaptation and mitigation.
- Integrate knowledge relevant to climate science and climate change science and policy across disciplines.
- Apply a range of written, oral and visual communication skills to effectively convey and discuss information about climate science and change science and policy in multidisciplinary contexts.
- Engage with the ongoing climate change policy debate, recognising the socio-political and cultural contexts of the debate.

Minor requirements

This minor requires the completion of 24 units, which must include:

6 to 12 units chosen from the following 3000 level courses including:

6 units from:

ENVS3020 Climate Change Science and Policy

OR 12 units from:

ENVS3013 Climatology

ENVS3033 International Environmental Policy

12 to 18 units chosen from:

EMSC2021 Fundamentals of Climate System Science

ENVS2004 Weather, Climate and Fire

ENVS3001 Climate Change Science and Policy Field School

ENVS3013 Climatology

ENVS3028 Environmental Policy

ENVS3033 International Environmental Policy

Environmental Policy minor

Academic contact: Dr Karen Hussey

Description

Policy expertise is scarce in the rapidly expanding areas of natural resource management, urban environmental management, and sustainable development. There are significant career opportunities in all three levels of Australian government, as well as in the expanding regional organisations, and in the private sector. In particular, graduates with substantial policy skills matched with a sound background in areas such as climate science, water science, landscape ecology and similar areas are highly sought after, in Australia and internationally. The minor in Environmental Policy offers foundational knowledge in public policy, placed firmly within the context of some of the big challenges in areas such as climate impacts and adaptation, landscape management and water resource management, including research-intensive courses and methods training. Details of environmental policy positions that many former ANU students are now working in are at

<http://fennerschoolpeople.anu.edu.au/richardbaker/resources/formemow.html>

Learning Goals

On completion of the minor in Environmental Policy students will have the knowledge and skills to:

- Describe and critically assess environmental policy and planning theory and practice at scales from the local to the global.
- Analyse specific environmental planning and policy issues in theoretical frameworks and over different time scales.
- Employ advanced research, writing and presentation skills, including the preparation of written material relevant to the public policy sphere (i.e. ministerial policy briefs and/or policy submissions).
- Describe and evaluate key environmental public policies related to: (inter alia) the Murray Darling Basin, climate change mitigation and adaptation, sustainability in business and industry, regional planning, land care, public participation, cultural heritage, and the role of Indigenous people in environmental policy and planning.
- Engage constructively and in an informed manner in environmental policy debates.

Minor requirements

This minor requires the completion of 24 units, which must include:

A total of 6 units from the following compulsory course:

ENVS3028 Environmental Policy

A total of 18 units to be chosen from the following courses including:

A maximum of 6 units from:

ENVS2007 Economics for the Environment

A minimum of 12 units chosen from the following 3000 level courses:

ENVS3020 Climate Change Science and Policy

ENVS3033 International Environmental Policy

LAWS3103 Law and the Environment

SOCY3xxx Policy and Program Evaluation

Environmental Studies major

Academic contact: Dr Robert Dyball

Description

The major in Environmental Studies equips students with a broad understanding of (i) the complex and often conflicting, interrelationships between human societies and their environment; and (ii) the solutions, or sets of solutions, that are available to address our most intractable environmental problems. Reflecting the complexity of human-environment relationships, the major in Environmental Studies offers a range of possible study areas, from natural ecological and earth system processes; through environmental management, resource use and policy, to cultural ecology and the history of environmental change, perception and philosophy.

The breadth of disciplinary coverage means that the courses relevant to this major are taught across several ANU Colleges, including Arts and Social Sciences, Business and Economics, Law, and Medicine, Biology and Environment. Different coherent approaches and areas of focus are achieved by grouping these courses to meet students' particular interests, ranging from a concentration on those natural resources that provide the essential economic foundations for society through to the study of more general aspects of the environment affecting quality of life. A common theme is the interactivity between humans and their environment at the individual and societal levels, as well as global, regional and local scale change processes. The major in Environmental Studies provides students with the multidisciplinary perspectives, skills and knowledge to engage meaningfully with the complex problems facing societies and the environment in the 21st century.

Learning Goals

Successful completion of this Environmental Studies major enables students to:

- Understand the connections between human culture, institutions and policies and environmental systems and change.
- Critically assess the relationships between human cultures and societies, the institutions, economic and political paradigms that characterise them, and the impacts on the natural environment.
- Apply multi- and interdisciplinary approaches to tackling complex problems in a variety of contexts (eg. climate change mitigation and adaptation, sustainability in business and industry, regional planning, land care, public participation, and cultural heritage).
- Gather and analyse relevant data for creating adaptive responses to environmental issues.
- Synthesise the principal approaches to environmental management and other relevant fields of study.

Major requirements

This major requires the completion of 48 units, which must include:

A total of 12 units from the following compulsory courses:

ENVS2011 Human Ecology

ENVS3021 Human Futures

A total of 36 units to be chosen from the following courses including:

A maximum of 12 units chosen from the following 1000 level courses:

BIOI1008 Human Biology

ENVS1001 Environment and Society: Geography of Sustainability

*ENVS1003 Environment and Society Research Methods

ENVS1004 Australia's Environment

ENVS1008 Sustainable Development

SCNC1001 Science under the Microscope

SOCY1002 Self and Society

SOCY1004 Introduction to Social Psychology

A minimum of 6 units chosen from:

ENVS2012 Sustainable Systems: Urban

ENVS2013 Society and Environmental Change

ENYS2022 Sustainable Systems: Rural

ENVS3028 Environmental Policy

ENVS3033 International Environmental Policy

A minimum of 18 units chosen from:

ENGI2057 Representations of Nature

ENVS2007 Economics for the Environment

*ENVS2009 Quantitative Environmental Research Methods

*ENVS2014 Qualitative Research Methods for Sustainability

ENVS2017 Vietnam Field School

ENVS3001 Climate Change Science and Policy Field School

ENVS3004 land and Catchment Management

ENVS3005 Water Resource Management

ENVS3007 Participatory Resource Management: Addressing Environmental Conflict

ENVS3020 Climate Change Science and Policy

*ENVS3040 Solving Complex Environmental Problems

HIST2225 Environmental History: Australia and the World

LAWS3103 law and the Environment

MGMT3xxx Business and the Natural Environment

PHI2114 Sustainability, System and Agency

POIS2011 Development and Change

SOCY2022 Environmental Sociology

SOCY2xxx Environment and Development

SOCY2xxx Sociology of Food and Agriculture

VCUG3001 Unravelling Complexity

*Students pursuing this major must take at least 6 units from one of the starred research methods courses.

Geography major

Academic contact: Dr Bruce Doran

Description

Geography is a dynamic discipline that is increasingly recognised as an integral part of developing holistic approaches to contemporary problems in society and environment. The advent of products such as Google Earth and the rapid uptake of spatial technology in many facets of day-to-day life has also put geography on the public agenda. In essence, geographers study Earth's diversity, its resources, and humankind's survival on the planet. This involves analysing the associations of things and events that give special character to particular places; the interconnections between different areas; and the working of complex systems through time. Geography is the only academic discipline in which an integrative perspective focusing on spatial relationships and processes is a fundamental concern. Geography takes an integrative approach to environmental problems and their solutions, including the study of economic, cultural and social goals and processes that determine strategies for resource use and ecosystem management.

Students undertaking the major in geography are provided with a rich learning environment characterised by an exciting mix of theoretical and practical training in an applied setting. The course options in the major expose students to a diverse range of skills that are much in demand, including experiential and field-based learning, GIS and spatial technology, the principles of modelling, integrated research training, and small-group learning that draws upon the diversity of student and staff professional and cultural backgrounds. The major in geography will equip students with a thorough yet broad-based grounding in the discipline, the background to pursuing a professional career related to geography.

Learning Goals

On completing the major in Geography, students will have the knowledge and skills to:

- Evaluate current geographic approaches to investigating a range of environment and sustainability issues and management strategies in international and Australian contexts;
- Integrate knowledge relevant to geographical science and policy across disciplines;
- Apply a range of written, oral and visual communication skills to effectively convey and discuss information about geographical science and policy in multidisciplinary contexts, and;
- Engage with current environment and sustainability policy debates, recognising the socio-political and cultural contexts in which they occur.

Major requirements

This major requires the completion of 48 units, which must include:

A total of 6 units from the following compulsory course:

ENVS1001 Environment and Society: Geography of Sustainability

A total of 42 units to be chosen from the following courses including:

A maximum of 6 units chosen from the following 1000 level courses:

ENVS1004 Australia's Environment

ENVS1008 Sustainable Development

EMSC1006 The Blue Planet: an Introduction to Earth System Science

A maximum of 12 units chosen from the following 2000 level courses:

ENVS2004 Weather, Climate and Fire

ENVS2007 Economics for the Environment

ENVS2010 Australia's Forests.

ENVS2011 Human Ecology

ENVS2012 Sustainable Systems: Urban

ENVS2013 Society and Environmental Change

ENVS2017 Vietnam Field School

ENVS2020 Hydrology and Landforms for Natural Resource Management

ENVS2021 Vegetation and Soils: Landscape Co-evolution and Ecology

ENVS2022 Sustainable Systems: Rural

PASI2001 Learning Oceania: an Introduction to Pacific Studies

PASI2003 Environment, Conflict and Development in the Western Pacific

POPS2001 Population and Society

POPS2002 Population Analysis

A minimum of 18 units chosen from the following 3000 level courses:

ENVS3001 Climate Change Science and Policy Field School

ENVS3002 Sustainable Agricultural Practices

ENVS3004 Land and Catchment Management

.ENVS3005 Water Resource Management

ENVS3007 Participatory Resource Management

ENVS3008 Fire in the Environment

ENVS3010 Independent Research Project

ENVS3013 Climatology

ENVS3016 Special Topic

ENVS3020 Climate Change Science and Policy

ENVS3021 Human Futures

ENVS3026 Geomorphology: Landscape Evolution and Changing Climate

ENVS3028 Environmental Policy

ENVS3029 Palaeo-Environmental Reconstruction

ENVS3033 International Environmental Policy

A minimum of 6 units chosen from the research methods courses:

ENVS1003 Environment and Society Research Methods

ENVS2009. Quantitative Environmental Research Methods

ENVS2014 Qualitative Research Methods for. Sustainability

ENVS2015 GIS and Spatial Analysis

ENVS3040 Solving Complex Environmental Problems

Geography minor

Academic contact: Dr Bruce Doran

Description

Geography is a dynamic discipline that is increasingly being recognised as an integral part of developing holistic approaches to contemporary society and environment problems. The advent of products such as Google Earth and the rapid uptake of spatial technology in many facets of day-to-day life have also put geography on the public agenda. In essence, geographers study Earth's diversity, its resources, and humankind's survival on the planet. This involves analysing the associations of things and events that give special character to particular places; the interconnections between different areas; and the working of complex systems through time. Geography is the only academic discipline in which an integrative perspective focusing on spatial relationships and processes is a fundamental concern. Geography takes an integrative approach to environmental problems and their solution, including the study of economic, cultural and social goals and processes that determine strategies of resource use and ecosystem management.

Students undertaking the minor in Geography have the opportunity to explore some of the theoretical and practical perspectives geography offers. The minor in Geography will equip students with a good grounding in aspects of the discipline and will complement a wide range of majors offered across different colleges at the ANU. The minor also allows students taking the major in Geography to tailor a program that will further develop their particular interests in the discipline.

Learning Goals

The Geography minor provides the opportunity to develop the experience and skills to:

- Evaluate current geographic approaches to investigating a range of environment and sustainability issues and management strategies in international and Australian contexts;
- Integrate knowledge relevant to geographical science and policy across disciplines;
- Apply a range of written, oral and visual communication skills to effectively convey and discuss information about geographical science and policy in multidisciplinary contexts;
- Engage with current environment and sustainability policy debates, recognising the sociopolitical and cultural contexts in which they occur, and;
- Develop a specialisation within the discipline of Geography

Requirements

This minor requires the completion of 24 units, which must include:

A maximum of 6 units chosen from the following 2000 level courses:

ENVS2004 Weather, Climate and Fire

ENVS2007 Economics for the Environment

ENVS2009 'Quantitative Environmental Research Methods

ENVS2010 Australia's Forests

ENVS2011 Human Ecology

ENVS2012 Sustainable Systems: Urban

ENVS2013 Society and Environmental Change

ENVS2014 Qualitative Research Methods for Sustainability

ENVS2015 GIS and Spatial Analysis

ENVS2017 Vietnam Field School

ENVS2020 Hydrology and Landforms for Natural Resource Management

ENVS2021 Vegetation and Soils: Landscape Co-evolution and Ecology

ENVS2022 Sustainable Systems: Rural

PASI2003 Environment, Conflict and Development in the Western Pacific

POPS2001. Population and Development

POPS2002 Population Analysis

A minimum of 12 units chosen from the following 3000 level courses:

ENVS3001 Climate Change Science and Policy Field School

ENVS3002 Sustainable Agricultural Systems

ENVS3004 Land and Catchment Management

ENVS3005 Water Resource Management

ENVS3007 Participatory Resource Management

ENVS3008 Fire in the Environment

ENVS3013 Climatology

ENVS3020 Climate Change Science and Policy

ENVS3021 Human Futures

ENVS3026 Geomorphology: Landscape Evolution and Changing Climate

ENVS3028 Environmental Policy

ENVS3029 Palaeo-Environmental Reconstruction

ENVS3033 International Environmental Policy

ENVS3040 Solving Complex Environmental Problems

6 units chosen from the following list:

EMSC1006 The Blue Planet: an Introduction to Earth System Science

ENVS1001 Environment and Society: Geography of Sustainability

ENVS1003 Environment and SOCIety Research Methods

ENVS1004 Australia's Environment

ENVS1008 Sustainable Development

PASI2001 Learning Oceania

A minimum of 6 units from the lists above must come from one of the following research methods courses:

ENVS1003 Environment and Society Research Methods

ENVS2009 Quantitative Environmental Research Methods

ENVS2014 Qualitative Research Methods for Sustainability

ENVS2015 GIS and Spatial Analysis.

ENVS3040 Solving Complex Environmental Problems

Human Ecology minor

Academic contact: Dr Rob Dyball .

Description

The health and wellbeing of humans depends upon the capacity of the biosphere to provide the ecosystem services that sustain them. It is now clear that humans are currently using these services at rates which cannot be sustained. The challenge is for societies to change so as to put themselves on pathways towards sustainable futures. However, initiatives designed to do this must take into account the social and cultural dimensions of such change. The challenge is to couple knowledge about biospheric processes and limits with consideration of human values, judgments and motivation, health, wellbeing and dignity, and ethical dimensions of justice and fairness. To do this coherently, Human Ecology develops integrative transdisciplinary frameworks that can combine insights from a range of disciplines concerned with the human condition with knowledge of ecosystem and Earth processes. The resulting understanding helps formulate pathways towards more humane and sustainable futures.

Learning Goals

On completing the minor in Human Ecology students will have the knowledge and skills to:

- Understand the complex, multi-scaled interactions that characterise human-ecological situations and their associated problems.
- Apply advanced systems thinking to understand human-ecological problems in terms of more basic, simple and easily grasped concepts and processes.
- Apply critical methodological approaches to evaluate current human-ecological interactions and to critically evaluate proposed alternatives.
- Apply a range of written, oral and visual communication skills to effectively convey and discuss information about human-ecological change processes, and
- Demonstrate the ability to engage with community, government or private institutions and companies dealing with managing and improving human-ecological interactions across a range of scales.

Minor requirements

This minor requires the completion of 24 units, which must include:

A total of 6 units from the following compulsory course:

ENVS2011 Human Ecology

A total of 18 units from the following courses including:

6 to 12 units chosen from the following 3000 level courses:

ENVS3021 Human Futures

ENVS3040 Solving Complex Environmental Problems

A minimum of 6 units chosen from the following list:

ENVS2012 Sustainable Systems: Urban (2012)

ENVS2013 Society and Environmental Change

ENVS2014 Qualitative Research~ Methods for Sustainability

ENVS2022 Sustainable Systems: Rural (2013)

ENVS3007 Participatory Resource Management: Addressing Environmental Conflict

ENVS3028 Environmental Policy

PHIL21,14 Sustainability, System and Agency

A maximum of 6 units chosen from the following list:

ENVS1001 Environment and Society: Geography of Sustainability

ENVS1008 Sustainable Development

ENVS2007 Economics for the Environment

ENVS2017 Vietnam Field School

ENVS3001 Climate Change Science and Policy Field School

ENVS3020 Climate Change Science and Policy

ENVS3033 International Environmental Policy

SOCYxxxx Sociology of Food and Agriculture

SOCYxxxx Environmental Sociology

Integrative Methods in Environment and Society minor

Academic contacts: Dr Lorrae van Kerkhoff

Description

High quality, integrative research plays a critical role in identifying pathways towards sustainability. The Integrative Methods in Environment and Society minor focuses on fundamental research understandings and skills necessary to develop research projects that effectively address complex problems of environment and sustainable development. It focuses on a core set of research skills and design-based courses, with key choices in areas of quantitative, qualitative and spatial approaches. This is a 'hands-on' minor, with opportunities to conduct small-scale research built into its components. It is intended to complement more topic- or discipline-related majors and minors (e.g. Human Ecology, Climate Science & Policy) by strengthening broad-based research skills and embedding them in a broad understanding of the role of research in addressing complex sustainability issues.

Students considering Honours should take the Integrative Methods in Environment and Society minor if they have not chosen the Sustainability Science Major (see the Honours section of the ENVS entry in the Undergraduate Handbook). The Integrative Methods in Environment and Society minor is recommended for students considering a future career in sustainability-related research, who have not met the first year requirements for the Sustainability Science Major.

Learning Goals

On completion of the Integrative Methods in Environment and Society minor students will have the knowledge and skills to:

Build an understanding of the role of research in sustainability, both within and beyond academic domains.

Learn and apply the fundamental skills and processes of research design, as they apply to sustainability-related challenges.

Learn and apply a range of research methods from different disciplines.

Integrate different forms of disciplinary research into more complex, problem-oriented approaches.

Apply a range of written, oral and visual communication skills to communicate research outcomes effectively.

Requirements

This minor requires the completion of 24 units, which must include:

A total of 6 units from the following compulsory course:

ENVS3040 Solving Complex Environmental Problems

A total of 18 units to be chosen from the following courses including:

A maximum of 12 units chosen from the following 2000 level courses:

ENVS2009 Quantitative Environmental Research Methods

ENVS2014 Qualitative Research Methods

ENVS2015 GIS and Spatial Analysis

ENVS2017 Vietnam Field School (6 units only)

6 to 18 units chosen from the following 3000 level courses:

ENVS3010 Independent Research Project (recommended)

ENVS3016 Special Topic

ENVS3021 Human Futures

SCOM3001 Science, Risk and Ethics

Mathematics major

Academic contact: Dr Stephen Roberts

Description

Mathematics is the study of universal patterns and structures; it is the quantitative language of the world; it underpins information technology, computer science, engineering, and the physical sciences; and it plays an increasingly important role in the biological and medical sciences, economics, finance, environmental science, sociology and psychology.

The mathematics major is designed to provide a foundation in Calculus, Linear Algebra and basic modelling techniques using differential equations. In parallel, critical thinking will be developed through the analysis of quantitative problems. With this background students will be ready to pursue their interests in a broad range of mathematical areas, by choosing appropriate later year courses in pure or applied mathematics areas, or a combination of these. These later year courses reinforce and extend the students' quantitative skills as well as providing a greater awareness of the many branches of mathematics and of the interconnections among them.

Students with a good background in mathematics have many more options in terms of career possibilities, and are highly sought after for postgraduate study in almost every quantitative field. As commented by Ross Gittins, economics editor, Sydney Morning Herald, "Employers set a lot of store by mathematical ability and are more likely to hire someone with a good background in mathematics".

Learning Goals

Students who have completed the Mathematics major will be able to:

- Demonstrate mastery of the ideas, concepts and techniques of Calculus, Linear Algebra and Differential Equations.
- Identify the mathematics required to solve applied problems.
- Read, understand and write mathematical proofs.
- Solve non-routine mathematical problems by translating ideas into a precise mathematical formulation.
- Think clearly, sequentially and logically, as demonstrated by the critical analysis of quantitative problems.
- Appreciate that mathematics is embedded in everyday life through its influence in fields, such as the physical, biological, medical, social and economical sciences.
- Demonstrate awareness of the many branches of mathematics and of the interconnections among them.
- Demonstrate a deeper understanding of a branch of advanced mathematics.
- Draw on discipline based experiences of working collaboratively, communicating mathematical knowledge and acting professionally and responsibly in further study, or professional pursuits.
- Recognise the importance of continuing professional development and be able to extend knowledge of mathematics through independent reading and learning.

Requirements

This major requires the completion of 48 units, which must include:

12 units chosen from the following 1000 level courses including:

6 units chosen from:

MATH1013 Mathematics and Applications 1

MATH1115 Mathematics and Applications 1 Honours

AND 6 units chosen from:

MATH1014 Mathematics and Applications 2

MATH1116 Mathematics and Applications 2 Honours

6-18 units chosen from the following 2000 level courses including:

6 units chosen from:

MATH2305 Differential Equations and Applications

MATH2405 Mathematical Methods 1 Honours: Ordinary Differential Equations & Advanced Vector Calculus.

A maximum of 12 units chosen from any MATH coded 2000 level courses, excluding MATH2305 and MATH2405

A minimum of 18 units chosen from any MATH coded 3000 level courses which can also include a maximum of 6 units chosen from:

ASTR3002 Black Holes and Cosmology

PHYS3001 Theoretical Physics

PHYS3002 Advanced Theoretical Physics

Mathematics minor

Academic contact: Dr Stephen Roberts

Description

Mathematics is the study of universal patterns and structures; it is the quantitative language of the world; it underpins information technology, computer science, engineering, and the physical sciences; and it plays an increasingly important role in the biological and medical sciences, economics, finance, environmental science, sociology and psychology.

The mathematics minor is designed to provide a foundation in Calculus, Linear Algebra and basic modelling techniques using differential equations. In parallel, critical thinking is developed through the analysis of quantitative problems. For a deeper and more broad study of mathematics, students can take later year courses to complete the major in Mathematics.

Students with a good background in mathematics have many more options in terms of career possibilities, and are highly sought after for postgraduate study in almost every quantitative field. As commented by Ross Gittins, economics editor, Sydney Morning Herald, "Employers set a lot of store by mathematical ability and are more likely to hire someone with a good background in mathematics".

Learning Goals

Students who have completed the Mathematics minor will be able to:

- Demonstrate an understanding of the ideas, concepts and techniques of Calculus, Linear Algebra and Differential Equations.
- Identify the mathematics required to solve some applied problems.
- Read and write simple mathematical proofs.
- Solve non-routine mathematical problems by translating ideas into a precise mathematical formulation.
- Develop clear and logical thinking, as demonstrated by the critical analysis of quantitative problems.
- Appreciate that mathematics is embedded in everyday life through its influence in fields, such as the physical, biological, medical, social and economical sciences.
- Draw on discipline based experiences of working collaboratively, communicating mathematical knowledge and acting professionally and responsibly in further study, or professional pursuits.
- Recognise the importance of continuing professional development and be able to extend knowledge of mathematics through independent reading and learning.

Minor requirements

This minor requires the completion of 24 units, which must include:

A total of 12 units to be chosen from the following 1000 level courses including:

6 units chosen from:

MATH1013 Mathematics and Applications 1

MATH1115 Mathematics and Applications 1 Honours

6 units chosen from:

MATH1014 Mathematics and Applications 2

MATH 1116 Mathematics and Applications 2 Honours

A total of 6 units chosen from:

MATH2305 Differential Equations and Applications

MATH2405 Mathematical Methods 1 Honours: Ordinary Differential Equations & Advanced Vector Calculus.

A total of 6 units chosen from:

MATH2306 Partial Differential Equations and Applications

MATH3501 Scientific and Industrial Modelling

MATH3511 Scientific Computing

or any other 6 unit MATH coded course.

Psychology major

Academic Contacts: Dr Kristen Pam mer and Professor Don Byrne

Description

Psychology is the scientific study of how people behave, think and feel. It is a broad ranging discipline that spans topics including perceiving and thinking, the biological basis of behaviour, research methodology, child development, perception and cognition, social psychology and personality. Students taking the psychology major will gain an understanding of how to apply the scientific perspective to psychological phenomena in the laboratory and in the real world. Within the major there is flexibility to select courses to meet individual career objectives. The intention of the Psychology major is to ensure the acquisition of contemporary knowledge in psychological theory and evidence across core themes in psychological science.

Learning Goals

Students who have completed the Psychology major will be able to:

- Explain major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Differentiate theoretical and empirical frameworks that have defined and shaped the field.
- Define key concepts that characterise psychology as a field of scientific inquiry as well as things that differentiate it from other related disciplines. ,
- Relate how social (eg environmental/cultural), and biological (genes, hormones) factors jointly shape human behaviour.
- Apply basic research methods in psychology to investigate psychological questions and to research design, data analysis, and interpretation.
- Use critical inquiry, and, when possible, the scientific approach to solve problems related to behaviour and mental processes.
- Identify relevant psychological mechanisms/issues and apply to real world or other contexts.
- Apply psychological principles to personal, social, and organisational issues.
- Critically analyse data and research, including methodology, results and conclusions.
- Articulate some of the central questions and issues in contemporary psychology.
- Critically evaluate the presentation of scientific ideas and research in the popular media.
- Identify and critically evaluate appropriate disciplinary research sources
- Evaluate information from a statistical perspective drawing on basic statistical concepts.
- Develop competence in interpreting graphical data to understand what is being compared/manipulated (independent variables) and what is being measured (dependent variables).
- Clearly communicate psychological processes and principles to both science literate and non science literate audiences.
- Adapt the collaborative and independent experiences of psychology laboratory, project and course work to other contexts.
- Identify and reflect on the values that underpin the discipline of psychology and its practice.

Requirements

This major requires the completion of 48 units, which must include:

A total of 18 units from the following compulsory courses:

PSYC1003 Psychology 1: Understanding Mind, Brain and Behaviour

PSYC1004 Psychology 2: Understanding People in Context

PSYC2009 Quantitative Methods in Psychology

A total of 36 units to be chosen from the following other required courses including:

12 units chosen from the following 2000 level courses:

PSYC2001 Social Psychology

PSYC2002 Developmental Psychology

PSYC2007 Biological Basis of Behaviour

PSYC2008 Visual Perception and Cognition

18 units chosen from the following 3000 level courses:

PSYC3002 The Social Psychology of Groups Processes and Social Change

PSYC3011 Perception

PSYC3015 Issues in Cognitive Psychology

PSYC3016 Issues in Behavioural Neuroscience

PSYC3018 Advanced Research Methods

PSYC3020 Health Psychology

PSYC3023 Special Topics in Psychology

PSYC3025 Abnormal Psychology across the Life Span

PSYC3026 Personality and the Assessment of Individual Differences

PSYC3027 Late-life Development and Ageing

Social Psychology minor

Academic Contacts: Dr Kristen Pammer and Professor Don Byrne

Description

This minor considers the psychological processes involved in relations between groups covering the basic topics in social psychology such as social influences on attitudes and behaviour, attitude change, social cognition, cooperation and conflict. A focus will also include the contribution that psychology can make to the study of crime. Topics covered include analysis of the social psychology of groups, social identity, stereotyping, cooperation, leadership, power, social influence, collective action, negotiation and communication. Laboratory classes are interactive and include practical and theoretical considerations of issues in social psychology and society.

Learning Goals

Students who have completed the Social Psychology minor will be able to:

- Explain major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Differentiate theoretical and empirical frameworks that have defined and shaped the field.
- Define key concepts that characterise psychology as a field of scientific inquiry as well as things that differentiate it from other related disciplines.
- Relate how social (eg environmental/cultural), and biological (genes, hormones) factors jointly shape human behaviour.
- Apply basic research methods in psychology to investigate psychological questions and to research design, data analysis, and interpretation.
- Use critical inquiry, and, when possible, the scientific approach to solve problems related to behaviour and mental processes.
- Identify relevant psychological mechanisms/issues and apply to real world or other contexts.
- Apply psychological principles to personal, social, and organisational issues.
- Critically analyse data and research, including methodology, results and conclusions.
- Articulate some of the central questions and issues in contemporary psychology.
- Critically evaluate the presentation of scientific ideas and research in the popular media.
- Identify and critically evaluate appropriate disciplinary research sources
- Evaluate information from a statistical perspective drawing on basic statistical concepts.
- Develop competence in interpreting graphical data to understand what is being compared/manipulated (independent variables) and what is being measured (dependent variables).
- Clearly communicate psychological processes and principles to both science literate and non science literate audiences.
- Adapt the collaborative and independent experiences of psychology laboratory, project and course work to other contexts.
- Identify and reflect on the values that underpin the discipline of psychology and its practice.

Minor requirements

This minor requires the completion of 24 units from the following compulsory courses:

PSYC1004 Psychology 2, Understanding people in context

PSYC2001 Social Psychology

PSYC2011 Perspectives on crime from psychology and criminology

PSYC3002 The social psychology of group processes and social change

Sustainable Development minor

Academic contacts: Dr Karen Hussey and Professor Stephen Dovers

Description

Sustainable development - development that meets human needs while conserving Earth's life support systems - has emerged as one of the grand challenges facing society in the 21st century.

With global population expected to reach nine billion by 2050 our capacity to develop sustainably is even more urgent, though progress to date has been patchy. The minor in Sustainable Development is concerned with understanding what it means to develop sustainably, and what factors shape our prospects and policies for a transition towards sustainability. Students gain an appreciation for how international trends, whether they are economic, social or political, create both opportunities and limitations for sustainable development. Similarly, at the local or national level the focus is on how initiatives in the public and private sectors encourage or inhibit a shift to sustainable development.

Learning Goals

On completion of the minor in Sustainable Development students will have the knowledge and skills to:

Understand the background to sustainable development and global environmental issues, and appreciate the links and interdependencies between sustainability and human activity, poverty reduction, economics, consumption, production and governance.

Evaluate alternative approaches to sustainable development, from initiatives at the international level to local, grass-roots level activities.

Understand and critically assess the driving forces for sustainable development in Australia and internationally.

Gather and analyse relevant information and data related to sustainable development, and, particularly, to integrate knowledge from policy-related social science disciplines with relevant natural science knowledge.

Apply a range of written, oral and visual communication skills to effectively convey and discuss information about sustainable development.

Requirements

This minor requires the completion of 24 units, which must include:

A total of 6 units from the following compulsory course:

ENVS1008 Sustainable Development

A total of 18 units to be chosen from the following courses:

A maximum of 12 units chosen from the following 2000 level courses:

ENVS2011 Human Ecology

ENVS2013 Society and Environmental Change

ENVS2017 Vietnam Field School

MGMT2001 Corporate Sustainability

POLS2011 .Development and Change

A minimum of 6 units chosen from the following 3000 level courses:

ENVS3020 Climate Change Science and Policy

ENVS3028 Environmental Policy

ENVS3033 International Environmental Policy