

DISCLAIMER: Naive assessment undertaken by Chris.Browne@anu.edu.au based on information available on P&C. Errors, oversights, misunderstandings are likely my own.

## ECHI3009 World Economy Since 1800

<https://programsandcourses.anu.edu.au/course/ECHI3009>

Prerequisite structure Open to students with particular courses

Prerequisite units Normally completed at least 72 units

**TD Skills: Do students develop transdisciplinary problem-solving skills through this course?**

### **Likely**

*Students engage with and are supported to develop appropriate transdisciplinary problem-solving skills*

*For example*

Description: This course analyzes historical major economic, political, and social changes in the world economy. LO: [Integrative] work in teams to analyse and present key findings of academic research and their strengths, limitations and context in the wider fields of relevant inquiry LO: [Context] these include factors contributing to increases in economic performance, changes in the form of government, technological change (including industrialization), and episodes of integration and disintegration of the global economy.

**TD Skills: Do students meaningfully collaborate across disciplinary/area difference through this course?**

### **Somewhat Likely**

*Students engaging with material that facilitates collaboration with other disciplinary backgrounds*

*For example*

Assessment: Group project (40%) LO: work in teams to analyse and present key findings of academic research and their strengths, limitations and context in the wider fields of relevant inquiry

**TD Context: How is the transdisciplinary problem-solving experience situated with respect to broader contexts?**

### **Somewhat Likely**

*Students explore big-picture problems, ideas and broader contexts in relation to a discipline/area*

*For example*

Description: Emphasis is on institutional changes in how societies organize economic and political activities and variation in development among geographic regions.