







# Naive Assessments of Courses for TD-GA

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Chris.Browne@anu.edu.au

This report contains a 'naive' assessment of courses. Naive assessments take the Course Outlines and are assessed against the proposed levels of Transdisciplinary Problem-Solving for each element below.

| TD Elements   | Description   | Highly Likely  | Likely   | Somewhat Likely (Baseline)  | Not Likely   |
|---|---|--|--|---|--|
| These elements are required<br><br> <b>Interactive</b>     | Do students meaningfully engage in collaboration across disciplinary/area difference?   |  |  |   |  |
|   | <b>Collaborates across difference.</b><br>Engages with <b>multiple disciplines, stakeholders,</b> and others with relevant <b>knowledge, perspectives and skills.</b><br>Employs effective <b>communication</b> throughout.<br><br><i>Highly suited to:</i><br>group work, real-world projects, peer-learning, transferable skills, and other collaborative practices | Students and experts from diverse disciplines intentionally collaborate across disciplinary difference towards a shared understanding of a given problem and exploration of points of difference.  | <i>Met through either:</i><br>Students from diverse disciplinary perspectives intentionally collaborate with peers across disciplinary difference towards a shared understanding of a given problem and points of difference<br><br>Students intentionally collaborate with experts from diverse disciplinary difference towards a shared understanding of a given problem and exploration of points of difference | <i>Met through either:</i><br>Students from broad disciplinary background participating in collaboration with peers or experts<br><br>Students from a common disciplinary background collaborate with experts from broad disciplinary backgrounds<br><br>Students engaging with material that facilitates collaboration with other disciplinary backgrounds |  |
|   | Do students develop transdisciplinary problem-solving skills in broader contexts?   |  |  |   |  |
|  <b>Context-based</b>                                      | <b>Sees the bigger picture.</b><br>Takes into account <b>historical, political, cultural, environmental</b> and other <b>big-picture</b> circumstances<br><br><i>Highly suited to:</i><br>breadth courses, and activities positioned in real-world contexts   | Students engage with 'wicked', messy, disputed problems, with multiple stakeholders and multiple perspectives, and consider the social, technical, political, historical, cultural and other big-picture circumstances. Respects and is sensitive to different knowledge systems and cultural perspectives.                            | Students navigate big-picture problems or ideas from multiple perspectives relevant to broad and interconnected disciplines. Respects and is sensitive to different knowledge systems and cultural perspectives  | Students explore big-picture problems, ideas and broader contexts in relation to a discipline/area. Respects and is sensitive to different knowledge systems and cultural perspectives  |  |
| These elements build over time<br><br> <b>Integrative</b> | Do students develop transdisciplinary problem-solving skills through this course?   |  |  |   |  |
|   | <b>Connects and brings together ideas.</b><br>Draws <b>connections</b> between different ways of knowing. Develops a <b>shared way of defining and acting</b> on the problem.<br><br><i>Highly suited to:</i><br>breadth courses, sense-making, and evidence-informed scenarios   | Students draw connections and between different ways of understanding problems, and synthesises various forms of evidence to define and act on problems and prepare for unexpected results   | Students are exposed to multiple disciplinary perspectives and compare and contrast different information and approaches to understand and act on problems   | Students are exposed to fields at the intersection of relevant paradigms and employ a shared approach to respond to problems  | No or serendipitous engagement with the skills required to engage effectively in transdisciplinary problem-solving |
|   |  <b>Pluralistic</b>  | Recognises and works with <b>multiple ways of seeing the world</b> and dealing with problems and knowledge<br><br><i>Highly suited to:</i><br>co-badged courses, case-studies, survey seminars   | Students can empathise between different ways of knowing and understanding the world, and can draw on this understanding to navigate complex problems  | Students engage effectively in comparing, contrasting and accepting different perspectives on a common problem  |  |
|   |  <b>Change-oriented</b>  | <b>Enables and proposes change.</b><br>Involves effective <b>decision-making</b> that encompasses a <b>shared vision, research evidence</b> and attendance to <b>unknowns.</b><br>Accommodates the <b>complexity of change</b> processes<br><br><i>Highly suited to:</i><br>policy projects, real-world and challenge-based activities | Students are empowered to create change and intentionally explore the processes that support building effective change to real-world problems  | Students explore how to navigate how change happens including proposing how different paths of change can lead to different and unexpected outcomes   |  |
|   |  <b>Systemic</b>   | <b>Looks for places to intervene.</b><br>Tackles <b>interdependencies, interactions, feedback, leverage points, emergence, boundary settings</b> and the relationships between <b>whole and parts.</b><br><br><i>Highly suited to:</i><br>policy projects, real-world and challenge-based activities                                   | Students explore the dynamic and interdependent nature of problems, and can propose how to change behaviour by identifying places to intervene within the paradigms and structures   | Students engage with the relationships between connected and intertwined problems and issues, including how these may effect change over time   |  |
|   |   |  |  | Students explore the interactions of various parts of a system, and how these factors that can be used to describe resulting behaviour  |  |

In general, the following process was followed:

- The course description, learning outcomes and assessment activities were considered.
- If needed, the class summary was also included -especially if TD elements were unclear in assessment or class activities
- TD elements that were clear in Learning Outcomes are preferred, especially where there is an Assessment item with clear alignment around the TD element.
- Where TD elements are not clear in Learning Outcomes, the level ('Likeliness') was considered more conservatively.

It is also understood that:

- On occasion, what is in Course Outlines and Class Summaries (the formal curriculum) is not what is emphasised in classes. Please update Course Outlines to emphasise relevant elements if they are missing.
- Bias or other errors may exist in the Naive Assessment. Forgive me, and please share your insights: Chris.Browne@anu.edu.au
- These positions are not authoritative. The authority for inclusion as a TD course sits with College Associate Deans (Education), and endorsement with AQAC/Academic Board.

This report has been generated from the data in: [TD Course List.xls on Sharepoint](#).

No 'decisions' are indicated in the document, though these are tracked in the spreadsheet.

The report has been organised in two ways: first, by Alpha code, and; second, with some exemplars organised around each TD Element.

## Course-Level Naive Assessments

ACST3032 Actuarial Data Analysis

ANTH2130 Violence and Terror

ARTV3035 Creative Research Practice: Extending and Consolidating an Independent Project

ASIA2118 Pollution in Past Societies

ASIA2302 Culture and Modernity in Asia

ASIA2308 Linguistic histories in Asia and the Pacific

ASIA2311 Gender and Cultural Studies in Asia and the Pacific

ASIA2888 Critical Economic Literacy

ASIA3039 Research Project in Asian and Pacific Studies

ASIA3040 Literary Discourse in Japan

ASTR1003 Astronomy and Space

ASTR2013 Foundations of Astrophysics

ASTR3013 Astrophysical Processes

BIOL2115 Comparative Physiology

BIOL3106 Biosecurity

BIOL3142 Biomedical Parasitology

BIOL3142 Biomedical Parasitology

BIOL3178 Recovery Biology

BIOL3188 ANU SynBio Challenge Team Project

BIOL3208 Biology Research Project

BIOL3210 Appreciating parasites

BUSI3020 International Strategic Management

BUSI3024 Export Business Planning

CBEA2001 Indigenous Perspectives in Business

CHMD2005 Health Humanities

COMP1110 Structured Programming

COMP1130 Programming as Problem Solving (Advanced)

COMP1720 Art and Interaction Computing

COMP1730 Programming for Scientists

COMP2100 Software Construction

COMP2120 Software Engineering

COMP2400 Relational Databases

COMP3425 Data Mining

COMP3500 Software Engineering Project

COMP3900 Human-Computer Interaction

COMP4500 Software Engineering Team Project

COMP4880 Computational Methods for Network Science

CRIM2009 Corruption in our world

CRIM3002 Corruption in Sport

DEMO2002 Population Analysis

DESN2008 Design Thinking

DESN3011 Design Studio: Engagement and Collaboration

ECHI1006 The Australian Economy: Past and Present

ECHI3009 World Economy Since 1800

ECON1100 Economics I

ECON2009 Labour Economics and Industrial Relations

ECON2013 Behavioural Economics

ECON2014 Managerial Economics

ECON2026 Money and Banking

ECON2091 The Economy, Politics and the State

ECON2108 Japanese Economy and Economic Policy

ECON2141 Strategic Thinking

ECON2900 Development Poverty and Famine

ECON3004 Health Economics

ECON3006 Financial Economics

ECON3023 Economic Policy Issues

ECON3103 International Economics

ECON3127 Computational Methods in Economics

ECON3128 Resource and Environmental Economics

ECON3180 Advanced Behavioral Economics

EMSC3022 Planetary Science

EMSC3023 Marine Biogeochemistry

ENGN2300 Engineering Design 2: Systems Approaches for Design

ENGN2301 Engineering Design 3: Systems Approaches for Analysis

ENGN3013 Engineering for a Humanitarian Context

ENVS1001 Environment and Society: Geography of Sustainability

ENVS1004 Australia's Environment

ENVS1008 Sustainable Development

ENVS2005 Island Sustainable Development

ENVS2017 Vietnam Field School

ENVS2018 Environmental Field School

ENVS2023 Sustainable Agricultural Systems

ENVS2024 Agricultural Systems

ENVS3004 Land and Catchment Management

ENVS3013 Climate Change

ENVS3020 Climate Change: Science, Society, and Policy

ENVS3040 Complex Environmental Problems in Action

ENVS3344 Environmental Justice Practicum

FREN3109 Global Paris

HIST2112 Plagues, Pandemics and Public Health in History

HLTH1001 Health in the 21st Century

HLTH2002 Introduction to Global Health

HLTH3002 Professional Practice in Health Science

HLTH3004 Wicked Problems in Health Science

HUMN2004 Global Vietnam: Gender, Labour and Migration

INDN3015 Indonesian in Contemporary Society

LAWS4001 Unravelling Complexity

LAWS4005 Beyond Chaos

LAWS4218 Feminist and Critical Theory

LAWS4219 Health Law, Bioethics and Human Rights

LAWS4231 Law and Art: Representation and Critique

LAWS4256 Law, Gender Identities and Sexualities

LAWS4260 Law and Psychology

LAWS4280 Law and the Humanities

LAWS4286 Literature, Law and Human Rights

LAWS4289 Leviathan, Art and Law

LAWS4300 Supervised Research Paper

LAWS4309 Colonialism and the Rule of Law

LAWS4312 The Law of Money

LAWS4315 Law and Development in the Contemporary South Pacific

LAWS4321 Law and Social Movements

LAWS4344 Environmental Justice Practicum

LAWS4700 Law Research Capstone Project

LING2015 Language, Culture and Translation

LING2029 Language Assessment

LING2034 Communication in Health Care

MATH2306 Applied Mathematics II

MATH2307 Bioinformatics and Biological Modelling

MATH3015 Stochastic Analysis with Financial Applications

MATH3353 Mathematical Bioinformatics

MEDN2222 Exquisite Corpse-Insight into the Human Body

MGMT3015 Corporate Strategy

MGMT3025 International Human Resource Management

MGMT3027 Entrepreneurship Innovation

MUSI2235 Critical Music Studies

MUSI2236 Music and Globalisation

MUSI3309 Music and Digital Media

MUSI3317 Popular Music Studies

MUSI3328 Music Practice as Research

PASI2001 Pacific Studies in a Globalising World

PHYS2205 Physics for Future Leaders

PNPI1001 Introduction to Philosophy, Neuroscience, and Psychology

PNPI2001 Topics in Philosophy, Neuroscience, and Psychology

PNPI3001 Research Project in Philosophy, Neuroscience, and Psychology

PPEI1001 PPE Integration 1

PPEI2001 PPE Integration 2

PPEI3001 PPE Integration 3: Classic Literature in Politics, Philosophy and Economics

PSYC1005 The Wellbeing Formula

PSYC2007 Biological Basis of Behaviour

PSYC2011 Introduction to Forensic and Criminal Psychology

PSYC2012 Culture and Psychology

PSYC3020 Health Psychology

SCNC2201 Optimism and Agency in Times of Change

SCOM1001 Science Communication 1: Introduction to Science Communication

SCOM1002 Evidence and Social Change

SCOM2006 Science, Humour & Pop Culture

SCOM2031 Misinformation, Disinformation, and Risk

SCOM3029 Science Communication and Planetary Crises

SCOM3032 Making Modern Science  
SCOM3033 Health Promotion Principles and Practice  
SOCR1001 Foundations of Social Research  
SOCY2038 Introduction to Quantitative Research Methods  
SOCY2043 Introduction to Qualitative Research Methods  
SOCY3005 Quantitative Projects for Inclusion and Diversity  
SOCY3124 Transforming Society  
SOCY3169 Online Research Methods  
STAT1008 Quantitative Research Methods  
STAT2008 Regression Modelling  
STAT2013 Introductory Mathematical Statistics for Actuarial Studies  
STAT2014 Regression Modelling for Actuarial Studies  
STAT2032 Financial Mathematics

## Extracted examples of TD Elements in Course Outlines

|                 |    |
|-----------------|----|
| Interactive     | 10 |
| Context-based   | 12 |
| Integrative     | 19 |
| Pluralistic     | 25 |
| Change-oriented | 28 |
| Systemic        | 32 |



# Examples of TD Elements

## Interactive

### **BIOL3178 - Recovery Biology**

(Highly Likely) LO: Collaborate in group-based presentation of project outcomes to stakeholders, academics and the public.

### **BIOL3188 - ANU SynBio Challenge Team Project**

(Highly Likely) LO: Collaborate in a multidisciplinary team to meet the design challenge

Description: Students will be expected to work cohesively in a team, designing, building and testing a synthetic biology solution to a significant problem.

### **ENVS1008 - Sustainable Development**

(Highly Likely) Assessment: Group work projects Class Schedule: Case studies led by different experts

### **ENVS2005 - Island Sustainable Development**

(Highly Likely) LO: Interact with people from another country in a culturally sensitive manner

### **ENVS2017 - Vietnam Field School**

(Highly Likely) LO: Conduct rapid research in a team environment Description: The in-country work will include fieldtrips, homestays, language training, as well as formal classes given by staff from ANU and from An Giang University (Mekong Delta).

### **ENVS2018 - Environmental Field School**

(Highly Likely) Assessment: Group work: Professional practice in Environmental Sciences will require group work. Task requires group organisation and delivery of a presentation Description: The field work is complemented by field trip workshops.

### **ENVS2024 - Agricultural Systems**

(Highly Likely) Assessment: Stakeholder Communications Exercise (Group) Description: This winter intensive course will involve farm visits to the greater ACT or Central West region. Overnight stays will be required and additional fees will apply. Please refer to the Class Summary for full details.

### **ENVS3344 - Environmental Justice Practicum**

(Highly Likely) Assessment: Research project (group) Description: This is an interdisciplinary course involving students from the College of Law and the Fenner School of the Environment and Society. [...] Students will attend seminars on topics of interest, and work in cross-disciplinary teams on environmental issues.

### **FREN3109 - Global Paris**

(Highly Likely) Description: Taking the city as analytical object, the course will be composed of seminars, visits to cultural sites including museums, monuments and ch teaux, collaborative workshops and guided walking tours of historically and culturally-significant districts. Assessment: Group Museum Workshop

### **HLTH3002 - Professional Practice in Health Science**

(Highly Likely) LO: Demonstrate good academic practice and teamwork in researching health topics and participating in collaborative learning activities. LO: Demonstrate a capacity to work within a multidisciplinary team to devise potential solutions to complex problems.

### **HLTH3004 - Wicked Problems in Health Science**

(Highly Likely) LO: Identify and communicate core ideas in key literature or other material on the assigned wicked problem to their peers. LO: Prepare a joint exegesis which synthesises the problem, analyses relevant challenges and outlines a proposed solution. Description: While learning about wicked problems, they will also be able to learn from a series of introductory lectures by experts describing exemplar wicked problems. Finally students will work in transdisciplinary groups to develop a contextualised approach to problem-solving for an assigned wicked problem. Assessment: Group Collaboration

#### **HUMN2004 - Global Vietnam: Gender, Labour and Migration**

(Highly Likely) Description: The course is based in Hanoi, the nation's capital, and in addition to offering basic language and cultural awareness instruction (i.e., survival language and etiquette), draws upon expertise from ANU staff, local academics, governmental officials and NGO staff.

#### **MGMT3015 - Corporate Strategy**

(Highly Likely) Assessment: Client Focused Presentation (30%) Activity: Tutorial case study

#### **MGMT3025 - International Human Resource Management**

(Highly Likely) Assessment: Literature Review Description - The seminars in the first half of the semester will feature guest speakers and case analysis Assessment: Case Presentation (Group Assignment) (20%)

#### **MGMT3027 - Entrepreneurship Innovation**

(Highly Likely) LO: Work effectively in multidisciplinary, cross-cultural teams, communicating, negotiating and contributing shared contributions towards the development of a team project.

#### **PSYC2012 - Culture and Psychology**

(Highly Likely) LO: Demonstrate effective communication and interpersonal skills in a variety of formats (e.g., written and verbal, collaboration with peers) for audiences with diverse cultural backgrounds and/or in the context of understanding the interconnections between culture and psychology. Assessment: Group Presentation

#### **SCNC2201 - Optimism and Agency in Times of Change**

(Highly Likely) LO: Demonstrate high level skills in working in teams; facilitate learning and provide developmental feedback to others.

## Context-based

### **ACST3032 - Actuarial Data Analysis**

(Likely) Description: ...aims to teach students how to apply this knowledge in real-life business settings, preparing them for more complex and practice specific applications

### **ANTH2130 - Violence and Terror**

(Likely) Description: Anthropological perspectives on violence consider how social life is shaped through different forms of engagement with force and intimidation, and foreground concerns of meaning, representation and symbolism LO: apply the core language and key concepts of the anthropology of violence to real life case studies, thus producing a critical analysis of practices and discourses of violence and terror

### **ARTV3035 - Creative Research Practice: Extending and Consolidating an Independent Project**

(Likely) LO: demonstrate a comprehensive awareness of the social, ethical, cultural, technological and environmental issues of creative practice, considering local and international perspectives.

### **ASIA2118 - Pollution in Past Societies**

(Highly Likely) LO: Identify specific categories of pollution resulting from historical human activities. LO: Analyse the correlation between the historical evolution of societies and the emergence of pollution.

### **ASIA2302 - Culture and Modernity in Asia**

(Highly Likely) Description: Relevant themes that have attracted anthropological interest include changing traditions and popular culture, adaptive custom and cosmopolitanism, migration and citizenship, identity politics and social movements as well as distinctive and emergent forms of governance in both collective and self-cultivating forms of expression.

### **ASIA2311 - Gender and Cultural Studies in Asia and the Pacific**

(Likely) Description: Through analytical, practice-based and creative assessments, students will gain crucial tools to engage with the politics of everyday life in Asia and the Pacific. LO: Reflect on the cross-cultural processes and interdisciplinary approaches through which current knowledge about gender and culture in Asia and the Pacific has developed

### **ASIA3040 - Literary Discourse in Japan**

(Highly Likely) LO: Demonstrate an understanding of the relationship between these texts and their literary, cultural, political and historical contexts.

### **BIOL3178 - Recovery Biology**

(Likely) LO: Apply contemporary concepts from across disciplines, including ecological, evolutionary and decision sciences, to management for recovering threatened species and ecosystems.

### **BIOL3188 - ANU SynBio Challenge Team Project**

(Highly Likely) LO: Discuss and reflect on the ethical and social implications of their project. Description: Proponents promise clean energy, sustainable biomanufacturing, food security and effective disease intervention that will transform our society, alter the way we interact with our environment, and allow us to sustainably provide goods and services across all economic sectors

### **BUSI3024 - Export Business Planning**

(Likely) Description: Specific topics include the rationale for international marketing; marketing issues related to international economic, financial, political, legal, cultural, technological environments

**CBEA2001 - Indigenous Perspectives in Business**

(Likely) LO: Evaluate the effectiveness of various modes of communication in intercultural contexts, specifically those related to public policy and business. Description: These four modules will be linked through three health humanities themes: cultural constructions of health and health care; narrative and visual representations of illness, health and well-being; and performance and health

**CRIM3002 - Corruption in Sport**

(Likely) Description: This course will introduce students to the multifaceted nature of corruption in sport and to useful theoretical approaches to analysing the phenomena.

**DESN2008 - Design Thinking**

(Likely) Description: Design Thinking describes processes involving the application of user research, ideation, participation, and collaboration for problem-solving and innovation in a wide range of cultural contexts.

**DESN3011 - Design Studio: Engagement and Collaboration**

(Likely) LO: articulate design problems and develop innovative design solutions through creative practice; Description: Students collaborate in transdisciplinary teams across authentic projects, encompassing not-for-profit, government, industry, and university sectors.

**ECON1100 - Economics I**

(Likely) LO: demonstrate the ability to critically evaluate many newspaper and magazine articles covering current economic events; LO: demonstrate an understanding of the economic tools taught in class and be able to apply them to analyse real world problems and policy issues.

**ECON2900 - Development Poverty and Famine**

(Likely) Why are some countries richer than others? Why have some countries experienced growth miracles while others have experienced stagnation or even growth disasters? Within developing countries, what does it mean to be poor? How to combat poverty? What are the challenges that the poor in developing countries face and what can be done to improve their living standards?

**ENGN2300 - Engineering Design 2: Systems Approaches for Design**

(Likely) LO: Research succinct and relevant system-level requirements for an engineering design within a transdisciplinary context including social, economic, and environmental perspectives

**ENGN2301 - Engineering Design 3: Systems Approaches for Analysis**

(Likely) LO: Evaluate an engineering system through the design of engineering tests, incorporating business, social and environmental arguments

**ENGN3013 - Engineering for a Humanitarian Context**

(Likely) LO: Apply appropriate technology and system design principles to humanitarian contexts incorporating social, economic and environmental factors

**ENVS1001 - Environment and Society: Geography of Sustainability**

(Likely) Description: The contrasts and connections between scientific and social science theory and methods will be examined. [...] Other key concepts critically explored will include social justice, equity and sustainability. LO: Demonstrate understanding of awareness of theories explaining and informing environmental governance and the formulation of policy instruments.

**ENVS1004 - Australia's Environment**

(Likely) LO: Discuss the characteristics of water in Australia and the interacting environmental and social factors;

**ENVS1008 - Sustainable Development**

(Likely) Description: SThe future needs you to contribute to sustainable solutions to big issues including climate change, food security, health, land management, biodiversity loss, resource competition, and societal equity.

### **ENVS2005 - Island Sustainable Development**

(Highly Likely) LO: Understand the complex social, environmental and cultural challenges that confront an island nation, like Fiji Description: The course will investigate the interactions between economic development and the sustainable management of key sectors including fisheries, agriculture, water catchment management, tourism, waste management, cultural heritage management and marine and coastal biodiversity.

### **ENVS2017 - Vietnam Field School**

(Likely) LO: Reflect deeply on the impact of rapid change on culture, environment and local economies

### **ENVS2018 - Environmental Field School**

(Likely) LO: Collect a diversity of data that describe the biophysical attributes and processes of ecosystems.

### **ENVS2023 - Sustainable Agricultural Systems**

(Likely) Description: Production systems are placed within the broader social, cultural and economic contexts in which they operate

### **ENVS2024 - Agricultural Systems**

(Likely) LO: Critically review literature and 'real life' examples of agricultural production in context as a system.

### **ENVS3004 - Land and Catchment Management**

(Likely) LO: Reflect on how land management strategies have been informed by (and continues to be shaped by) institutional perspectives, historical development, policy and social drivers Description: The course emphasises the interdisciplinarity of land resource management and examines content by investigating the physical, economic, social and institutional components of a problem.

### **ENVS3013 - Climate Change**

(Likely) LO: Synthesise understanding of processes that influence climate variability and change, and their application to research and policy contexts. Description: The scientific basis for climate change is also applied to understanding observed impacts and its relevance for global policy contexts

### **ENVS3020 - Climate Change: Science, Society, and Policy**

(Likely) Current and likely future impacts of global warming on ecosystems and human activities are considered, including biodiversity, human health, regional inequality, and vulnerability.

### **ENVS3040 - Complex Environmental Problems in Action**

(Highly Likely) Description: This course uses three case studies to develop a multi-faceted, research-based understanding of complex environmental problems that graduating students can apply in future research or work environments. LO: Apply problem solving skills in environmental studies and environmental science, including problem framing, synthesis and critical reflection.

### **ENVS3344 - Environmental Justice Practicum**

(Likely) LO: Research and critically analyse environmental issues, incorporating legal, scientific and First Nations' perspectives.

### **FREN3109 - Global Paris**

(Highly Likely) LO: navigate on-site language immersion, conducting intellectual and everyday cultural interactions with native French speakers in French. Description: The analyses undertaken in this course will equip students with the knowledge and language to understand core concepts surrounding French history, culture and identity, studied through the prism of Parisian cultural heritage.

### **HLTH1001 - Health in the 21st Century**

(Likely) LO: Describe the concept of health determinants (biological, behavioural, social and environmental) and discuss the relative contributions of these to health and wellbeing; Description: Students completing the course will learn about the biological, behavioural, social and ecological determinants of health and will develop a capacity to view health issues from scientific, social, cultural and policy perspectives

### **HLTH2002 - Introduction to Global Health**

(Likely) LO: Critically discuss the global burden of disease and intersections with the epidemiological transition, environmental effects, socioeconomic and cultural determinants and gender.

### **HLTH3002 - Professional Practice in Health Science**

(Likely) LO: Demonstrate an ability to apply principles of health and medical ethics in the context of real world problem facing global health.

### **HLTH3004 - Wicked Problems in Health Science**

(Likely) Description: They require intensive cross-boundary collaboration to develop solutions to this problem, in this context, for this population.

### **HUMN2004 - Global Vietnam: Gender, Labour and Migration**

(Likely) LO: LO: analyse the ways in which these core themes are made meaningful for people in lived contexts and express this in written work, thus gaining insight into some of the major challenges around gender, labour, and migration in twentieth-century and contemporary Vietnam Description: The broad themes of the course will be engaged through the study of specific topics (e.g., factory work; marriage migration; human trafficking; development and sustainability; youth, gender identity and social mobility/displacement) from multiple disciplinary perspectives (e.g., cultural studies, sociology, gender studies, anthropology, the fine arts)

### **INDN3015 - Indonesian in Contemporary Society**

(Likely) Description: Students will delve into a spectrum of pivotal topics within contemporary Indonesian society, spanning socio-cultural and political domains.

### **LAWS4286 - Literature, Law and Human Rights**

(Likely) Description: Human rights offers a legal and moral framework that attempts to address experiences of injustice, suffering, and traumatic loss. LO: Compare, contrast and reflect on contemporary scholarship on and critical approaches to human rights and humanitarian intervention

### **LAWS4289 - Leviathan, Art and Law**

(Likely) Description: Whether as a philosopher, a lawyer, an activist, a politician, a writer, a diplomat, or a citizen, we face a global world whose enormous challenges require an ability to understand the relationship between law's own discourse and other forms of thinking about and communicating it. LO: Evaluate and compare a complex variety of textual sources from a range of different disciplines and genres, and critically analyse their strategies, blind spots, problems, and effects.

### **LAWS4321 - Law and Social Movements**

(Likely) Description: We will consider key cases and legal battles, but by setting these within their socio-political contexts, students will critically evaluate the role of lawyers as agents of social change and the significance of courts as arenas for political disputes. LO: Construct and communicate clear and persuasive written and oral arguments about the relevance of context and history to thinking about law and legal institutions.

#### **LAWS4344 - Environmental Justice Practicum**

(Likely) LO: Research and critically analyse environmental issues, incorporating legal, scientific and First Nations' perspectives.

#### **LING2015 - Language, Culture and Translation**

(Likely) LO: critically examined the links between culture and translation, and the limits of translatability related to cultural differences; Description: Topics discussed will include language universals and human nature ; translating political and emotion concepts across languages and cultures; different ways of thinking about space and the environment; folk taxonomies and principles of human categorization; the conceptualization of colours, and different ways of seeing the world linked with different languages and cultures

#### **LING2029 - Language Assessment**

(Likely) LO: critically evaluate the role of language and assessment practices in specific policy contexts; Description: Starting from the concept of a language , this course explores the complex relationships between language use, language acquisition, and mechanisms, such as policies, standardized tests and assessment processes.

#### **MGMT3025 - International Human Resource Management**

(Likely) LO: Demonstrate an understanding of the strategic and functional roles of HRM in various international contexts, specially in areas such as recruitment and selection, performance management, training, learning and development, career management, compensation, motivation and repatriation; LO: Develop competency in dealing with cross cultural situations;

#### **MUSI2235 - Critical Music Studies**

(Likely) LO: critically analyse and discuss different forms of music research in cultural and other contexts, and their methods of identifying and addressing musical problems; Description: In relation to each of these fields, the course highlights core foundational theories and practices, placing them in their historical and cultural context:

#### **MUSI2236 - Music and Globalisation**

(Likely) Description: This course examines the impact of globalisation on local musical practices, exploring how music plays an essential role in articulating identity and place, how music developed into a commodity that is bought and sold, and how music remains a crucial factor in cultural survival throughout our globalised world. LO: demonstrate listening skills focused on cross-cultural musical elements, developed through the critical study and discussion of selected works;

#### **MUSI3309 - Music and Digital Media**

(Likely) Description: Music and Digital Media is an interdisciplinary course focusing on the business, cultural context, and scientific nature of the [inter]relationship between music and media

#### **MUSI3317 - Popular Music Studies**

(Likely) Description: This course examines the political significance of popular music through a variety of cultural and contextual lens, such as aesthetics, textual analysis, race, gender, sexuality and materiality

#### **PASI2001 - Pacific Studies in a Globalising World**



(Highly Likely) Description: It emphasizes the complexity, diversity, creativity, and sovereignty of the region. Indigenous Pacific Islander approaches to engaging and learning with and from Oceania, including through dance, poetry, music, fashion and film, are particularly highlighted. LO: Demonstrate an understanding of the histories and global forces that have shaped the contemporary Pacific region.

#### **PNPI1001 - Introduction to Philosophy, Neuroscience, and Psychology**

(Likely) Description: It will also expose students to different views about the relationship between the component fields, covering basic topics in scientific inquiry, levels of analysis, and different descriptive perspectives.

#### **PNPI2001 - Topics in Philosophy, Neuroscience, and Psychology**

(Likely) Description: To understand phenomena like memory, consciousness, bodily sensations, or navigation, we must approach them from multiple disciplinary perspectives.

#### **PPEI2001 - PPE Integration 2**

(Likely) Description: Topics such as global warming (and environmental issues more generally), inequality, dealing with risk and uncertainty, and commodification will be used to examine and contrast what philosophers and economists have said about the issues and attempt an intellectually respectable synthesis.

#### **PPEI3001 - PPE Integration 3: Classic Literature in Politics, Philosophy and Economics**

(Likely) Description: At every stage, the course places developments in the field into political and social context and presents alternative sets of ideas and paths not taken that were once prominent but have since been forgotten.

#### **PSYC1005 - The Wellbeing Formula**

(Likely) LO: Understand the key sociocultural factors contributing to wellbeing; Description: In addition to its focus on psychological factors, the course will address sociocultural factors in terms of the societal determinants of wellbeing and how to build flourishing communities and societies

#### **PSYC2011 - Introduction to Forensic and Criminal Psychology**

(Likely) LO: major areas of psychology and law, including (but not limited to) psychology of forensic science, lie detection, interrogations and confessions, eyewitness memory, jury decision making, mental health law, and the psychology of specific types of criminal offender

#### **PSYC2012 - Culture and Psychology**

(Likely) Description: Critically examine psychological practices, research and theory in relation to cross-cultural perspectives and theories of cross-cultural competency LO: The course situates mainstream psychology in the culture from which it has emerged and then explores some psychological implications of practicing psychology as a Eurocentric science, particularly in the context of the colonial history of Australia.

#### **PSYC3020 - Health Psychology**

(Likely) LO: Understand how health-related behaviours are shaped by a range of individual, environmental, social, and cultural factors.

#### **SCNC2201 - Optimism and Agency in Times of Change**

(Likely) LO: Analyse the connections between their lives and large scale changes in society and our environment.

#### **SCOM1001 - Science Communication 1: Introduction to Science Communication**

(Likely) Assessment: provides an introduction to contemporary social and communication issues in science, technology, and society. LO: Understand and describe the key issues and importance of effective science communication, recognising how social contexts affect the practice and communication of science.

### **SCOM1002 - Evidence and Social Change**

(Likely) LO: Abstract and characterise key elements of science-based evidence underlying current big social issues.

### **SCOM2006 - Science, Humour & Pop Culture**

(Likely) Description: The course thus investigates both, the ways science has influenced and generated rich and fascinating comic traditions in popular culture, and how humour and comic performance have shaped cultural ideas of sciences and science humour .

### **SCOM2031 - Misinformation, Disinformation, and Risk**

(Likely) LO: Research, synthesise and professionally communicate information about social, cultural and psychological influences that affect people s perception of risks, misinformation and disinformation associated with science communication

### **SCOM3029 - Science Communication and Planetary Crises**

(Likely) LO: Apply the broader insights to analyse a concrete case of science or technology from different cultural lenses such as Indigenous, Western, global South and transdisciplinary knowledges

### **SCOM3032 - Making Modern Science**

(Likely) LO: Apply a historical view of science communication institutions, ideologies and practices to reflect on scientific activity. Description: On the way, the course traverses key questions, theories and critical moments in the global history of science, to explore topics including communicating science in the law and in public health, through pop culture and science fiction, and hijacking science communication, as in the case of the tobacco wars.

### **SCOM3033 - Health Promotion Principles and Practice**

(Likely) LO: Discuss potential solutions to societal health problems.

### **SOCY2043 - Introduction to Qualitative Research Methods**

(Likely) LO: In this course we explore the nature of qualitative research and Indigenous qualitative research, and how we can use methods from these approaches to better understand the complexity of social life and relations

### **SOCY3005 - Quantitative Projects for Inclusion and Diversity**

(Likely) Description: The course is based on sociological concepts of gender, ethnicity, socio-economic status, social closure and intersectionality, which serve as the foundation for this research. LO: understand the study design and ethical considerations in research on equity, diversity and inclusion;

### **SOCY3124 - Transforming Society**

(Likely) LO: Identify key modes of thinking, media, tools and opportunities that can be exploited to transform sociological knowledge into meaningful engagement with specific social issues

## **Integrative**

### **ANTH2130 - Violence and Terror**

(Highly Likely) Description [Integrative]: In this course, we will be approaching violence as usually meaningful and always culturally mediated: a phenomenon that is not outside the realm of human society.

### **ASIA2118 - Pollution in Past Societies**

(Likely) LO: Analyse the correlation between the historical evolution of societies and the emergence of pollution.

### **ASIA2302 - Culture and Modernity in Asia**

(Likely) Description: Drawing on a rich corpus of social theory and ethnographic research [...] the course will provide students with conceptual and analytical tools [...] to review and appreciate the key anthropological debates and influential works in the study of modernity

### **ASIA2308 - Linguistic histories in Asia and the Pacific**

(Likely) Description: This course introduces the principles and methods of historical linguistics used to reconstruct language histories, which are windows onto the social and cultural lives of past peoples and societies. LO: Construct narratives of the Asia-Pacific past that draw on evidence from a range of disciplines.

### **ASIA2311 - Gender and Cultural Studies in Asia and the Pacific**

(Likely) Description: Students will be introduced to key interdisciplinary tools and approaches from the field of gender and cultural studies.

### **ASIA3039 - Research Project in Asian and Pacific Studies**

(Likely) LO: Systematically evaluate the available evidence whether numerical, textual, aural, or visual and the strength of analyses and arguments based on this evidence.

### **BIOL3178 - Recovery Biology**

(Likely) LO: Apply contemporary concepts from across disciplines, including ecological, evolutionary and decision sciences, to management for recovering threatened species and ecosystems

### **BIOL3188 - ANU SynBio Challenge Team Project**

(Likely) LO: Critically analyse published Synthetic Biology literature to identify strategies leading to the design of an innovative solution to a significant environmental, industrial or medical problem. Description: Students will be expected to learn about Synthetic Biology and its potential applications in the process, with a particular emphasis on developing entrepreneurial skills and knowledge of the commercialisation process.

### **BIOL3210 - Appreciating parasites**

(Likely) LO: This is a multi-disciplinary course that ranges from molecular sequencing to evolutionary ecology

### **CHMD2005 - Health Humanities**

(Likely) Assessment: Students will develop a portfolio of work including an analysis of a pathography or a creative reflection on illness; an analysis of a visual work; and an analysis of a media representation of illness, health condition, or health intervention.

### **COMP2120 - Software Engineering**

(Likely) Description: This course will empower students with the ability and confidence necessary to exercise critical thinking and professional judgment to select and apply appropriate knowledge, practices and tools to the development of non-trivial software systems. Description: Students will learn how practices and tools can be adapted to suit specific project needs and contexts. Knowledge, practices and tools considered in this course will include process models, requirements engineering, design, modelling and user experience.

### **COMP3900 - Human-Computer Interaction**

(Likely) Description: This course [...] will introduce students to key interaction and experience design paradigms, approaches and methods. LO: Apply social, cognitive, emotional, and accessibility theories and lenses in critiquing existing technologies, and developing new design ideas.

### **COMP4500 - Software Engineering Team Project**

(Likely) Description: Students will lead small teams to plan (define, estimate, schedule) and manage an appropriate set of activities to ultimately deliver a software product.

### **COMP4880 - Computational Methods for Network Science**

(Likely) Description [COMP4880] covers the essentials of using computational approaches to pose and answer social science research problems. LO: Demonstrate a thorough understanding of the fundamental principles of using computational approaches to formulate and answer social science questions.

### **DESN2008 - Design Thinking**

(Likely) LO: demonstrate and apply critical thinking through design methodologies, theories, and processes

### **DESN3011 - Design Studio: Engagement and Collaboration**

(Likely) Description: Teams conduct research, frame and address transdisciplinary problems, and creatively resolve them in collaboration with peers and stakeholders.

### **ECHI3009 - World Economy Since 1800**

(Likely) Description: This course analyzes historical major economic, political, and social changes in the world economy. LO: 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.

### **ECON2900 - Development Poverty and Famine**

(Likely) Description: The topics covered will include explanations on why countries develop differentially, the effect of geography, institutions, foreign aid, corruption and differential, saving rates on the large disparities across countries. Description: This course intends to teach students what we know and what we do not know about these important questions and will focus on teaching students tools in understanding them. NOTE: Course has no recorded LOs.

### **ECON3023 - Economic Policy Issues**

(Likely) Description: This course analyses, discusses and critiques recent and important applied empirical research papers directed towards contemporary economic policy issues. LO: demonstrate a general understanding of applied research publications that have sought to analyse effectiveness of particular aspects of contemporary economic policy

### **EMSC3023 - Marine Biogeochemistry**

(Likely) LO: This is an advanced course that explores the relationships between marine chemistry, marine biological and geochemical processes -with a focus on developing an understanding of the interplay and responses between ocean chemistry, marine biology and global change.

**ENGN2301 - Engineering Design 3: Systems Approaches for Analysis**

(Likely) Description: You will apply techniques to analyse a system from a range of perspectives, from understanding human factors through to optimisation.

**ENGN3013 - Engineering for a Humanitarian Context**

(Likely) Identify and evaluate appropriate models of development and engineering and design processes for a range of humanitarian contexts to promote social justice and address the root cause of disadvantage

**ENVS1001 - Environment and Society: Geography of Sustainability**

(Likely) Description: These issues will be explored through case studies that will include: the role of Indigenous people in resource management, the international dimension of global climatic change, water and land degradation and biodiversity conservation. LO: Demonstrate understanding of different perspectives proposing to explain causes and consequences of environmental change.

**ENVS1004 - Australia's Environment**

(Likely) LO: Integrate knowledge across a range of biophysical disciplines to complex environmental problems;

**ENVS1008 - Sustainable Development**

(Likely)

**ENVS2005 - Island Sustainable Development**

(Likely) LO: Undertake analysis of issues related to island sustainable development and to present these in a coherent manner

**ENVS2018 - Environmental Field School**

(Likely) LO: Demonstrate a capacity to choose appropriate data collection methods, design appropriate sampling strategies and communicate findings about ecosystem patterns, processes and resource management impacts.

**ENVS3040 - Complex Environmental Problems in Action**

(Highly Likely) LO: Apply problem solving skills in environmental studies and environmental science, including problem framing, synthesis and critical reflection.

**ENVS3344 - Environmental Justice Practicum**

(Likely) LO: Develop and apply practical legal and environmental science skills and approaches in environment and planning law.

**HLTH3004 - Wicked Problems in Health Science**

(Likely) LO: Critically and reflectively analyse a body of cognate literature as relevant to the assigned wicked problem and prioritise, synthesise and order such a body of work.

**HUMN2004 - Global Vietnam: Gender, Labour and Migration**

(Likely) LO: select, analyse and present materials on contemporary issues pertaining to Vietnamese people

**LAWS4218 - Feminist and Critical Theory**

(Likely) LO: Synthesise and apply feminist and other critical theories, strategies and methods to analyse law or legal issues and generate new perspectives.

**LAWS4321 - Law and Social Movements**

(Likely) Description: This course introduces students to socio-legal and "law in context" methodologies. This involves thinking about law in its social, spatial, and political dimensions, with theory and concepts stretching across disciplines. LO: [Context] Synthesise understandings of the history, social and political character of legal change.

#### **LAWS4344 - Environmental Justice Practicum**

(Highly Likely) Description: Recognising that environmental issues are multifaceted, this course takes an interdisciplinary approach, providing an opportunity for students of each discipline to benefit from peer-to-peer learning, and to gain an understanding of the interrelationship between the two disciplines. LO: Reflect on and evaluate the role of lawyers and scientists in relation to environmental issues.

#### **LING2034 - Communication in Health Care**

(Highly Likely) Description: In this course we introduce students to this relatively new field of healthcare communication research, accumulatively building up their qualitative and mixed methods research skills to undertake their own research project in this area.

#### **MATH3353 - Mathematical Bioinformatics**

(Likely) Description: There are four assignments in total, each testing students' understanding and ability to apply the mathematical reasoning behind the four major topics covered in the course to real problems in bioinformatics.

#### **MEDN2222 - Exquisite Corpse - Insight into the Human Body**

(Highly Likely) Description: The aim of this course is to provide an introduction to anatomy through visual arts, using an integrated approach. Description: The course will be co-taught by academics in the College of Arts and Social Sciences and The College of Health and Medicine. [...] A peer mentoring process will be established between science students with a background in anatomy and visual art students.

#### **MUSI2236 - Music and Globalisation**

(Likely) Description: demonstrate research, critical analysis, discussion and writing skills about the discourses surrounding the globalisation of music.

#### **MUSI3317 - Popular Music Studies**

(Likely) LO: interpret and problematise the interrelationships between popular music, culture and politics from several theoretical perspectives in popular music studies;

#### **MUSI3328 - Music Practice as Research**

(Likely) LO: critically analyse and discuss a range of theories and methods relevant to practice research. Description: This course encourages music students to position their artistic practice in a research context which is focused on the discovery of musical problems, the framing of research questions, the planning and execution of research projects, and the dissemination of research findings/results.

#### **PASI2001 - Pacific Studies in a Globalising World**

(Highly Likely) Description: This course introduces students to the histories, key terms and approaches shaping the dynamic, transdisciplinary field of Pacific Studies. LO: Describe and comprehend the nature of interdisciplinary and transdisciplinary Pacific Studies in comparison with single-disciplinary approaches. LO: Research and present group-based work on Pacific culture, heritage, arts, sports, politics, activism, media or environmental issues.

#### **PNPI1001 - Introduction to Philosophy, Neuroscience, and Psychology**

(Likely) LO: Apply discipline-specific skills from all three disciplines to transdisciplinary research.

#### **PNPI2001 - Topics in Philosophy, Neuroscience, and Psychology**

(Likely) LO: Apply discipline-specific skills to transdisciplinary research in both laboratory and written settings.

### **PNPI3001 - Research Project in Philosophy, Neuroscience, and Psychology**

(Likely) LO: Design and develop an independent and sustained investigation on a chosen transdisciplinary research topic.

### **PPEI1001 - PPE Integration 1**

(Likely) LO: demonstrate a working knowledge of key terms, concepts and ideas in the study of PPE

### **PPEI2001 - PPE Integration 2**

(Likely) LO: demonstrate a working knowledge of key terms, concepts, and ideas in the study of PPE

### **PSYC1005 - The Wellbeing Formula**

(Likely) LO: Critique the wellbeing literature in terms of its current limitations so as to understand fruitful directions for future research

### **PSYC2007 - Biological Basis of Behaviour**

(Likely) LO: Compare and contrast particular approaches to studying brain function with respect to their use to answer a particular research question. Description: . Consequently, this course focus on the link between neuroscience and psychological functioning. LO: Explain the link between psychological and brain functioning.

### **PSYC2011 - Introduction to Forensic and Criminal Psychology**

(Likely) LO: Think critically about the interactive relationship between psychology and the law.

### **PSYC2012 - Culture and Psychology**

(Likely) LO: Contextualise the discipline of psychology in Australia within the wider context of Australia's colonial history

### **PSYC3020 - Health Psychology**

(Likely) LO: Critically appraise dominant and emerging theoretical models of health behaviour, and the factors that are proposed to underpin positive and negative changes in health-related behaviours.

### **SCNC2201 - Optimism and Agency in Times of Change**

(Likely) LO: Understand the hierarchy of actions from personal choices up to mobilising positive change across society.

### **SCOM1001 - Science Communication 1: Introduction to Science Communication**

(Likely) LO: Defend and construct evidence-based arguments based on sound scientific and science communication/ social evidence and calling on theories and methods from across many disciplines

### **SCOM1002 - Evidence and Social Change**

(Likely) LO: Construct and defend evidence-based arguments for social change based on the most appropriate available evidence.

### **SCOM2006 - Science, Humour & Pop Culture**

(Likely) LO: It looks at the exchange between popular entertainment and science in various media (e.g. comics, film, fiction) over the last 150 years and clarifies the power of humour for bringing science and scientists into the general public discussion.

**SCOM2031 - Misinformation, Disinformation, and Risk**

(Likely) LO: Use course reading and lecture materials as a catalyst, and integrate knowledge of published research, to effectively present personal views, and critically respond to those of others, in open forums.

**SCOM3032 - Making Modern Science**

(Likely) Description: the course traverses key questions, theories and critical moments in the global history of science, to explore topics including communicating science in the law and in public health, through pop culture and science fiction, and hijacking science communication, as in the case of the tobacco wars. LO: Apply a historical view of science communication institutions, ideologies and practices to reflect on scientific activity.

**SCOM3033 - Health Promotion Principles and Practice**

(Likely) Description: This course emphasises the practical application of theory, aiming to equip students with hands on experience in the work of a health promotion professional.

**SOCY2043 - Introduction to Qualitative Research Methods**

(Likely) LO: communicate methodological arguments and research findings in written and oral form with reference to broader methodological, conceptual and substantive debates within sociology and related cognate disciplines.

**SOCY3005 - Quantitative Projects for Inclusion and Diversity**

(Likely) LO: By the end of the semester, students will have acquired the practical skills and theoretical knowledge necessary to advance EDI practices in diverse institutional settings.

**SOCY3124 - Transforming Society**

(Likely) LO: [Context] Identify key modes of thinking, media, tools and opportunities that can be exploited to transform sociological knowledge into meaningful engagement with specific social issues LO: [Integrative] Utilise diverse modes of communication for non-sociological audiences and co-producers of knowledge

**SOCY3169 - Online Research Methods**

(Likely) LO: design and undertake a small research project involving choice of appropriate data and methods from the course.

**STAT2032 - Financial Mathematics**

(Likely) LO: Describe various types of annuities and perpetuities and use them to solve financial transaction problems



## Pluralistic

### **ASIA2118 - Pollution in Past Societies**

(Likely) Description: Upon completion of this course, students will have built a strong foundation in environmental history, achieved through an engaging exploration that bridges history and science, contributing to the betterment of our environment's future.

### **ASIA2302 - Culture and Modernity in Asia**

(Likely) LO: Demonstrate understanding of theories and debates around modernity and concepts of culture.

### **ASIA2308 - Linguistic histories in Asia and the Pacific**

(Likely) LO: Investigate the linguistic and social past through sources and knowledges from different academic and indigenous perspectives.

### **ASIA2311 - Gender and Cultural Studies in Asia and the Pacific**

(Likely) LO: Identify and evaluate interdisciplinary theories and approaches in gender and cultural studies;

### **BIOL3178 - Recovery Biology**

(Likely) LO: Understand the multifaceted nature of conservation and be able to identify relevant stakeholders, and consider diverse, potentially conflicting opinions.

### **CBEA2001 - Indigenous Perspectives in Business**

(Likely) LO: Analyse contemporary Australian Indigenous knowledge and perspectives emerging in an ongoing history of interaction and mutual influence with non-Indigenous peoples, ideas and institutions.

### **CRIM3002 - Corruption in Sport**

(Likely) Description: On completion, students will have the academic skills to critically analyse the phenomena by synthesising a variety of disciplinary approaches to this issue and show them that sport is now so much more than just a game. LO [Plurality]: evaluate and compare the utility of different disciplinary approaches to the study of corruption

### **ENGN3013 - Engineering for a Humanitarian Context**

(Likely) LO: Apply existing discipline knowledge to cross-disciplinary humanitarian contexts and describe how humanitarian principles and skills can inform and enhance discipline practice

### **ENVS2005 - Island Sustainable Development**

(Likely) LO: Effectively present and discuss ideas, and to listen, assess and respond to ideas of others

### **ENVS2023 - Sustainable Agricultural Systems**

(Likely) LO: Understand key agricultural systems concepts and perspectives at regional, national and global scales.

### **HLTH3004 - Wicked Problems in Health Science**

(Likely) LO: Skills developed will include dialogic methods to appreciate different disciplinary perspectives

### **LAWS4231 - Law and Art: Representation and Critique**

(Likely) Description: Studying works of visual art allows us to get under the skin of our legal values and legal ideologies. LO: [Pluralistic] Differentiate and appraise research and methods in the fields of legal theory, law, visual studies and art history, with specific reference to the case studies chosen during the course to illustrate these fields.

#### **LAWS4256 - Law, Gender Identities and Sexualities**

(Likely) LO: Distinguish and apply the different theoretical approaches to sexuality arising from various academic disciplines and methodologies (scientific, moral, sociological, feminist and queer);

#### **LAWS4286 - Literature, Law and Human Rights**

(Likely) Description: Whether as a lawyer, an activist, a politician, a writer, a diplomat, or a citizen, we face a global world whose enormous challenges will require of us the ability to understand the relationship between legal discourse and other discourses such as art, human rights and literature which responses to these challenges. LO: Recognise, distinguish and appraise research and methods in the fields of law and literature, memory studies, and theory, with specific reference to major case studies chosen to illustrate, particularize, and interrogate core concepts and historical episodes

#### **LAWS4289 - Leviathan, Art and Law**

(Likely) Description: This course draws on the resources of critical theory, philosophy, aesthetics, and legal scholarship, to interrogate urgent contemporary problems pertaining to the establishment and maintenance of legal order and public identity, examining the terms on which we speak of sovereignty, democracy, rights, citizenship, and State violence. LO [Plurality]: Recognise, distinguish and appraise research and methods in the fields of legal theory, contemporary philosophy and political theory, with specific reference to the case studies chosen during the course to illustrate, particularize, and interrogate these fields.

#### **LAWS4309 - Colonialism and the Rule of Law**

(Likely) Description: By taking an historical and cultural approach to the rule of law, we will expand and deepen our understanding of these regions' pasts and present day conditions, as well as adopt an empirically informed perspective on how and why the rule of law is so pervasive. LO: Synthesise, define and critically analyse keywords and contemporary debates shared across the disciplines of law, history, politics, and culture, focusing on advanced critical approaches to the rule of law, law and development, colonialism, and post-colonialism.

#### **LING2015 - Language, Culture and Translation**

(Likely) LO: identify the challenges involved in translating from and into English in today's world arising from different cultural worlds embedded in the meaning of linguistic expressions; and

#### **MUSI3309 - Music and Digital Media**

(Likely) LO: research, critically analyse, and debate current issues/problems surrounding music and digital media from a variety of interdisciplinary perspectives.

#### **PNPI1001 - Introduction to Philosophy, Neuroscience, and Psychology**

(Likely) Description: It will introduce students to the promise and challenges of studying the mind from multiple disciplinary perspectives, giving students access to the basic vocabulary, methods, and constructs of the three component fields. LO: Understand core topics at the intersection of philosophy, neuroscience, and psychology.

#### **PNPI2001 - Topics in Philosophy, Neuroscience, and Psychology**

(Likely) Description: Each year's topic will be the focus of transdisciplinary inquiry, focusing on how methods in one discipline can be used to make progress in the questions of another LO: Examine a core topic at the intersection of philosophy, neuroscience, and psychology.

**PPEI1001 - PPE Integration 1**

(Likely) Description: Each week the students will be set an issue that is a problem or problem in politics, philosophy or economics.

**PPEI2001 - PPE Integration 2**

(Likely) Description: In each case, the role of 'political elements' will be an important part of the story both substantively, in terms of what the expected role of political institutions might be and what political constraints may be relevant; and conceptually, in terms of the different understanding of political process that philosophers and economists tend to have.

**PSYC2012 - Culture and Psychology**

(Likely) LO: Critically examine psychological practices, research and theory in relation to cross-cultural perspectives and theories of cross-cultural competency

## Change-oriented

### **ASIA2302 - Culture and Modernity in Asia**

(Likely) LO: Demonstrate knowledge of key concepts in anthropology and its central research method - ethnography  
LO: Critically utilise case studies and relevant source material when arguing analytical points in writing.

### **BIOL3178 - Recovery Biology**

(Likely) LO: Apply and evaluate new technologies to enhance management and monitoring of threatened species and ecosystems.

### **BIOL3188 - ANU SynBio Challenge Team Project**

(Likely) LO: Critically analyse published Synthetic Biology literature to identify strategies leading to the design of an innovative solution to a significant environmental, industrial or medical problem.

### **BIOL3210 - Appreciating parasites**

(Likely) LO: Analyse and relate the evolutionary trajectories of specific/local parasite and host populations to their habitats.

### **CBEA2001 - Indigenous Perspectives in Business**

(Likely) LO: Compare and contrast economic development and neo-colonial policy development and implementation experiences across Australia.

### **COMP4500 - Software Engineering Team Project**

(Highly Likely) LO: Develop as a leading member of a team that creatively identifies, implements, and delivers a software solution to a complex problem.

### **CRIM3002 - Corruption in Sport**

(Likely) LO: Develop practical and policy oriented recommendations to counter corruption in different sporting contexts

### **DESN3011 - Design Studio: Engagement and Collaboration**

(Highly Likely) Description: This course provides a platform for transdisciplinary problem solving and engagement with clients, industry, and the general public. LO: Employ design knowledge in transdisciplinary problem solving across authentic industry projects

### **ECHI1006 - The Australian Economy: Past and Present**

(Likely) LO: demonstrate an understanding of the ways in which the Australian economy has changed over time and will have developed a perspective of Australia's present position in the international economy that takes these historical changes into account

### **EMSC3022 - Planetary Science**

(Likely) LO: Explain, in scientific terms, the astronomical context of planet formation in our solar system and exoplanetary systems, and the evolution of planetary bodies. Description: We will step back in time to examine the earliest solar system, going back to the origin of the elements themselves and the processes that build new solar systems, planetary surfaces and planetary interiors.

### **ENGN2300 - Engineering Design 2: Systems Approaches for Design**

(Likely) Assessment: Design Project

### **ENGN2301 - Engineering Design 3: Systems Approaches for Analysis**

(Likely) LO: Make predictions about the performance of a system based on engineering models, understanding that engineering design will depend on the context for which it is being developed

### **ENGN3013 - Engineering for a Humanitarian Context**

(Likely) LO: Discuss significant aspects of Australia's international and domestic aid and development sector, including its history, geopolitical context and contemporary approaches

### **ENVS1004 - Australia's Environment**

(Likely) LO: Describe the development of Australian soils and the implications for ecosystem productivity;

### **ENVS1008 - Sustainable Development**

(Highly Likely) LO: Demonstrate application of knowledge and skills propose solutions to environmental problems. Description: Students are introduced to a range of viewpoints, theories and frameworks useful for thinking about and understanding social and environmental change in the context of sustainable development.

### **ENVS2005 - Island Sustainable Development**

(Likely) LO: Apply interdisciplinary approaches to resolving sustainable development issues in an island context

### **ENVS2018 - Environmental Field School**

(Likely) Description: You will learn to appreciate how soils, landforms, vegetation and fauna should be considered in research and decision-making.

### **ENVS2024 - Agricultural Systems**

(Likely) Description: A range of land management issues are examined, with students developing the skills to design and implement improved farming systems to address these issues in the context of barriers to adoption, and key enablers of practice change

### **ENVS3004 - Land and Catchment Management**

(Highly Likely) LO: Describe the natural and anthropogenic drivers of land degradation, past, present and future, at continental, regional and local scales

### **ENVS3013 - Climate Change**

(Highly Likely) LO: Analyse climate data to interpret past, present and future climate variability and change.

### **ENVS3344 - Environmental Justice Practicum**

(Likely) LO: Assess current measures to promote access to environmental justice and consider improvements to measures to achieve environmental justice. LO: Evaluate the role and ability of environmental law and science to propose solutions to deliver improved environmental outcomes.

### **FREN3109 - Global Paris**

(Likely) LO: develop an understanding of the concepts of Republicanism, multiculturalism and Frenchness through exploration of key sites, discourses, artifacts and encounters in Paris;

### **HLTH2002 - Introduction to Global Health**

(Likely) LO: Evaluate the shift from the Millennium Development Goals to the Sustainable Development Goals and apply this knowledge to the health domain; LO: Identify and critically examine the roles of key stakeholders in global health and their impact on changes in global health agendas

### **HUMN2004 - Global Vietnam: Gender, Labour and Migration**

(Likely) LO: understand and express key elements of scholarly work on gender, labour, mobility and social and cultural change as these pertain to Vietnam;

### **LAWS4321 - Law and Social Movements**

(Likely) LO: Design a considered and informed strategy for advancing a group project directed at law reform and social change.

### **LAWS4344 - Environmental Justice Practicum**

(Likely) LO: Evaluate the role and ability of environmental law and science to propose solutions to deliver improved environmental outcomes.

### **LING2034 - Communication in Health Care**

(Likely) LO: demonstrate an understanding of the processes of translating evidence based research into communication frameworks, protocols and training to improve practice

### **MGMT3015 - Corporate Strategy**

(Likely) LO: Formulate appropriate strategies to gain a competitive advantage at both business and corporate levels; Description: Topics include external analysis of opportunities and threats, internal analysis of capabilities and competencies, choice of strategy at functional, business, corporate and global levels, alignment of structures and controls with strategies and evaluation of strategies.

### **MGMT3025 - International Human Resource Management**

(Likely) LO: Demonstrate an understanding of the external forces (e.g. globalisation, sociocultural changes, political and economic changes) that have the potential to shape international HRM; and

### **MGMT3027 - Entrepreneurship Innovation**

(Likely) LO: Develop a comprehensive and well structured business plan for a new venture  
Description: The course focuses on the skills necessary for the planning, development and launch of entrepreneurial and innovative ventures.

### **PHYS2205 - Physics for Future Leaders**

(Likely) Description: It will also cover the social, economic and political context in which physics is used, and how scientists can most effectively deal with these big-picture issues.

### **PPEI3001 - PPE Integration 3: Classic Literature in Politics, Philosophy and Economics**

(Likely) Description: Where did economics come from and how did it assume its current form? This is the fundamental question that this course seeks to investigate by integrating philosophy, politics, and economics through historical analysis

### **PSYC3020 - Health Psychology**

(Likely) LO: Critically evaluate health behaviour change interventions and the methods used to assess health behaviours.

### **SCNC2201 - Optimism and Agency in Times of Change**

(Likely) LO: Develop an action plan for an active and constructive social engagement and to commence implementation

### **SCOM1002 - Evidence and Social Change**

(Likely) LO: Compare and critically evaluate the application of basic science and social science research techniques to communication aimed at effecting social change.

### **SCOM2031 - Misinformation, Disinformation, and Risk**

(Likely) Description: Uncertainty is everywhere. We casually, often unknowingly, take risks and accept uncertainty many times a day without a second thought. However, in the sciences, and in science communication, we cannot afford to be blas . The ramifications of poor risk communication can and do have dramatic, global consequences.

### **SCOM3029 - Science Communication and Planetary Crises**

(Likely) LO: Understand the relevance of uncertainty, diversity and equity for communicating the sciences of planetary crises

### **SCOM3033 - Health Promotion Principles and Practice**

(Likely) Assessment: Health Promotion Project -needs assessment and communication strategy In small groups you will design, develop, deliver and evaluate a health promotion activity.

## Systemic

### **BIOL3178 - Recovery Biology**

(Likely) LO: Apply contemporary concepts from across disciplines, including ecological, evolutionary and decision sciences, to management for recovering threatened species and ecosystems.

### **BIOL3210 - Appreciating parasites**

(Likely) Description: the dynamic complexity and yet specificity of host-parasite interactions. LO: Explain the interaction and diversity of parasite and host populations within the Kioloa environment.

### **COMP3500 - Software Engineering Project**

(Likely) LO: Work as an effective member of a team that creatively identifies, implements, and delivers a software solution to a complex problem.

### **ECON2014 - Managerial Economics**

(Likely) Description [Systemic]: During the course we will touch the role of risk management systems, disaster-management systems, and effective decision making under uncertainty. LO: Develop the internal and external managerial economics decisions apparatus to make efficient decisions

### **ENGN2300 - Engineering Design 2: Systems Approaches for Design**

(Likely) LO: Reflect on taking a systems approach to engineering design in the context of professional engineering

### **ENGN2301 - Engineering Design 3: Systems Approaches for Analysis**

(Likely) LO: Reflect on taking a systems approach to engineering testing in the context of professional engineering

### **ENVS1008 - Sustainable Development**

(Highly Likely) LO: Recognise, understand and explain the complexity of linkages between drivers, pressures, impacts and responses for contemporary sustainable development challenges

### **ENVS2005 - Island Sustainable Development**

(Likely) Description: These meetings recognised that Small Island Developing States (SIDS) have a narrow range of resources, which forces undue specialization; excessive dependence on international trade and hence vulnerability to global developments; relatively small watersheds and threatened supplies of fresh water; costly public administration and infrastructure, including transportation and communication; and limited institutional capacities and domestic markets, which are too small to provide significant scale economies.

### **ENVS2017 - Vietnam Field School**

(Likely) Description: The course focuses on experiencing and understanding the complex relationships between development and the environment as seen through every day living.

### **ENVS2024 - Agricultural Systems**

(Highly Likely) LO: Integrate knowledge of production systems to view Australian agrifood as a system. Description: This course is intended to provide breadth of systems knowledge to allow students of a range of knowledge domains to come together and apply their knowledge in an agricultural context.