In 2012 the Faculty of Arts and Social Sciences commenced a project, ‘Refocusing the Majors’, that was designed to pilot an aspect of the University of Sydney's Curriculum Renewal principles. ‘Refocusing the Majors’ focussed on Principle 4 of the SEG Curriculum and Course Planning Committee (CCPC) Guidelines:

Principle 4: The curriculum renewal process should support current and prospective students in more clearly identifying pathways into, through, between and beyond degrees and support staff in ensuring degree program coherence, and the University in articulating a clear and rational structure to its degree offerings. (Ensure pathways and coherence).

The current degree structure at Sydney varies considerably across the institution, is sometimes complex and confusing for students and staff and does not always support students in making choices about their study or facilitate transitions between phases of study based on those choices. Different strategies to provide coherence and structure suit different degree contexts (for example majors, credit points, pre-requisite and co-requisite sequence requirements and learning themes), and no single strategy is envisaged. Increasingly students enter the University through a variety of pathways and the University’s curriculum renewal process should acknowledge these pathways and attend to the transition of students into, between and out of, their degrees.

This report captures what has been achieved through ‘Refocusing the Majors’ to date and how the success of these changes might be assessed; provides further information regarding other curriculum renewal initiatives in FASS, in particular the re-shaping of coursework Masters programs so as to be compliant with the Australian Qualifications Framework (AQF); and sketches the next phase of UG curriculum reform which extends ‘Refocusing the Majors’. This new phase will focus on the greater integration into curricula of generic and discipline-specific English writing and language support, and improved alignment of learning outcomes with progressively complex assessment.

THE PROCESSES USED TO ACHIEVE CURRICULUM RENEWAL IN FASS

The ‘Refocusing the Majors’ project was launched in late 2011, but FASS had been engaged in reconsidering a range of aspects of its curriculum for two years prior to that date. When Duncan Ivison became Dean in 2010 he continued the process of reform of undergraduate degree courses that his predecessor Stephen Garton had commenced with the creation of the Bachelor of Liberal Arts and Sciences (BLAS) from three previously existing degrees. Since 2010 the Bachelor of Arts (Advanced) and the Bachelor of Arts (Socio-Legal Studies) have also been retired. Various models of the possible future offerings in FASS (at the unit, the Major, and the degree level) were proposed. These ranged from dramatically reducing the number of degrees offered in the Faculty, through a common First Year for all FASS undergraduate students, to mandatory ‘capstone’ units for all Majors. After consultations with staff, students and other stakeholders, FASS embraced a model of the Major that employed a strong principle of progression, involving a more coordinated First Year (although with 1000
level units remaining with individual disciplines), and distinctive 2000 level intermediate units and 3000 level units that offered an advanced disciplinary experience. Three principles underpinned the approach taken to ‘Refocusing the Majors’:

1. We want students taking FASS Majors and degrees to have a clear sense of progression through their degrees and majors, building both depth and breadth across their areas of study, and having the opportunity to develop the core attributes, qualities and skills that a genuinely liberal arts education can provide.

2. We want the BA to reflect the strengths of the Faculty and University – by giving students a first class education and a genuinely rich array of choice from across the humanities and social sciences, but more structured and supported choice than we have hitherto provided.

3. We want our specialist degrees to reflect genuinely distinctive educational and disciplinary pathways, consistent with our values and goals as a Faculty, and offering a more structured and specialized pathway for those students for whom this is important. They shouldn’t simply be the BA with a different title.

Every department and program that delivered one or more Majors in FASS was requested to review the structure of their Major(s) with reference to: 1) disciplinary outcomes and standards; 2) graduate attributes; 3) the kinds of experiences a student undertaking the Major may expect; 4) pathways through the Major; 5) outcomes related to professional accreditation (if relevant); 6) the relationship of assessment tasks to outcomes; and 8) the sustainability of the proposed offerings.

The Pro-Dean (Teaching and Learning) who is Chair of the FASS Teaching and Learning Committee, and the Associate Dean (Undergraduate) who is Chair of the FASS Undergraduate Committee, worked closely together, both informally and through the establishment of the Majors Standards Subcommittee, which had representatives from both committees and reported to the Dean’s Executive Committee (DEC), of which both the Pro-Dean (T&L) and Associate Dean (UG) are members. At the start of the process the Pro-Dean (T&L) was Associate Professor Ian Maxwell from the department of Performance Studies and the Associate Dean (UG) was Dr Melissa Hardie from the department of English. In Semester 2 of 2012 Professor Rick Benitez from the department of Philosophy was Pro-Dean (T&L). In 2013 the Pro-Dean (T&L) is Professor Carole Cusack from the department of Studies in Religion and the current Associate Dean (UG) is Dr Lynne Chester from the department of Political Economy.

Concurrently, FASS engaged in 2012 with the revised Australian Qualifications Framework, with the Postgraduate Coursework Coordinators in the five Schools playing a key role in communicating the required changes at the departmental level. In 2013 the process of ensuring that the suite of postgraduate coursework degrees in FASS AQF compliant was led by the Associate Dean (PG Coursework), Dr Mark Melatos from the School of Economics. This process involved ‘retiring’ a range of unviable Masters degrees across the Faculty, and the approval of a suite of five new Masters programs, to commence in Semester 1 of 2014 (Master of English Studies, Master of International Relations, Master of Art Curating, Master of Economic Analysis, and Master of Museum and Heritage Studies). FASS has done extensive market research and consultation with various stakeholder groups regarding these degrees, to measure their popularity with potential students, and also has made them a priority for its engagement with the uptake of Blended Learning in 2014.²

² The five new Masters programs are the focus of the FASS Online Presence Project, inaugurated in 2013 and dedicated to producing B1 to B3 level BlackBoard sites for all the core units in the five degrees. Every elective
HOW THE CURRICULUM RENEWAL PROCESS ENGAGED STAFF AND STUDENTS

FASS is a large and diverse faculty, and has in the past few years undergone a process of considerable expansion in terms of both staff and student numbers as certain disciplines that were formerly part of the Economics and Business Faculty (now the Business School) became part of FASS (for example, Government and Industrial Relations, Political Economy, and most recently Economics). It was recognised that an exercise such as ‘Refocusing the Majors’ might be viewed by staff as an increase in workload (rather than as part of the normal cycle of curriculum review), and certain structures were put in place to obviate both such possible perceptions and the disengagement from the process that might result from staff perceptions of workload increase. These included establishing an Undergraduate Curriculum Coordinator in each of the five Schools, and the development and maintenance of an online Unit of Study Management (USM) system that assisted the Associate Dean (UG) and the School UG Curriculum Coordinators to implement quality assurance measures.\(^3\)

Further, the Pro-Dean (T&L) met on a number of occasions with the Heads of Schools to discuss ‘Refocusing the Majors’, and brought regular updates to DEC, as did the Associate Dean (UG). The regular meetings of the Chairs’ Forum twice per semester are not a new phenomenon, but have functioned effectively as sites for the dissemination of information about innovation and change, and theatres in which vigorous discussion and debate can take place (Faculty Board meetings and the annual DEC Retreat for the Faculty leadership team have also facilitated ‘buy-in’ for curriculum renewal and other important projects). The First Year Coordinators’ Group was established early in 2012 and has met each semester since, to air concerns and share tips and techniques for better managing the First Year cohort, with a view to enhancing the student experience, and also improve FASS rates of retention, progression, and graduation. Themes upon which these meetings have been built include Academic Honesty (Semester 2, 2012) and Strategies to Improve Retention (Semester 2, 2013).

Student representatives at both the departmental level and that of FASS faculty committees, and those engaged in the Mentoring Program and other academic support systems (for example, the Writing Hub’s Peer Writing Mentors) have acted as sounding boards for curriculum renewal proposals, by contributing suggestions and insights from the student experience (both their own and those of the cohort they represent). They have also acted as conduits for information to be fed back to the student body of FASS, to keep them abreast of changes that will affect their student experience, at the unit, Major, and degree levels.

When factors such as the size and complexity of FASS are taken into account, the success of ‘Refocusing’ has been to engage (nearly) all departments and programs in major curriculum reform and renewal.\(^4\) The degree of cooperation, energy and enthusiasm FASS academics must have at least an A1 site, but it is anticipated that many elective units will have B sites. The Team Leader for this project is Dr Jennifer Dowling, an Educational Designer in the FASS eLearning Team.\(^3\)

This system, which has to date run on the Kontinuum platform within FASS, will in 2014 be migrated to a more robust platform and maintained centrally by ICT.

The three Majors offered in the School of Economics (Economics, Econometrics, and Financial Economics) have not yet undergone the ‘Refocusing’ process. This was due to the late arrival of Economics into FASS at the start of 2012, and the fact that a Review of the School of Economics took place later that year. The report of the Review Panel was endorsed by DEC early in 2012, and the curriculum renewal process that is currently happening around the Majors in the School of Economics is described in the final section of this report, ‘Further Recommendations for Curriculum Development in FASS’.

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\(^3\) This system, which has to date run on the Kontinuum platform within FASS, will in 2014 be migrated to a more robust platform and maintained centrally by ICT.

\(^4\) The three Majors offered in the School of Economics (Economics, Econometrics, and Financial Economics) have not yet undergone the ‘Refocusing’ process. This was due to the late arrival of Economics into FASS at the start of 2012, and the fact that a Review of the School of Economics took place later that year. The report of the Review Panel was endorsed by DEC early in 2012, and the curriculum renewal process that is currently happening around the Majors in the School of Economics is described in the final section of this report, ‘Further Recommendations for Curriculum Development in FASS’.
have brought to the curriculum renewal process is particularly pleasing, especially in light of the redundancy process and difficult Enterprise Bargaining negotiations.

WHAT DATA THE CURRICULUM RENEWAL PROCESS HAS DRAWN ON

Before launching a Faculty-wide curriculum renewal initiative, Professor Ivison and Faculty leadership reviewed a range of data available to determine the direction of reform needed. This data included: the selection of Majors across FASS; the distribution of FASS students across the range of degrees offered; rates of retention and progression of several First Year cohorts; and the number of graduating students unclear about the status of their majors (what came to be known colloquially as an ‘accidental Major’). Further, he identified three reasons to be pro-active about curriculum reform: 1) FASS was long overdue for an overhaul of its offerings, as the last Faculty-wide process had been the ‘whole of institution’ Six Credit Point Standardisation, the work for which had been completed in 2005; 2) University of Sydney management had signalled that curriculum reform was on the radar, making it imperative to work to engage FASS early and have the option of voluntary, rather than imposed, change; and 3) there was considerable competitive pressure from rival institutions.

The Dean then established a Curriculum Reform Task Force, which developed proposals for change in 2010. In early 2011 FASS discussed both the Capstones proposal and the Common First Year proposal at Faculty Board. However, these two radical proposals were voted down by academic staff. The ‘Refocusing the Majors’ project was then devised in late 2011 and accepted by the Board. The project began in earnest in Semester 1 of 2012. At the start of 2013 ‘Refocusing’ documents addressing the aforementioned six criteria were completed for the vast majority of the 50 FASS Majors, and the Associate Dean (UG), Dr Lynne Chester, spearheaded the final clarification of the plain language 200 word statements, and the associated process of establishing a system of parallel prerequisites for units from other departments and programs that were to be included in a cross-Faculty or multi-department Major.

Throughout 2013, 140 new Units of Study have been created (of which around half were the conversion of existing Units to either 2000- or 3000-level), 123 Units have been eliminated, and an unwieldy 1,886 cross-listed units have been replaced by 506 units under the new system of ‘parallel prerequisites’. These changes will be reflected in the 50 majors that the Faculty will deliver from 2014.

The reform of degree programs has continued alongside ‘Refocusing’ and from 2014 the Bachelor of International and Global Studies (BIGS) will be rendered more attractive to students and more competitive to employers by the addition of both compulsory Language study and a compulsory international Exchange (at present this would be in Europe, Asia, or North America, with a domestic analogue provided for those students who were unable, for valid reasons, to go abroad during their candidature). The Bachelor of Political, Economic, and Social Sciences (BPESS) is also undergoing reform, with the integration of the Economics Major into its structure. The Faculty has also created a new ‘Faculty Scholars

5 It is important that the term ‘accidental Major’ is not misunderstood. The students in question were aware that to graduate with a Bachelor of Arts (or, indeed, any other degree FASS offered) the completion of a Major was necessary. What they were often unaware of was that during the course of their degree they had also managed to complete a second, unintended, Major.

6 There are around 2,000 undergraduate units currently active in Flexsis and 875 of these are listed in the 2014 Handbook.
Program’ for high achieving students, to be launched in 2014, which replaces the BA Hons (Advanced). The reform of units, Majors, and degree programs will be further progressed by the introduction of a rotating system of reviews at the School level. This initiative was prefigured by the 2012 review of the School of Economics, discussed below. The Faculty has established a process for School reviews, and the cycle will commence in earnest in 2014. It is anticipated that curricula concerns will be a major focus in School reviews.

**STUDENTS’ EXPERIENCE OF PATHWAYS AND COHERENCE AS A RESULT OF ‘REFOCUSING THE MAJORS’**

The Dean undertook to consult with students, including engaging his Student Advisory Committee apprised of the work of the Taskforce and the Refocusing project. Students were invited to make submissions to the Curriculum Reform Taskforce and were invited to participate in those discussions. A student led survey was also conducted around some of the specific issues to do with our specialized degrees (eg. Bachelor of Arts [Honours] Advanced). Student evaluation of the FASS unit offerings, accessed through the comparative USE survey data provided by the Institute for Teaching and Learning was, however, a major source of information. Further, they assisted FASS in linking up different initiatives, such as ‘Refocusing’ and the 2012 Teaching Quality Compact drawn up with the University’s senior management group, which focused on targets set for three questions in the USE survey: 1) at least 80% of units returning an agreement standard of 80% or better on Overall Satisfaction, Question 12; 2) increase overall positive response to the feedback item, Question 9 to 55% of units reporting 80% agreement; and 3) increase positive responses to the engaging learning activities item, Question 4, to 50% on units reporting 80% agreement on this item.

The chief concerns of the ‘Refocusing’ process were to demonstrate clear progression (1000 level units, 2000 level units, 3000 level units) in the FASS majors, and to clarify the disciplines via the abolition of the old cross-listing system. This had enabled a department to count units from other departments and programs as part of its major. ‘Refocusing’ specified that only with a ‘curriculum rationale’ could a unit from a different department, faculty or program be included in a FASS major. Some departments, particularly in Languages, sought to involve students in terms of the expected outcomes of particular majors, and there was also some informal consultation around FASS with reference to the 200-word 'lay language' descriptions of the majors that every department and program had to produce, for both the Handbook and for more general advertising purposes.

Ian Maxwell, who was Pro-Dean (Teaching and Learning) until 1 July 2012, has stated that one of the principal reasons why student consultation took the form it did for this process was that student representation in FASS is based on departments, whereas many FASS Majors do not map directly onto departments (i.e., programs run across multiple departments, whole of Faculty programs, etc). However, student representatives on Faculty Board and the Dean’s Advisory committee were included in the Faculty’s ongoing work on curriculum reform.

Student involvement in ‘Refocusing the Majors’ will be sought in the next phase of implementation of the process to help assess the effectiveness of the changes implemented to the Majors in FASS. Three follow-up processes have been developed. These are: a) the collection of First Year student feedback on the 200-word Handbook statements that explain each Major, along with a description of a student’s pathway; b) the collection of enrolment and completion data over the next three years to monitor trends; and c) the provision of guidance
to new and existing academic staff through the dissemination of a statement has been drafted which sets out the principles, structure and requirements of a Major (see Appendix 1).

The three follow-up processes for ‘Refocusing the Majors’ will soon commence. The collection of First Year student feedback on the 200-word statements that explain each Major, and also on the description of student pathways is extremely important. Three examples of these 200 word descriptions are included here to illustrate the type of clarity and comprehensibility that FASS aimed for:

**ECONOMICS:** Economics is a diverse, fascinating discipline that studies a wide range of issues that shape the broad framework of society – political, social and commercial. The School of Economics has a proud history as one of the most highly ranked centres in economics. This is reflected in our degrees, which promote a deep understanding of the key concepts of economics with a focus on contemporary issues of Australian and international importance. Our graduates are leaders in their fields – at the Reserve Bank, Treasury and other Government Departments, in global financial institutions, and with international agencies and NGOs. They also go on to further study at some of the finest institutions in the World.

The objective of the Major in Economics is to equip students for the diverse range of careers which value the key skills of the discipline - understanding economic and social phenomena, analyzing economic data, and exploring alternative choices in addressing key challenges. The Major builds the training in economics incrementally. It addresses the essentials of the discipline early in the degree, which opens a wide range of choice at Senior level. This allows students to shape concentrations in areas of interest – in macroeconomics, or in areas of applied economic policy.

**HISTORY:** History is the study of the past and its interpretation in the present. Historians make sense of the past be analyzing evidence from written, oral, visual, digital and material sources in light of historical context. Using a range of approaches, they examine past events, processes, and relationships, interpreting their origins, significance and consequences.

In a Major in History you can study different periods, places and cultures, from the medieval through to the present-day, from Australia to China, the United States and Europe. You begin with Junior units that survey broad periods and regions, and a variety of different approaches, and develop skills of historical analysis and evidence based argument. In your second and third years you take Intermediate units focused on the histories of particular nations or themes explored in a variety of different times and places, and expand your research skills and ability to employ historical methods. You complete the Major with a Senior unit involving an independently framed and researched project centred on primary sources, history outside the classroom, or historiography.

**INDONESIAN STUDIES:** Indonesian Studies at the University of Sydney emphasises the importance of providing a rounded education, drawing on its extensive links in Indonesia and with the Indonesian community in Australia. It produces graduates who have not only strong language skills, but also transferrable academic skills and a high level of substantive country knowledge. The Department caters for undergraduates with a range of language backgrounds, including beginners, school leavers, and background speakers of Indonesian. The Indonesian major at Sydney provides students with the linguistic and other academic skills required to use Indonesian in a variety of social settings and carry out library-based and interview-based research in the Indonesian language medium.

Study of Indonesian geography, politics, history, anthropology and culture is integrated into all levels of the major. Beginners and intermediate students learn about the impact of Indonesia’s complex archipelagic geography and its location at the world’s most important maritime crossroads on its peoples and cultures in a context where colonisation and modernity are merely the most recent of many waves of foreign influence. Advanced learners and background speakers have the opportunity to engage in the study of key aspects of modern Indonesian society through thematic seminars taught in Indonesian.

The clear and conversational style of these new 200 word descriptions of the 50 Majors in FASS is a substantial improvement on the previous Handbook entries. Two examples of student pathways are given in Appendix B.
FURTHER RECOMMENDATIONS FOR CURRICULUM DEVELOPMENT IN FASS

A review of the Bachelor of Economics and its three Majors was undertaken in Semester 2 of 2012 to assist in the larger review of the School of Economics following the appointment of the inaugural Head of School, Professor Colm Harmon. This review involved consultation with members of the School, the University and other relevant parties outside of the University. One of the aims of this review process was to develop the Economics program at the University of Sydney as the best in Australia. The recommendations were intended to enhance the analytical and econometric training of graduates and to develop options to study economic policy within the structure of the Bachelor of Economics degree.

1. Ensure the quality of the curriculum of the Economics and Econometrics programs.
2. Review the Majors offered by the School and, if appropriate, suggest any changes to the existing Majors and recommend the introduction of new Majors.
3. Review the existing Bachelor of Economics/Major so as to ensure integrity of the program, that the learning goals are being achieved given the structure of the current program and, if appropriate recommend changes to the degree structure and the introduction of new units.
4. Examine the current undergraduate Economics study offered by the University of Sydney and, where appropriate, recommend new possible Economics degrees.
5. Examine the Honours program and its relationship to the ordinary undergraduate program and the postgraduate programs offered by the School of Economics.

The process of curriculum renewal will be ongoing in School of Economics throughout 2013. The School has also reviewed its postgraduate coursework offerings and has decided upon a four-point program of reform. This involves: 1) the introduction of compulsory research project units as capstones; 2) the division of the existing Master of Economics into two distinct degrees (a research-focussed elite-entry Master of Economic Analysis, and the second is a professional development-focussed Master of Economics); 3) offering an Economics sequence in selected non-Economics degrees; and 4) the maintenance of the current Graduate Certificate in Economics and Graduate Diploma in Economics.

The next stage of curriculum renewal across the whole of FASS will focus on assessment tasks, and their relationship to learning outcomes, and how they map onto the graduate attributes that we expect our students to possess. This project will unfold over 2014 and is anticipated to take extend into 2015. FASS is investigating the utility of a curriculum mapping too (for example, the Course and Unit of Study Portal [CUSP], developed by the Faculty of Engineering and Information Technologies) to assist in the conduct of this important exercise. Other projects that are in progress include the promotion of Blended Learning through the establishment of the FASS eLearning Strategy Group (chaired by Ducan Ivison), with the Professor Barbara Caine, Head of the School of Philosophical and Historical Inquiry (SOPHI) conducting an online submission pilot project in Classics and Ancient History in Semester 2 of 2013, with a view to having all assessments in SOPHI submitted online by the end of 2014. The pace of curriculum renewal in FASS at the present moment is fast-moving and the results are inspirational. There is much more that FASS could do in the curriculum renewal space, and great confidence that innovations and improvements will continue in the very near future.
APPENDIX A: THE PRINCIPLES, STRUCTURE AND REQUIREMENTS OF A MAJOR

- A Major should build a strong sense of disciplinary outcomes.
- A Major should be articulated through a clear and simple pathway addressed to a student reader who has no knowledge of the Major or the degree structure.
- A Major may comprise core and elective Units of Study.
- A Major comprises 36 senior credit points of which 6 credit points must be a 3000-level (senior-advanced) Unit of Study from the discipline of the Major.
- At least 12 senior-intermediate (2000-level) credit points must be completed to undertake senior-advanced (3000-level) Units within the discipline of a Major.
- At least 12 junior (1000-level) credit points must be completed to undertake 2000-level (senior-intermediate) Units (with the exception of some language Units).
- For those Majors with less than 12 junior (1000-level) disciplinary credit points, parallel prerequisites will apply. Parallel prerequisites only apply for senior-intermediate (2000-level) Units.
- A parallel prerequisite for a Unit of Study must provide the equivalent to disciplinary knowledge and foundations as necessary preparation to undertake 2000-level Units.
- A maximum of 18 senior (intermediate and advanced) points from outside a discipline may count as electives to a Major.
- There must be clear progression within a Major from 1000-level Units of Study to 2000-level Units and subsequently to 3000-level Units.
- Each step through the Major is to build upon the experience and outcomes of earlier stages. Assessment tasks are a key part of this progression and to achieve learning outcomes. The Academic Board’s Assessment Policy 2011 requires assessment practices to advance student learning.
- The design principles for 3000-level Units should indicate how the assessment tasks build upon, or extend, the assessment tasks required by 2000-level Units, and the relationship of assessment tasks to learning outcomes. The same should occur with the design principles for 2000-level Units with respect to 1000-level Units of Study. The online template for new Units of Study requires the design principles to explain assessment progression.
- Curriculum rationale needs to be clearly demonstrated if changes to the structure or composition of a Major are proposed.
A Major, or changes to an existing Major, will be approved by the Faculty’s UG Committee in accordance with the above principles and guidelines.
ECONOMICS: PATHWAY

Economics is a diverse, fascinating discipline that studies a wide range of issues that shape the broad framework of society – political, social and commercial. The School of Economics has a proud history as one of the most highly ranked centres in economics. This is reflected in our degrees, which promote a deep understanding of the key concepts of economics with a focus on contemporary issues of Australian and international importance. Our graduates are leaders in their fields – at the Reserve Bank, Treasury and other Government Departments, in global financial institutions, and with international agencies and NGOs. They also go on to further study at some of the finest institutions in the World.

The objective of the Major in Economics is to equip students for the diverse range of careers which value the key skills of the discipline - understanding economic and social phenomena, analyzing economic data, and exploring alternative choices in addressing key challenges. The Major builds the training in economics incrementally. It addresses the essentials of the discipline early in the degree, which opens a range of choice at Senior level. This allows students to pursue in areas of interest - in macroeconomics, or in applied economic policy.

For the award of a major in Economics students complete:

(i) four junior prerequisite units of study (24 credit points), as follows:
   • ECMT1010 Business and Economic Statistics A
   • ECMT1020 Business and Economic Statistics B
   • ECON1001 Introductory Microeconomics
   • ECON1002 Introductory Macroeconomics.

(ii) two compulsory senior units of study (12 credit points), as follows:
   • ECOS2001 Intermediate Microeconomics; OR ECOS2901 Intermediate Microeconomics Honours
   • ECOS2002 Intermediate Macroeconomics; OR ECOS2902 Intermediate Macroeconomics Honours#.

# Where students are completing both an Economics and a Financial Economics major, an additional senior elective (ECOS2000 or ECOS3000 level) should be completed for one of the majors, as Economics and Financial Economics both require the compulsory unit ECOS2002/ECOS2902. Both majors must include 36 senior credit points without counting a senior unit i.e. ECOS2002 towards two separate majors.

(iii) a minimum of four senior elective units of study (24 credit points) selected from the following options, with at least three at 3000-level (18 credit points):
   • ECOS2201 Economics of Competition and Strategy
   • ECOS2306 Managerial Firms: Evolutions and Attributes *
   • ECOS2903 Mathematical Economics A
   • ECOS3002 Development Economics
   • ECOS3003 Hierarchies, Incentives and Firm Structure
   • ECOS3004 History of Economic Thought
   • ECOS3005 Industrial Organisation
• ECOS3006 International Trade
• ECOS3007 International Macroeconomics
• ECOS3008 Labour Economics
• ECOS3010 Monetary Economics
• ECOS3011 Public Finance
• ECOS3012 Strategic Behaviour
• ECOS3015 Law and Economics
• ECOS3016 Experimental and Behavioural Economics
• ECOS3017 Health Economics
• ECOS3018 Economics of Growth
• ECOS3019 Capital and Dynamics
• ECOS3020 Special Topic in Economics
• ECOS3021 Business Cycles and Asset Markets
• ECOS3022 The Economics of Financial Markets
• ECOS3023 Personnel Economics
• ECOS3901 Advanced Microeconomics
• ECOS3902 Advanced Macroeconomics
• ECOS3903 Applied Microeconomics Honours
• ECOS3904 Applied Macroeconomics Honours.

* Unit not offered in 2013

The units ECOS3901, ECOS3902, ECOS3903 and ECOS3904 require the completion of additional prerequisites/corequisites outside of those prerequisite units of study listed for this major. Please check Table A for details of the unit prerequisites, corequisites and other requirements.

Example of an Economics major example (required units in bold)

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<th>Year 1 Semester 1</th>
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<td>Introductory Macroeconomics</td>
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<td>Intermediate Macroeconomics ECOS2002</td>
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<tr>
<td>Optional unit</td>
<td>Senior Economics unit ECOS3xxx</td>
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INDONESIAN STUDIES: PATHWAYS

1. Pathways through the Indonesian Studies Major:

A major in Indonesian studies consists of 6 senior units (level 2000 and above) or 4 senior units and two senior English-language units that deal substantially with Indonesia. A semester on the ACICIS program (in-country) can be taken, usually when students complete INMS3601. In-country units are also available.

**Pathway 1:**

Absolute beginners commence with INMS1101. Beginners with some exposure to Indonesian may commence in Semester 2 with INMS1102.

<table>
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<th>CPs</th>
<th>Unit Type</th>
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<td>INMS1102:</td>
<td>Indonesian 1B</td>
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<td>6</td>
<td>Senior unit</td>
</tr>
</tbody>
</table>

**Pathway 2:**

School leavers generally commence with INMS2601, joining those who have successfully completed INMS1102; also available for learners with sufficient background knowledge. High-performing school leavers or those with sufficient background knowledge may commence with INMS3601, joining students who have successfully completed INMS2602.

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Code</th>
<th>Course Title</th>
<th>CPs</th>
<th>Unit Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>INMS2601:</td>
<td>Indonesian 2A</td>
<td>6</td>
<td>Junior unit</td>
</tr>
<tr>
<td></td>
<td>INMS2602:</td>
<td>Indonesian 2B</td>
<td>6</td>
<td>Junior unit</td>
</tr>
<tr>
<td>2</td>
<td>INMS3601:</td>
<td>Indonesian 3A</td>
<td>6</td>
<td>Senior unit</td>
</tr>
<tr>
<td></td>
<td>INMS3602:</td>
<td>Indonesian 3B</td>
<td>6</td>
<td>Senior unit</td>
</tr>
<tr>
<td>3</td>
<td>One of the</td>
<td>following rotating senior units:</td>
<td>6</td>
<td>Senior unit</td>
</tr>
<tr>
<td></td>
<td>following</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>rotating</td>
<td>INMS3603: Indonesia’s Slow Road to Democracy</td>
<td>6</td>
<td>Senior unit</td>
</tr>
<tr>
<td></td>
<td>senior units:</td>
<td>INMS3605: Autonomy and Human Rights in Indonesia</td>
<td>6</td>
<td>Senior unit</td>
</tr>
<tr>
<td></td>
<td>INMS3607:</td>
<td>Indonesia: The Challenges of Development</td>
<td>6</td>
<td>Senior unit</td>
</tr>
<tr>
<td></td>
<td>One of the</td>
<td>following rotating senior units:</td>
<td>6</td>
<td>Senior unit</td>
</tr>
<tr>
<td></td>
<td>following</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>senior units:</td>
<td>INMS3604: Dealing with Indonesia’s Diversity</td>
<td>6</td>
<td>Senior unit</td>
</tr>
<tr>
<td></td>
<td>INMS3606:</td>
<td>Enculturating the Indonesian Nation</td>
<td>6</td>
<td>Senior unit</td>
</tr>
<tr>
<td></td>
<td>INMS3608:</td>
<td>Indonesia In Search of Modernity</td>
<td>6</td>
<td>Senior unit</td>
</tr>
</tbody>
</table>
Pathway 3:

Designed for native speakers, near native speakers and advanced learners (including students who have successfully completed INMS3602), six rotating advanced units make it possible for students in these categories to complete a major in Indonesian Studies. These advanced studies units are qualitatively and methodologically distinct from the lower units, as they are taught on a social science seminar model and can be taken in any order.

<table>
<thead>
<tr>
<th>Years 1, 2, or 3</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>INMS3603: Indonesia’s Slow Road to Democracy</td>
</tr>
<tr>
<td></td>
<td>INMS3605: Autonomy and Human Rights in Indonesia</td>
</tr>
<tr>
<td></td>
<td>INMS3607: Indonesia: The Challenges of Development</td>
</tr>
<tr>
<td></td>
<td><strong>Semester 2</strong></td>
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<tr>
<td></td>
<td>INMS3604: Dealing with Indonesia’s Diversity</td>
</tr>
<tr>
<td></td>
<td>INMS3606: Enculturating the Indonesian Nation</td>
</tr>
<tr>
<td></td>
<td>INMS3608: Indonesia In Search of Modernity</td>
</tr>
</tbody>
</table>

2. The Pathway to the disciplinary outcomes:

The content of each unit in the lower levels of the major is designed to provide students with a broad knowledge of Indonesian culture and society while allowing for the development of content depth at the upper levels. Level 1 units deal with three sequential themes, while upper level units deal with two related themes. This offering, which has been put in place through a staged process which began in 2006, is designed in such a way that it provides a pathway for native and near-native speakers, as well as ab initio students and learners with some language background.

This core curriculum is complemented by a range of English-language Units of Study on Southeast Asia offered through the Asian Studies Program or by cognate disciplines such as Anthropology and Government. Students also have access to a range of options for in-country studies, including full semester or year-long programs offered through the Australian Consortium for In-Country Indonesian Studies (ACICIS).